

Individual Project

The Individual Projects will be negotiated between the student and the teacher at the beginning of the HSC course. It may be formalised by the writing of a contract that could be retained until the formal certification is completed prior to the examination.

Schools will be notified each year of the exact date, usually in late July, beyond which Individual Project options cannot be changed. Changes to students' Individual Project options must be notified in writing, countersigned by the school principal, prior to this date. Changes after this date will not be accepted.

Individual Projects: Critical Analysis, Design, Scriptwriting and Video Drama must be submitted to the Board towards the end of Term 3. Schools will be advised of specific dates. Individual Project: Performances are examined by visiting examiners at the same time as the Group Performances, towards the end of Term 3. Schools will be advised of specific dates.

The process of development of the Individual Project will be assessed by teachers as part of the school assessment. While much of the work will be completed outside class time, the teacher must assume both a supervisory and advisory role.

When choosing their Individual Project, students must ensure that they do not choose a topic or text that they are studying in Drama or in any other of their HSC courses. For example, they may not use extracts from a text being studied in English for the Individual Project Performance or a playwright being studied in Ancient History for the Individual Project: Critical Analysis (Applied Research Report).

Teachers should ensure that students do not submit the same project for any other HSC subject.

It is in the student's best interest to work within the parameters of the Individual Project chosen. Specifications are detailed on the pages relevant to each Individual Project.

Rationale

For each Individual Project students will be required to present a 300-word rationale clearly explaining the intention of the project and the approach that has been taken.

The rationale is considered a part of the project. While not marked externally, it will be referred to by examiners in the marking process to confirm the intent of the student work.

For the Individual Projects: Critical Analysis (Director's Folio), Design and Video Drama, the rationale will be an explanation of the directorial concept, which provides a coherent vision of the play or video drama.

In the other project areas, Critical Analysis (Portfolio of Theatre Criticism) and Critical Analysis (Applied Research Report), Performance and Scriptwriting, the rationale will be an explanation of the overall intention of the work. This includes the approach taken and the reasons leading to eventual decisions.

In the submitted Individual Projects, the rationale should be a separate item (ie not in the logbook). For Individual Project Performance, the rationale must be on the final page of the logbook.

Logbook for Individual Project

The logbook must be submitted with the Individual Project. Examiners may use it for verification, but the logbook will not be used as part of the external examination mark. However, it may be used as part of the school assessment. Teachers should date and sign logbooks, but assessment marks and comments should be recorded separately.

The logbook is a documentation of the process of the Individual Project and should provide:

- a clear statement of intention, agreed to by the student and the teacher, in the form of a contract
- the motivations for selecting the project
- the ideas and approaches used
- evidence of research and selection of resources
- support material used, including sketches, clippings, photographs and other sources
- decisions made and solutions to problems
- the extent to which original intentions were achieved
- drafts and redrafts with explanations for any changes in direction evaluations and constructive advice from advisers or audiences
- personal reflections and evaluations.

Individual Project: Critical Analysis

This project must be completed in one of the following areas:

- (i) Director's Folio
- (ii) Portfolio of Theatre Criticism
- (iii) Applied Research Project.

(i) Individual Project: Critical Analysis (Director's Folio)

This project comprises a folio of work based on one of the texts listed on the current Design/Critical Analysis (Director's Folio) Text List.

The submitted folio should be 3500 words in length. Students should work within the parameters of this project. Materials significantly under length will be penalised and material that exceeds the stipulated length will be disregarded.

Annotated scripts are not a requirement of this project.

The project must include:

- a 300-word rationale in the form of a director's concept/vision (see page 32)
- a comprehensive discussion of the director's concept/vision integrating the dramatic and theatrical elements
- descriptions and explanations of key theatrical elements, features, effects or images which contribute to dramatic meaning
- an analysis of the text and discussion of the research that has influenced the ideas for the production
- an outline of the design concepts for set, costumes and lighting
- a discussion of the approach to working with actors in rehearsal
- a statement about the intended experience for the audience.

Individual Project: Critical Analysis (Director's Folio) (30 Marks)

For the Individual Project: Critical Analysis (Director's Folio), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Production concept/vision

- Originality, clarity and practicality of the director's concept/vision
- Effective communication of the director's concept/vision
- Effective use of key theatrical elements, features, effects or images which contribute to dramatic meaning
- Integration and unity of dramatic and theatrical elements.

Criterion 2: Analysis and synthesis of research

- Effective understanding and interpretation of the text
- Selection of the material and analysis of research contributing to the idea of the production
- Clarity in presenting the material.

Criterion 3: Production experience

- Skill in conceiving a dramatic and theatrical experience for the audience
- Appropriateness and effectiveness of rehearsal techniques
- Use of design elements to create dramatic meaning.

