

Assessment Manual

Drama

M1A22

Award Type: Minor

Award Level:1

Version: 1.0

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1. Assessment Overview

Drama M1A22 is a QQI Level 1 minor award. At QQI Level 1, a student is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the student before they can demonstrate the standard and achieve certification from QQI. When a student has not achieved the minimum standards for an award the grade is recorded as referred.

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade.

Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

1.1 Assessment Criteria For Tutors

Tutor best practice is to ensure that all learners have the opportunity to demonstrate their learning, carry out each assessment and present it to the best of their ability.

Each module/course will have an assessment framework and a range of assessments and tasks for learners to complete.

The assessment brief clearly communicates to learners all assessments and learning tasks that need to be successfully completed to obtain the respective QQI qualification.

The assessment brief is structured to support learners to engage with and complete all module/course learning outcomes.

1.2 Assessment Brief

The assessment brief must be clearly laid out for the learner.

The assessment brief and agreed deadline must be communicated to the learner by the course tutor.

Learning outcomes must be mapped in the assessment.

The marking allocation for assessment must be clearly stated on the assessment brief.

1.3 Learner Declaration

Learners must ensure that all work presented is learner's own work. The learner will sign the learner declaration section. Signing this section means that learners confirm the coursework and assessment submitted is their own.

When all assessment work has been submitted the course tutor must ensure each learner signs the learner declaration section in the course assessment brief.

1.4 Assessment Overview

The assessment overview section in the assessment brief must be signed by **both the course tutor and the learner**.

The date the assessment brief was given to learners must be recorded.

The date all assessments were returned to the course tutor must be recorded.

This recording process ensures that the assessment brief has been distributed to the learner by the tutor and all assessment task elements have been submitted by the learner.

1.5 Tutor Marking Review

Some courses may have a course assessor who is not the course tutor.

The course assessor must be clearly identified in the assessment grading and recording process.

In the tutor marking review section of the assessment brief tutors/assessors must confirm that they have graded all assessment task elements and course assessments.

Tutors/assessors must clearly document if the learner has or has not completed all assessment tasks successfully.

2. Grading and Feedback

2.1 Grading

Assessors must complete all elements of the course marking sheet to award the learner their course grade.

Assessors will grade using the specified grading bands and outline the following:

The Assessment Criteria – Outline the learning outcome(s) the assessment is being graded against.

Allocation of Marks – Assessors will tick if the learning outcome has been achieved through successful completion of the relative assessment.

Evidence of Assessment – This must include the Assessment Title and Number. If there is an affiliated worksheet or handout allocated to the assessment the worksheet number must also be clearly outlined.

Grade Awarded – Assessors must specify the grade awarded and sign to validate the grade given to the learner. Date of grade issue records the date the grade was awarded by the course tutor.

2.2 Learner Feedback

Assessors must record the mode of feedback and date of feedback issue to the learner.

Overall course feedback to learners should contain the grade awarded to the learner as well as specific assessment related portfolio of work /skills demonstration feedback.

Feedback should be communicated in line with the learner's own preferred communication method and in line with SJOGCS13 Policy on using a Total Communication Approach.

3. Internal and External Verification

The course assessor must follow the process of preparing for internal and external verification.

All learner portfolios and assessment must be presented by the course assessor for internal/external verification.

The assessor is required to complete the course assessor section of the Lifelong Learning Internal Verification Submission Checklist. (See Appendix 1).

The assessor must present each learner portfolio as follows:

Portfolios

1. a) Module Name
 b) Module Code
 c) Learner Name
2. Completed assessment brief signed by the learner and tutor/assessor.
3. Completed marking sheet to include grading and feedback signed by module(s)/course assessor.
4. Evidence of learner assessment work – Clearly signposted and audio-visual work stored in the appropriate online location.

4. Learning Outcomes Mapping

Award Title:	Drama
Award Type:	Minor
Framework Level:	1
Award Code:	M1A22
Credit Value:	5
Assessment Technique:	Portfolio of Work

Please note below all learning outcomes that must be achieved and evidenced for a learner to achieve a successful grade.

