**Diploma Theatre Task 3: – Research Presentation - Year 12**

**Presentation date:** week commencing 13 June

|  |
| --- |
| **Key requirements:**   * A continuous, unedited video recording of the live presentation (15 mins **max**). * A list of all sources cited and any additional resources used during the presentation which are not clearly seen during the recording. * Peer mentors to be used during the process * Mr F available for ONE detailed feedback session |

**What is required?**

**The presentation**

|  |
| --- |
| Your presentation must be no longer than 15 minutes in length and *could* be structured as follows:   * **The tradition and its context:** the cultural context through which the tradition developed and the impact this has had on how and why it is performed * **Performance conventions and the process of your exploration:** description of the associated conventions and description and demonstration of your physical and practical exploration of a convention of the tradition. * **Demonstration and exploration of the convention applied to a moment of theatre:** your exploration and analysis of the application of your learning to the staging of a moment of theatre. * **The impact of this on you as a learner:** your reflection on your learning and development as a performer. You **must** also refer to another convention learnt during the course.   You may refer to notes, slides or other prompts during the presentation but you should avoid simply reading a pre-prepared script.  The moment of theatre may be from existing text or from an existing or newly written story as appropriate to your requirements to best demonstrate how the convention could be used. |

**Sources and supporting information**

|  |
| --- |
| You **must** cite all sources used, whether mentioned or not during the presentation and these should be submitted as an accompanying written document.  This should also accompany any additional information that you refer to or use in your presentation that is not clearly seen in the video.  *(Mr F’s suggestion is that any slides, images, video etc that you use you submit just to be sure.)* |

The task will be marked out of 32. *(This would represent 20% of your overall mark in the Diploma.)*

**What will you do?**

|  |
| --- |
| **Theatre in context**   * You select a world theatre tradition from the provided list and research the cultural and /or theoretical context of the selected tradition. * You identify the performance conventions of the tradition and then select one to physically or practically explore. These explorations should be centred in the use of your body and can relate to one or more of the following: **Gesture, Face, Body, Movement, Voice** * You document these in your journal (blog).   **Theatre Processes**   * You physically and practically explore the **one** convention selected and record the process you undertake to develop the necessary skills. * You practically examine *how* the convention could be physically applied to a moment of theatre – the moment selected should offer the best opportunity for you to demonstrate the convention selected. * You document this in your journal (blog) and reflect on the development of your skills and knowledge.   **Presenting Theatre (the presentation itself)**   * You present the world theatre tradition, its contexts and the identified performance convention. * You present the processes you have undertaken to examine this convention. * You demonstrate and explain how you have applied this to a moment of theatre. This is a “work in progress” not polished or fully produced. It is recommended that you use a “stop and start” approach in order to explain and analyse the relevant points regarding the convention. * You present your reflection on the impact this has had on you as a learner and performer. You **must** connect and compare the convention to another that you have learned during the course. You must also reflect on how the support of your peer mentor has impacted your explorations and learning. |

|  |
| --- |
| **Role of the Peer Mentor**  The role of the peer mentor is to support you in your practical exploration and preparation for the presentation. They/you might ask questions and challenge you to be clearer in the expression of your understanding of the tradition and your experiences of the practical exploration. This might include Q&A sessions, support with choosing the moment of theatre, gaining feedback on the presentation and other coaching activities. |

**Assessment Criteria Task 3: Research Presentation**

**Criteria A. Theatre in context: The tradition**

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | The work is **inconsistent**:   * The student’s observations of the unfamiliar theatre tradition and the performance convention chosen are derivative and superficial, considering few appropriate or relevant sources * The student lists the theatre tradition’s cultural and/or theoretical context. |
| 3-4 | The work is **underdeveloped**:   * The student identifies and describes the unfamiliar theatre tradition and the performance convention chosen, consulting a limited range of appropriate and relevant sources * The student outlines the theatre tradition’s cultural and/or theoretical context. |
| 5-6 | The work is **good**:   * The student identifies and explains the unfamiliar theatre tradition and the performance convention chosen and its relationship to cultural and/or theoretical context, consulting a range of appropriate and relevant sources * The student describes the theatre tradition’s cultural and/or theoretical context. |
| 7-8 | The work is **excellent**:   * The student identifies, explains and analyses the unfamiliar theatre tradition and the performance convention chosen, consulting and effectively using a range of appropriate and relevant sources * The student explains the theatre tradition’s cultural and/or theoretical context. |

**Criteria B. Theatre processes: Practical research**

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | The work is **inconsistent**:   * The student lists how they have practically and physically explored the selected performance convention * The student lists how they have approached the application of it to a moment of theatre. |
| 3-4 | The work is **underdeveloped**:   * The student outlines how and why they have practically and physically explored the selected performance convention * The student provides an outline of how and why they have approached the application of it to a moment of theatre. |
| 5-6 | The work is **good**:   * The student describes how or why they have practically and physically explored the selected performance convention * The student provides an appropriate description of how and why they have approached the application of it to a moment of theatre. |
| 7-8 | The work is **excellent**:   * The student explains how and why they have practically and physically explored the selected performance convention * The student provides a clear and appropriate explanation of how and why they have approached the application of it to a moment of theatre. |

**Criteria C. Presenting theatre: The presentation**

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | The work is **inconsistent**:   * The student attempts to use their body and voice to communicate their ideas, explorations and understandings but this lacks confidence and clarity * The structure of the presentation and use of supporting materials is superficial or detrimental to the presentation. |
| 3-4 | The work is **underdeveloped**:   * The student uses their body and voice with some confidence to communicate their ideas, explorations and understandings in an informative presentation, but this may lack clarity * The structure of the presentation and use of supporting materials is underdeveloped or inconsistent. |
| 5-6 | The work is **good**:   * The student uses their body and voice with some confidence to clearly communicate their ideas, explorations and understandings in an informative presentation * The presentation is well structured and clear using supporting materials where appropriate. |
| 7-8 | The work is **excellent**:   * The student uses their body and voice confidently and effectively to clearly communicate their ideas, explorations and understandings in an engaging and informative presentation * The presentation is well structured, clear and coherent, using supporting materials where appropriate. |

**Criteria D. Theatre in context: The learner**

|  |  |
| --- | --- |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1-2 | The work is **inconsistent**:   * The student lists the impact this learning task has had on them, making few links between their learning in this task and other learning experiences they have had as a performer * The student lists how the selected performance convention compares to one other performance practice, providing few connections between the selected performance convention and the practice(s). This work is superficial. |
| 3-4 | The work is **underdeveloped**:   * The student outlines the impact this learning task has had on them, making links between their learning in this task and other learning experiences they have had as a performer * The student outlines how the selected performance convention compares to one other performance practice, providing some connections between the selected performance convention and the practice(s). This is underdeveloped. |
| 5-6 | The work is **good**:   * The student describes the impact this learning task has had on them, making clear and appropriate links between their learning in this task and other learning experiences they have had as a performer * The student describes how the selected performance convention compares to one other performance practice, providing clear connections between the selected performance convention and the practice(s) |
| 7-8 | The work is **excellent**:   * The student explains the impact this learning task has had on them, making clear, effective and appropriate links between their learning in this task and other learning experiences they have had as a performer * The student explains how the selected performance convention compares to one other performance practice, providing clear and insightful connections between the selected performance convention and the practice(s) |