(ii) Individual Project: Critical Analysis (Portfolio of Theatre Criticism)

This project comprises FOUR reviews of live theatre performances attended during the HSC course. Each should be 800 words in length and use a style appropriate for theatre criticism.

Submissions significantly under or over length will be penalised.

The Project must include:

- a 300-word rationale (see page 32)
- four reviews that comprise:
 - a statement describing the impact and importance of the production
 - a discussion of significant aspects of the production
 - information about the style, design and ideas in the production
 - contributions made by the different members of the creative team that produced it
 - a well-supported and analytical judgement of the quality of the production
 - a style appropriate to theatre criticism.

Individual Project: Critical analysis (Portfolio of Theatre Criticism) (30 Marks)

For the Individual Project: Critical Analysis (Portfolio of Theatre Criticism), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Selection and evaluation

- Identifying the style, design and ideas in the production
- Evaluating the significant aspects of the production
- Distinguishing and commenting on the different ways the script, the director, designers and performers contribute to the production.

Criterion 2: Analysing and synthesising

- Skill in analysing specific aspects of the production
- Evidence of knowledge/research into understanding of the script/style of theatre
- Coherent critical statements about the production.

Criterion 3: Language and style

- Understanding theatrical elements and terminology
- Clarity, appropriateness and flair of reviewing style(s)
- Coherence of structure.

(iii) Individual Project: Critical Analysis (Applied Research Project)

The submitted project should be approximately 3500 words in length. Students should work within the parameters of this project. A project significantly under length will be penalised and material that exceeds the stipulated length will be disregarded.

The Applied Research Project will take the form of a structured report on the results of investigative research into the work of

- an individual artist, performance group or theoretician in drama
- a specific dramatic text or production
- a theatre arts body
- a critical or technical issue in drama or theatre.

The project must be based on a specific research hypothesis, clearly articulated in the rationale, and must present the results of the research in a way that clearly addresses the hypothesis. It should include, in separately titled sections:

- a 300-word rationale outlining the approach that has been taken (see page 32)
- an outline of the hypothesis
- a survey of the area of study, based on background research (including reading, diagrams, interviews and/or practical work as appropriate) showing how the hypothesis arises from questions raised by that research
- a description of the research tasks undertaken and a summary of the information collected
- an analytical discussion of the results
- a conclusion referring to the original hypothesis.

Individual Project: Critical Analysis (Applied Research Project) (30 Marks)

For the Individual Project: Critical Analysis (Applied Research Project), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Hypothesis and conclusion

- Structuring a clear and coherent original hypothesis.
- Evidence of appropriate research for the development of the hypothesis.
- Drawing conclusions from the research.

Criterion 2: Analysis and synthesis

- Effectiveness of research undertaken.
- Selection of the material and analysis of the research supporting the hypothesis.

Criterion 3: Execution

- Effectiveness in presenting and organising the project.
- Clarity and accuracy in the use of language.

Individual Project: Design

A Design project involves students in selecting one of the set plays listed on the current Individual Project Text List.

The project must be completed in ONE of the following areas:

- (i) Costume
- (ii) Lighting
- (iii) Promotion and Program
- (iv) Set.

Students should work within the parameters of the project selected. Projects submitted with items missing from the stipulated checklists will be penalised. Material that exceeds the stipulated requirements will be disregarded.

Size and weight specifications

Models and design portfolios should follow the specifications included with the outline of each Individual Project.

Teachers should be aware that there are inherent difficulties involved in packaging Individual Projects: Design. Careful attention should be given to the packaging of these projects to ensure they are not damaged in transit.

Dangerous materials

Poster and costume designs should not be framed or mounted on any material which may cause injury.

(i) Individual Project: Design (Costume)

This project consists of:

- a 300-word rationale in the form of a director's concept/vision (see page 32)
- renderings of costumes for at least two different characters
- a minimum of four to a maximum of six costume renderings in total
 - these renderings can be in media such as watercolour, coloured pencils or markers, collage or a computer-aided design submitted as hard copy. The renderings must be separately mounted on cardboard at least A3 size (297 x 420 mm), but no larger than A1 (594 x 841 mm). The figures depicted should be at least 300 mm in height. All characters rendered and the scenes in which they appear must be identified
- support material attached to the renderings, which includes fabric swatches and/or colour samples and any special construction information
- preliminary sketches and/or written descriptions of at least four other costumes required for the production.

Note: Students should not make costumes or include any dolls dressed in costumes in this Individual Project.

It is in the students' best interests to work within the parameters of this project. Projects submitted with required items missing will not meet the criteria. Material that exceeds the stipulated requirements will be disregarded.

Individual Project: Design (Costume) (30 Marks)

For the Individual Project: Design (Costume), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Design concept/vision

- Effective interpretation of the play realised in a directorial concept/vision.
- Integrity, originality and clarity in the design concept/vision.
- Selection of appropriate characters and scenes to communicate the concept/vision.