Module Learning Outcome	Assessment Technique(s) / Tasks
LO 1 Explore elementary movement, e.g. travelling, stretching, bending.	Assessment 1
LO2 Make sounds to create different effects, e.g. to create a soundscape, dawn chorus.	Assessment 2
LO3 Respond to instruction in the context of theatre/drama, e.g. through games.	Assessment 3
LO4 Engage in a simple embodiment as an individual/pair, e.g. mirroring an image, simple replications of text/image	Assessment 4
LO5 Present a short dramatic idea, e.g. strike a pose, mirror an expression, short skit	Assessment 5
LO6 Be part of an audience, e.g. being quiet, clapping	Assessment 6

5. Staff Supporting Assessment Agreement

(Only to be completed by staff who are supporting learners availing of learning support to complete assessment)

Supporting Staff Agreement I will:	Initial
Agree a time with the learner to provide learning support in order to assist the learner's independent completion of course and assessment related work. To add this learning support time to our weekly timetable.	
Support the learner to ensure they have signed and dated their assessment brief	
Support the learner to record their assessment submission date, deadline and encourage contact with tutor if required	
Encourage the learner to keep work safe and secure at all times	
Support the learner to complete student feedback and course evaluation	
Facilitate independent learning activities	
Encourage learning opportunities and skills use from course where appropriate	

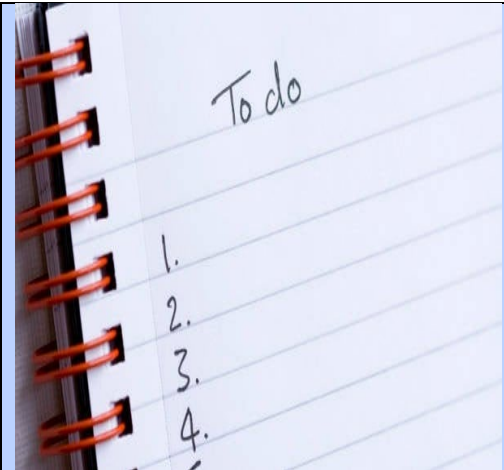
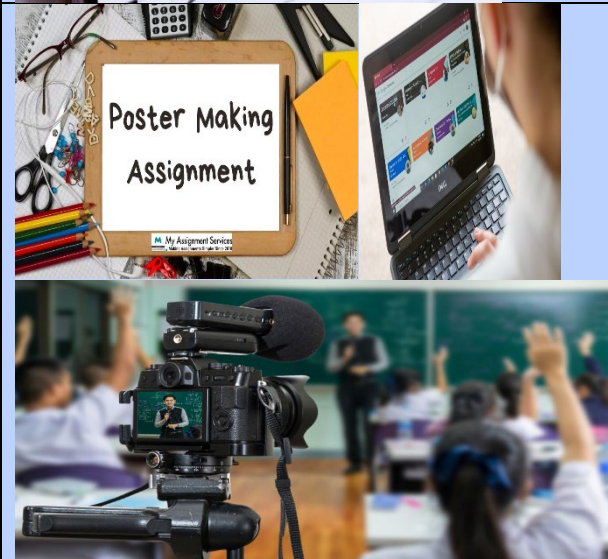
5.1 Assessment Brief – Drama

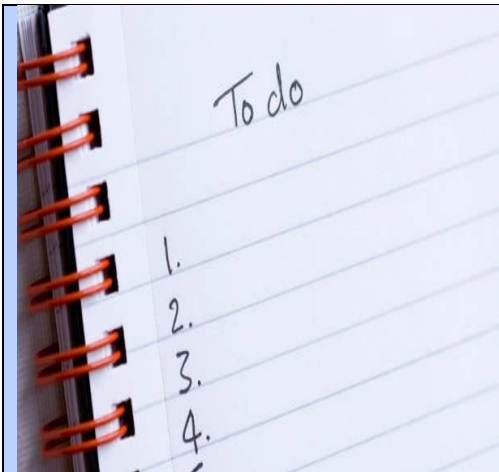
Learner Name:	
Module:	Drama
Module Code:	M1A22
Level:	1
Technique:	Portfolio of Work
Grading:	S = All assessments are completed satisfactorily R = Assessment incomplete or not completed satisfactorily
Assessment Start Date:	
Assessment Submission Deadline:	

