VCE Drama: Performance Descriptors

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| **DRAMA****SCHOOL-ASSESSED COURSEWORK** |
| **Performance Descriptors** |
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| ***Unit 3******Outcome 1*** **Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited contribution to the construction of an ensemble performance. | Limited contribution to the construction of an ensemble performance.  | Adequate contribution to the construction of an ensemble performance.  | Effective contribution to the construction of an ensemble performance.  | Outstanding contribution to the construction of an ensemble performance. |
| Very little use of play-making techniques to explore the dramatic potential of stimulus material. | Little use of play-making techniques to explore the dramatic potential of stimulus material. | Satisfactory use of play-making techniques to explore the dramatic potential of stimulus material. | Informed use of play-making techniques to explore the dramatic potential of stimulus material. | Sophisticated use of play-making techniques to explore the dramatic potential of stimulus material. |
| Basic use of play-making techniques to create dramatic form for an ensemble performance with very limited effectiveness. | Some use of play-making techniques to create dramatic form for the ensemble performance with limited effectiveness. | Mostly effective use of play-making techniques to create dramatic form for the ensemble performance.  | Proficient use of play-making techniques to create an effective dramatic form for the ensemble performance.  | Highly effective use of play-making techniques to create a complex ensemble performance.  |
| Minimal use of the specified performance style/s and associated conventions to devise an ensemble performance. | Some use of the specified performance style/s and associated conventions to devise an ensemble performance. | Reasonably informed use of the specified performance style/s and associated conventions to devise an ensemble performance. | Confident use of the specified performance style/s and associated conventions to devise an ensemble performance. | Inventive and insightful use of the specified performance style/s and associated conventions to devise an ensemble performance. |
| Rudimentary portrayal of characters and roles and very little synchronisation with other members of the ensemble. Limited focus is evident in the performance. | Inconsistent portrayal of characters and roles and limited synchronisation with other members of the ensemble. Some focus is maintained throughout the performance. | Generally competent portrayal of characters and roles that is mostly sustained and/or synchronised with other members of the ensemble. Sustained focus is maintained throughout most of the performance. | Effective portrayal of characters and roles is sustained consistently and synchronised with other members of the ensemble. Sustained focus is maintained throughout the performance. | Sophisticated and refined portrayal of characters and roles is sustained consistently and synchronised with other members of the ensemble. Highly sustained focus is maintained throughout the performance. |
| A few expressive skills and performance skills are used with limited effectiveness to engage audience interest in characters and subject matter.  | A partially appropriate range of expressive skills and performance skills are used to engage some audience interest in characters and subject matter. | A satisfactory range of expressive skills and performance skills are used to engage audience interest in characters and subject matter. | A highly appropriate and well-considered range of expressive skills and performance skills are used mostly effectively to engage audience interest in characters and subject matter. | A highly appropriate and diverse range of expressive skills and performance skills are used effectively to engage audience interest in characters and subject matter. |
| Limited understanding of the use and manipulation of selected dramatic elements, conventions and production areas to communicate meaning and transform character, time and place and application of symbol is evident in the ensemble performance. | Some understanding, use and manipulation of selected dramatic elements, conventions and production areas to communicate meaning and transform character, time and place and application of symbol is evident in the ensemble performance. | Satisfactory understanding, use and manipulation of selected dramatic elements, conventions and production areas to communicate meaning and transform character, time and place and application of symbol is evident in the ensemble performance. | Clear understanding, use and manipulation of selected dramatic elements, conventions and production areas to communicate meaning and transform character, time and place and application of symbol to enhance the ensemble performance. | Sophisticated understanding, use and manipulation of selected dramatic elements, conventions and production areas to communicate meaning and transform character, time and place and application of symbol to enhance the ensemble performance. |

KEY to marking scale based on the Outcome contributing 100 marks

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| Very Low 1–20 | Low 21–40 | Medium 41–60 | High 61–80 | Very High 81–100 |