Criterion 2: Appropriateness

- Understanding of the characters/roles — social standing, period, place.
- Suitability to the dramatic and technical needs of the characters/roles.
- Effectiveness of colours, textures and fabric types to each costume.

Criterion 3: Execution

- Realisation of the design concept/vision in the presentation.
- Clarity and flair in renderings.
- Clear and effective support material.

(ii) Individual Project: Design (Lighting)

This project will include:

- a 300-word rationale in the form of a director's concept/vision (see page 32)
- a lighting plan for two scenes in the play where the lighting contributes to the dramatic impact of significant moments. The lighting plan must be drawn to a scale of 1:25 metric and may be presented as a computer-aided design submitted as hard copy. It should include:
 - a floor plan of the stage indicating significant set features
 - a plan showing the location of the lantern positions
 - an indication of gel colours and lanterns used for the production and the area that each light covers
 - a list and description of the lanterns and gels used for the lighting of the two chosen scenes and a description of their impact on the dramatic action, mood and style
- a cue sheet and running script indicating the lighting state changes and cue points in the two scenes chosen.

Students should work within the parameters of this project. Projects submitted with items missing will be penalised. Material that exceeds the stipulated requirements will be disregarded.

Individual Project: Design (Lighting) (30 Marks)

For the Individual Project: Design (Lighting), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Design concept/vision

- Effective interpretation of the play realised in a directorial concept/vision.
- Integrity, originality and clarity in the design concept/vision.
- Effective visualisation of the light design to contribute to the dramatic impact of significant moments.

Criterion 2: Appropriateness

- Effectiveness of the lighting states and changes that enhance the dramatic action, mood and style.
- Choice of lantern, position, gel colour and intensity to realise the purpose of the illuminations.
- Effectiveness of the lighting in enhancing visual elements of the set (where appropriate).

Criterion 3: Execution

- Realisation of the design concept/vision in the presentation.
- Clarity and accuracy of the lighting plan, cue sheet and running script.

(iii) Individual Project: Design (Promotion and Program)

This project may be for a real or hypothetical theatre company and will include:

- a 300-word rationale in the form of a director's concept/vision (see page 32)
- a poster which is a colour rendering of at least A3 (297 x 420 mm) size but no larger than A1(594 x 841 mm). The design may be rendered by hand or produced as a computer design submitted as hard copy
- a flyer which includes 150 words of promotional copy
- a program which contains a profile of the theatre company, its target audience, information about the playwright, the history of the play, the directorial approach and any other information relevant to the production
- a 500-word media feature story about the production, such as a researched article or interview which previews the production or an aspect of the production.

Note: Designs and promotional copies for a school production must not be used.

Students should work within the parameters of this project. Projects submitted with items missing will be penalised. Material that exceeds the stipulated requirements will be disregarded.

Individual Project: Design (Promotion and Program) (30 Marks)

For the Individual Project: Design (Promotion and Program), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Design concept/vision

- Effective interpretation of the play realised in a directorial concept/vision.
- Integrity, originality and clarity in the design concept/vision.
- Use of visual elements and promotional copy to communicate the concept/vision.

Criterion 2: Appropriateness

- Effectiveness of each item of promotional material in conveying a dramatic interpretation of the production.
- Understanding purpose of each item of promotional material.
- Effectiveness of each item of promotional material in communicating the profile of the theatre company and its target audience.

Criterion 3: Execution

- Realisation of the design concept/vision in the visual presentation.
- Clarity and flair in the written material.
- Effective presentation of all artwork.

(iv) Individual Project: Design (Set)

The set design must be for an identified performance space and will consist of:

- a 300-word rationale in the form of a director's concept/vision (see page 32)
- a three-dimensional model built to a scale of 1:25 metric or computer-aided design submitted as hard copy which depicts the set design. The model or computer-aided design must be a precise miniature or representation of the stage and setting and should include a human figure to convey proportion. The model must be of sturdy construction and a fixed assembly. The packaged weight of the project must not exceed 15 kilograms
- a floor plan of the set design in the scale of 1:25 metric with an indication of the performance space's dimensions, audience configuration and sightlines
- a description and diagrams of any set or scenic changes in the production.

Students should work within the parameters of this project. Projects submitted with items missing will be penalised. Material that exceeds the stipulated requirements will be disregarded.

Individual Project: Design (Set) (30 Marks)

For the Individual Project: Design (Set), a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Design concept/vision

- Effective interpretation of the play realised in a directorial concept/vision.
- Integrity, originality and clarity in the design concept/vision.
- Effective visualisation of the whole play in the design concept/vision.