5.2 Assessment Brief for Drama

Programme Module Title:	Community Education
Component Title and Code:	Drama M1A22
Level	1
Assessment Technique	Portfolio of Work
Weighting	100%
Agreed Deadline	



	There are 6 Assessments for you to complete as part of your portfolio of work for your module Drama
	You can present your work in the way that works best for you ➤ Making a Poster with photographs ➤ Making a Video of words and sounds ➤ Using Worksheets
	You must complete all the 6 Assessments



Guidelines:

In this module, you will familiarize yourself with drama and learn about basic stretching. You will also explore sound tone and pitch using everyday instruments. You will also explore emotions in drama, audience expressions, mirroring images, and simple replication. You will practice posing and mirroring expressions and being part of the audience by clapping and appreciating skits every day.



Criteria:

D1 – Exploring basic movements, e.g., stretching and bending. Focusing on breathing control, the partner works in small spaces and controls creative movements in a given activity.

D2 – Create different effects, e.g., by making sounds, using instruments to explore sound, tone, and pitch, and using everyday objects to create unique sounds.



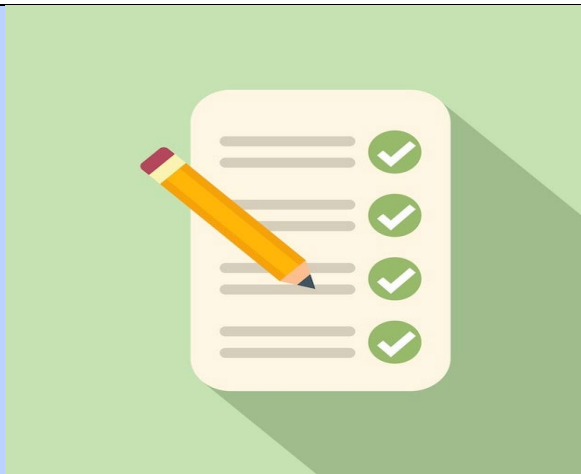


D3 – Respond to instructions in the context of theatre/drama, e.g., through games. Explore emotions, use of plot and use of audience reaction in drama.

D4 – Engage in a simple embodiment as an individual or pair, e.g., mirroring an image or simple replications of text/image. Costume, Props, and Characterisations in drama.

D 5 – Present a short dramatic idea, for example, striking a pose, mirroring an expression, or performing a short skit. Use emotions in a piece, depict the interaction between characters, and develop the plot in a drama.

D6 – Be part of an audience, e.g., being quiet, clapping, attending a drama event.



Title Assessment 1 – D1: Guidelines

You will Explore elementary movement in drama activity:

How Will You Do This:

Activity One:

- Controlling and awareness of breathing in drama class/activity.

Activity Two:

- Controlled creative movements

Activity three:

- Controlled creative movements in drama class/activity.

How Will You Do This:

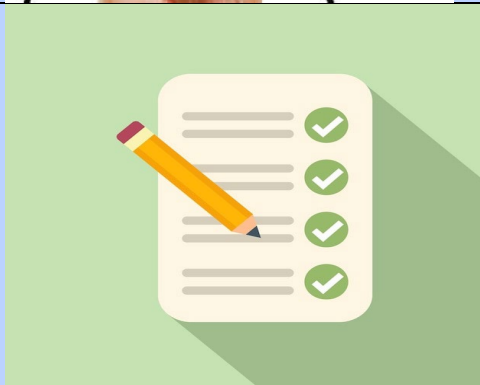
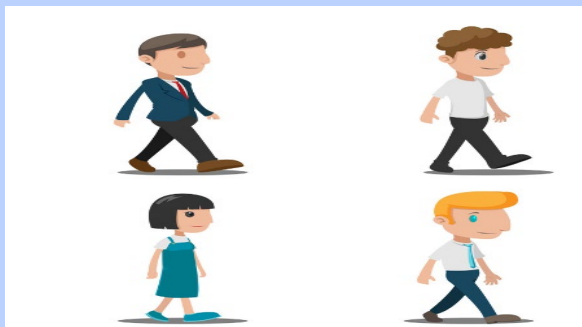
Activity One, Two & Three:

- You will sit on the ground and explore different movements you can take part in, e.g., rolling your head and swaying your arms.
- You will also lie down and explore ways of moving while on the ground, e.g., rolling or crawling.
- You will move from one point to another using as many different ways of moving your body as possible.



