VCE Drama: Performance Descriptors

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DRAMA**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
|  | | | | | |
| ***Unit 4***  ***Outcome 1***  **Demonstrate, in response  to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| **Solo demonstration:**  A rudimentary performance demonstrating limited manipulation of the conventions of application of symbol and/or transformation of character, time and place. | **Solo demonstration:**  A partially focused performance demonstrating some manipulation of the conventions of application of symbol and/or transformation of character, time and place. | **Solo demonstration:**  A proficient performance demonstrating competent manipulation of the conventions of application of symbol and transformation of character, time and place. | **Solo demonstration:**  An effective performance demonstrating imaginative and effective manipulation of the conventions of application of symbol and transformation of character, time and place. | **Solo demonstration**:  An engaging performance demonstrating inventive manipulation of the conventions of application of symbol and transformation of character, time and place. |
| Limited use of dramatic elements, expressive skills, performance skills, performance styles, and, as appropriate, production areas to develop and enhance techniques used in a devised solo performance. | Some use of dramatic elements, expressive skills, performance skills, performance styles, and, as appropriate, production areas to develop and enhance techniques used in a devised solo performance. | Adequate use of dramatic elements, expressive skills, performance skills, performance styles, and, as appropriate, production areas to develop and enhance techniques used in a devised solo performance. | Effective use of dramatic elements, expressive skills, performance skills, performance styles, and, as appropriate, production areas to develop and enhance techniques used in a devised solo performance. | Perceptive use of dramatic elements, expressive skills, performance skills, performance styles, and, as appropriate, production areas to develop and enhance techniques used in a devised solo performance. |
| Little use of play-making techniques to extract dramatic potential from the given stimulus material is evident in the performance. | Some use of some play-making techniques to extract dramatic potential from the given stimulus material is evident in the performance. | Satisfactory use of play-making techniques to extract dramatic potential from the given stimulus material is evident in the performance. | Effective use of play-making techniques to extract dramatic potential from the given stimulus material is evident in the performance. | Thoughtful and effective use of play-making techniques to extract dramatic potential from the stimulus material is evident in the performance. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A short oral or written statement:**  Limited description of the application of symbol and transformation of character,  time and place. | **A short oral or written statement:**  Superficial description of the application of symbol and transformation of character,  time and place. | **A short oral or written statement:**  Adequate description of the application of symbol and transformation of character,  time and place. | **A short oral or written statement:**  Thorough description of the application of symbol and transformation of character,  time and place. | **A short oral or written statement:**  Thoughtful description of the application of symbol and transformation of character,  time and place. |

Solo performance:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–3 | Low 4–6 | Medium 7–9 | High 10–12 | Very High 13–15 |

Written statement:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–2 | Low 3–4 | Medium 5–6 | High 7–8 | Very High 9–10 |