Criterion 2: Appropriateness

- Practicality of the design of the performer and audience sightlines, entrances, levels.
- Effectiveness of the design to realise the needs of the play.
- Dramatic effectiveness in the use of the stage space, texture, colour and composition.

Criterion 3: Execution

- Realisation of the design concept/vision in the construction and presentation.
- Clarity and accuracy of the floor plans, diagrams and explanations.
- Precision in the construction of the model or computer-aided design.

Individual Project: Performance

The Individual Project: Performance will consist of:

- a 300-word rationale (see page 32)
- a solo performance of 6–8 minutes duration based on:

- excerpts or a combination of excerpts from one or a number of scripts or dramatised texts OR the student's own self-devised material
- a realisation of a coherent theatrical statement demonstrating a clear sense of dramatic purpose, shape and structure.

Performances must be an individual performance. There should be no other students on stage, or off stage, accompanying the performance with live music, vocal sound effects or acting as a prompt.

The Individual Project: Performance will be presented to the visiting examiners on the same occasion as the examination of the Group Performance.

It is in the student's best interests to work within the specified time frame. Performances under time will be penalised and those significantly over time will be stopped by the examiners.

Individual Project: Performance (30 Marks)

For the Individual Project: Performance, a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Performance skills appropriate to the style or form

- Vocal: projection, clarity, tone, pitch, pace, dynamics.
- Movement: control, energy, spatial awareness, dynamics.
- Timing: control of delivery, responses to cues, awareness of rhythms.

Criterion 2: Sustaining and developing role/character

- Belief/Conviction/Energy.
- Complexity/Dimensions.
- Clarity in presentation of character(s) or role(s).
- Focus.

Criterion 3: Structure and dramatic coherence

- Effective use of performance elements.
- Establishing and maintaining a clear intention and an appropriate relationship with the audience in the context of the performance space.
- Integrity, originality and clarity in analysis, interpretation and presentation of the chosen material.
- Realisation of a coherent theatrical performance.
- Effective use of performance space.

Individual Project: Scriptwriting

This project will involve writing a script for a complete play for live performance. Students should work within the parameters of this project. Scripts significantly under length will be penalised and material that exceeds the stipulated length will be disregarded.

The project will include:

- a 300-word rationale (see page 32)
- a script for a complete play which is of approximately 15 minutes running time or 15–25 pages.
- stage directions in sufficient detail to show the practicability for a live production
- scriptwriting conventions such as character/role list and dialogue formatting.

The script must be typed on A4 size paper with double spacing in Times New Roman 12 point.

Individual Project: Scriptwriting (30 Marks)

For the Individual Project: Scriptwriting, a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Concept

- Originality, clarity and integrity of the script in its concept.
- Stylistic and thematic coherence of the script.
- Effectiveness in the treatment of characterisation appropriate to the style.

Criterion 2: Realisation

- Effective handling of dramatic elements such as dramatic images, dramatic focus and tension.
- Development of clear dramatic action.
- Effectiveness of the script for an audience and for actors.

Criterion 3: Conventions and practicalities

- Use of scriptwriting conventions such as layout, character list, dialogue formatting, stage setting, directions and effects.
- Practicality for production such as scene and costume changes, venue style and size of production, cast size, scenic and technical effect.

Individual Project: Video Drama

This project will involve the preparation of a short but complete Video Drama which will be a narrative developed by the student. Students should work within the parameters of this project. Video Dramas significantly under time will be penalised and material that exceeds the stipulated time limit will be disregarded.

The project will include:

- a 300-word rationale in the form of a director's concept/vision for the Video Drama (see page 34)

- a Video Drama which must be 5–7 minutes in length and submitted in VHS format. It will require the student to undertake the roles of writer, director, camera operator and editor.

Individual Project: Video Drama (30 Marks)

For the Individual Project: Video Drama, a mark out of 10 is awarded for each of the three criteria, giving a total mark out of 30.

Criterion 1: Directorial concept/vision

- Originality, clarity and integrity of the directorial vision.
- Effectiveness of narrative construction and screen writing.
- Ability to convey the narrative using appropriate video language.

Criterion 2: Production

- Skill in framing of the action using camera angles, focus, shot length, shot size, movement, light, perspective and/or special effects to create dramatic meaning.
- Skill in directing the dramatic action for the screen.
- Selection of appropriate production elements such as location, lighting, costume, casting.

Criterion 3: Post-production

- Skill in editing for dramatic meaning with particular reference to tension, pace and mood.
- Use of appropriate sound and music to enhance dramatic meaning.
- Skill in placing titles and other relevant post-production effects.

9.2 Course Prescriptions

There are prescribed topics and texts required for study in the Drama Stage 6 HSC course. These are published on the Board of Studies website www.boardofstudies.nsw.edu.au. As the prescribed topics and texts are reviewed, the amendments will be published on the Board of Studies website and in the *Board Bulletin*.