Learning Outcome:

Recognise and relate simple movement, stretching, and bending movements in everyday tasks.



Title Assessment 2 – D2:

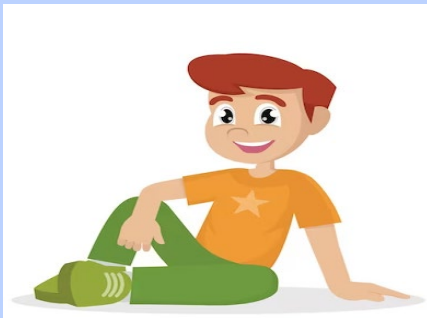
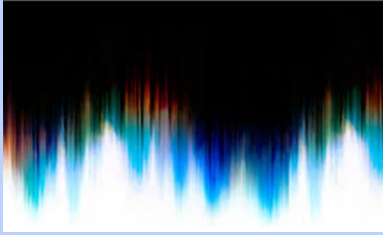
Guidelines:

Explore vocal abilities to create different sounds effects:

How You Will Do This:

Activity One, two and three:

- You will Find and express your sound.

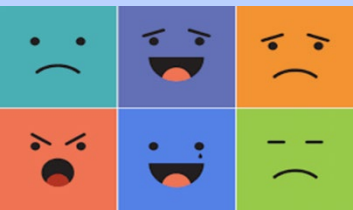


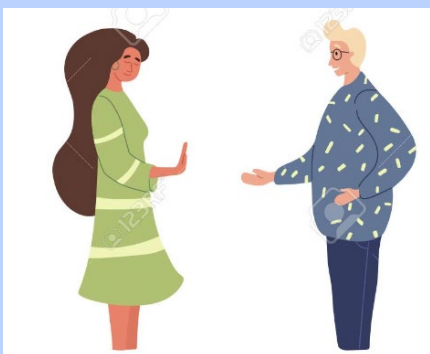
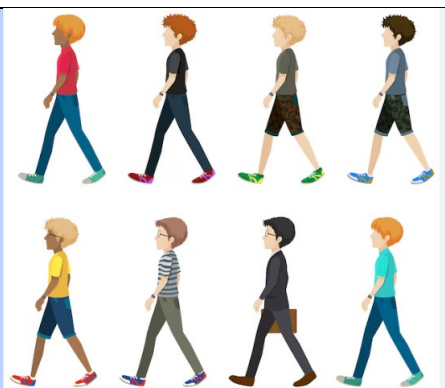
- You will use an instrument to find out sound, tone and pitch.
- You will use an everyday object to create sound.

How You Will Do This:
Activity One, Two & Three:

- You will sit in a circle, demonstrate various vowel sounds to the group, and ask them to copy you.
- You will make an animal/machinery sound, which the others will then copy together.
- The tutor will Adapt the activity to suit the needs of learners.

Learning Outcome:
Demonstrate vocal abilities to create different sound effects.

	
  	Title Assessment 3 – D3: Guidelines: Develop skills respond to instruction in the context of theatre/drama, e.g. through games <u>How You Will Do This:</u> Activity One, two and three: • You will explore the use of Emotions in drama. • You will make use of plot in drama. • You will use an audience reaction in drama <u>How You Will Do This:</u> Activity One, Two & Three: • You will walk all around the area → when instructor says Stop you stop and go when instructor says Go → • You will avoid touching off others while moving around the area in all different directions. • Demonstrate each instruction to learners. Add as many variations as



group is capable of e.g. Music optional.

- Provide picture instructions or visual prompts for those who have difficulty understanding spoken word.

Learning Outcome:

Learners will demonstrate a short dramatic sequence.

Title Assessment 4 – D4:

Guidelines:

Explore vocal abilities to create different sounds effects: Engage in a simple embodiment as an individual/pair, e.g. mirroring an image, simple replications of text/image

How You Will Do This:

Activity One, two and three:

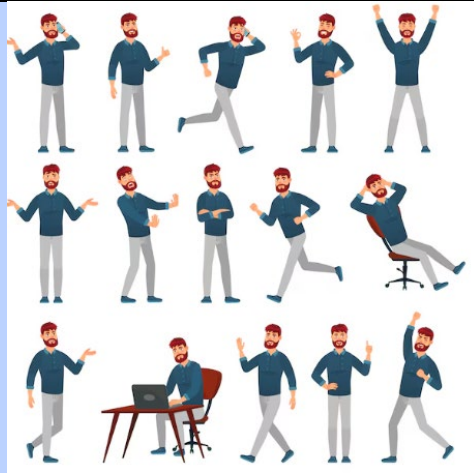


- You will image/create a Costume on an individual that of your choice.
- You will make or prepare Props for the person that you chose.
- You will mirror or image Characterisations of the individual that you chose.

How You Will Do This:
Activity One, Two & Three:

1. You will take part in role plays, demonstrate how you would walk, speak, act like the character that you choose
2. You will pair up and mirror each other, demonstrate first.
3. You will Act out various poses e.g. scratching head and looking confused, happy, sad and ask learners what they think this means.
4. The tutor will Adapt the activity to suit the needs of learners.

Learning Outcome:
To be aware of self-expression through body movement.



Title Assessment 5 – D5: Guidelines:

Present a short dramatic idea, e.g. strike a pose, mirror an expression, short skit

How You Will Do This:

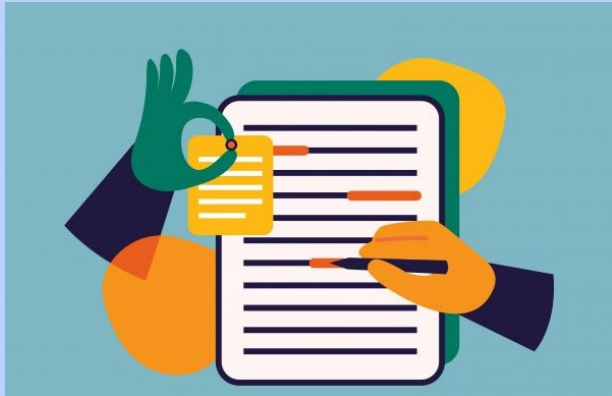
Activity One, two and three:

- You will use the use of emotions in a piece.
- An interaction between Characters.
- You will demonstrate a plot development

How You Will Do This:

Activity One, Two & Three:

- You will Supported to develop story idea, script, characters & set.



- You will choose a character and lines.
- You will take part in a rehearsal and with support.
- You will present sketch/play to an audience with support.
- The tutor will Adapt the activity to suit the needs of learners.

Learning Outcome:

Skills to present a short dramatic idea

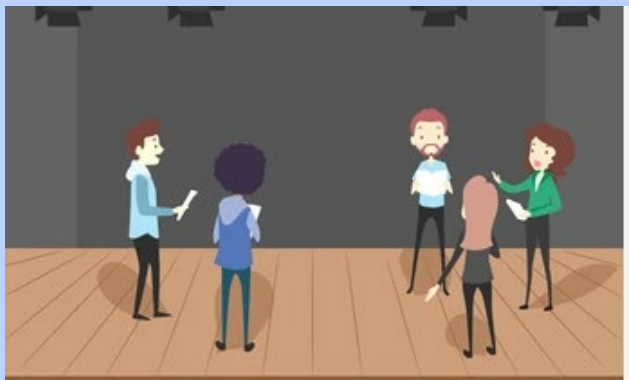
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Title Assessment 6 – D6:

Guidelines:

An awareness of skills needed to be part of an audience

How You Will Do This:



Activity:

You will plan and attend a show and express how you feel about the show.

How You Will Do This:

Activity One & Two:

1. You will participate in whichever way is most suited to you e.g. through discussion, picture format, role plays etc. when to clap, talk quietly etc.
 2. You will participate in an event and demonstrate what is appropriate behaviour for an audience member e.g. clapping at correct times, phones off, talking quietly or whispering etc.
- The tutor will Adapt the activity to suit the needs of learners.

Learning Outcome:

Skills needed to be part of an audience in an event out in the community.

	
 	<i>Assessment on skills demonstration to complete this minor award:</i> <i>Guidelines:</i> <u>Skills Demonstrations:</u> Individuals will be assessed in: • Basic movement. • Creating sounds with voice. • Taking instruction. • Self-expression through movement. • Skills to present a short sketch. • Awareness of skills needed to be part of an audience.

Learner Declaration (Learner to complete this section)	
I confirm that all work in my portfolio has been completed by me.	Learner Signature: Date:

Assessment Overview (Both learner and course tutor complete this section)	
Date the assessment brief was given (insert date below) _____ Date the assessment was submitted by learner (insert date below) _____	Learner Signature: _____ Date / / Course Tutor Signature: _____ Date / /
Tutor Marking Review (Course tutor to complete this section)	
The tutor will deem the work successful when all assessments have been completed correctly and independently.	I can certify that < Insert Learner's Name> has / has not completed ALL elements of the assessment tasks correctly and independently. Course Tutor Signature: < Insert Tutor Signature> Date / /

6 Marking Sheet

Learner Name:		Date:		Course Code:	M1A22
Course Name:	Drama		Level:	QQI Level 1	

Portfolio /Collection of Work – 100%
Grading Bands

Successful	Referred
Successful means that the learner has: Reached the required standard as outlined by the assessment criteria in the component specification. Provided sufficient evidence which has relevance and clarity.	Referred means that the learner has: Not achieved the minimum standards required as outlined by the assessment criteria in the component specification. Portfolio/Collection of work requires further work by the learner before they can demonstrate the required standard outlined in the assessment criteria in the component specification.

Assessment Criteria	Allocation of Marks	Evidence of Assessment
Learning Outcomes Demonstration	Tick if achieved	Assessment Workbook Title and Number
LO 1 Explore elementary movement, e.g. travelling, stretching, bending.		Assessment 1
LO2 Make sounds to create different effects, e.g. to create a soundscape, dawn chorus.		Assessment 2
LO3 Respond to instruction in the context of theatre/drama, e.g. through games.		Assessment 3
LO4 Engage in a simple embodiment as an individual/pair, e.g. mirroring an image, simple replications of text/image		Assessment 4
LO5 Present a short dramatic idea, e.g. strike a pose, mirror an expression, short skit		Assessment 5
LO6 Be part of an audience, e.g. being quiet, clapping.		Assessment 6
Grade Awarded	Tick as appropriate	Successful ☐ Referred ☐
Grade provided by (Tutor/Assessor Signature)		Date of grade issue: / /
Learner Feedback		
Mode of feedback provided to learner:	Tick as appropriate Video ☐ Text ☐ LEAP ☐ Audio ☐ Visual ☐	
Learner Feedback provided by (Tutor/Assessor Signature)	Date of feedback issue: / /	

Appendix 1: Submission Checklist for Course Assessor and Internal Verifier

Information Needed	Details	Assessor check	Internal Verifier check
Assessor Responsibility			
Name of component(s) and component codes being assessed.			
Learner Name			
Date of Assessment			
Is the portfolio corrected?			
Is DOB and PPS sent to QQI coordinator/included if first time being assessed?			
Is there evidence of all LOs included and are they clearly marked?			
Is audio visual evidence stored in the appropriate online location?			
Are all elements of the marking sheet completed i.e. all LOs ticked and proper code included?			
Has Learner and Assessor signed all relevant sections the assessment brief?			
Is assessor feedback included in portfolio?			

Internal Verification Responsibility			
Is portfolio clearly labelled and in the appropriate folder?			
Has label been printed and attached with Learner Name, Title of Component and code on Label?			
Are audio visual elements of portfolio stored in the appropriate online location?			
Has the tutor given the I.V. the correct Assessment Brief and Marking Sheet?			
Is the record of Award and component in the results pack?			
Is the I.V. report completed and included in the results pack?			
Is the Assessment Brief and Marking sheet for each component in the results pack?			

Review Record

Date Portfolios were handed to I.V: Date / /

By Assessor (Name): <Insert IV Assessor's Name Here>

Date Portfolio handed in for EA submission: Date / /

By I.V. (Name): <Insert IV Assessor's Name Here>