The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners.

Unit 1: Dramatic storytelling

This unit focuses on creating, presenting and analysing student-devised performances that include real or imagined characters based on personal, cultural and/or community experiences and stories. Students examine storytelling through a range of stimulus materials and the creation of solo and/or ensemble performances, and extend their expressive skills through the creation and presentation of character/s.

Students extend their understanding of naturalistic and non-naturalistic performance styles; dramatic elements; stagecraft such as lighting, sound, make-up, costumes, set, props; dramaturgy and direction. This unit also involves attending and analysing performances by professional and other drama practitioners.

Area of study 1: Creating a devised performance

Outcome 1:
- Demonstrated use of play-making techniques to devise and rehearse a solo and/or ensemble drama work/s based on stories and/or characters.
- Documented use of processes used to create and develop stories and characters in drama

Assessment:
Rehearsal and drama work book.

Area of study 2: Presenting a devised performance

Outcome 2: Performance of a solo and/or ensemble devised drama work/s.

Assessment: Performance to an audience.

Area of study 3: Analysing a devised performance

Outcome 3: An analysis of the drama work performed in outcomes 1 and 2.

Assessment: An oral and/or multimedia presentation or a written report.

Area of study 4: Analysing drama performances presented by other practitioners

Outcome 4: The ability to identify and evaluate use of performance styles, theatrical conventions, stagecraft, dramatic elements and the portrayal of stories and characters in a drama performance.

Assessment: A written analysis.

Unit 2: Non-Naturalistic Australian drama

This unit focuses on the use and documentation of the processes involved in constructing a devised or solo performance. Students create, present and analyse a performance based on a person, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Students’ expressive and performance skills and knowledge of how dramatic elements are enhanced or manipulated through performance are further developed in this unit.

Area of study 1: Using Australia as inspiration
Outcome 1: Using a range of stimulus materials to create a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Assessment: Development and rehearsal of solo and/or ensemble drama work as well as documenting and recording play-making techniques and processes used.

Area of study 2: Presenting a devised performance

Outcome 2: Demonstrated effective use of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance to an audience.

Assessment: One or more performances to an outside class audience.

Area of study 3: Analysing a devised performance

Outcome 3: Demonstrated ability to analyse and evaluate the creation, development and performance of devised work in drama.

Assessment: An oral and/or multimedia presentation or a written report.

Area of study 4: Analysing Australian drama performance

Outcome 4: The observation and analysis of a performance by professional or other drama practitioners of an Australian work.

Assessment: A written report.

Units 3 and 4

Students create and present ensemble and solo drama performances. They explore and extend their expressive skills in voice, movement, facial expression and gesture and performance skills including presence and energy to create characters. Students in Drama devise, rehearse, develop, write, perform and then analyse and reflect on their own work and that of others, including professional performances from the VCE Unit 3 Drama Playlist.

Students explore ways in which non-naturalistic performance styles, which are not dependent on life-like representations of everyday life, can be used to create original drama work. They explore and manipulate dramatic elements including climax, conflict, contrast, focus, language, mood, rhythm, sound, space, symbols, tension and timing with stagecraft areas such as lighting, sound, props, set, costume, make-up, dramaturgy and direction to create work in drama.

Following the criteria set out by the VCAA, assessment occurs within the school and in two end-of-year external exams.

Unit 3: Devised non-Naturalistic ensemble performance

In unit 3 students create and perform collaborative ensemble performances in response to stimulus material and then reflect on and analyse the play-making process. They also research, attend and analyse professional performances to inspire and inform their understanding of theatre and drama-making practices.

Area of study 1: Creating and presenting ensemble performances

Outcome 1: Two or more outside class performances.

Assessment: Students are assessed on the development and performance of the ensemble.

Area of study 2: Responding to ensemble performances

Outcome 2: Students analyse and evaluate play-making techniques used to construct and present the ensemble work of Outcome 1.

Assessment: A written report or structured questions completed in class.

Area of study 3: Analysing non-naturalistic performance

Outcome 3: Students research and study a play script from the prescribed VCE Unit 3 Drama Playlist published by the VCAA.

Assessment: A written analysis and evaluation of a play selected from the unit 3 playlist to be completed in class. This may be either a written report or structured questions.

Unit 4: Non-naturalistic solo performance
In unit 4 students develop a solo performance from a list supplied by the VCAA and are externally assessed in a performance examination.

Area of study 1: Processes used to create solo performance

Outcome 1: Students create a short (one to two minute) solo performance based on stimulus material that includes the non-naturalistic theatrical conventions of transformation of character, object and place as well as disjointed time sequences.

Assessment: Presentation of a short scripted solo performance based on stimulus material; and a short written report that describes and analyses processes used at different stages to create the performance.

Area of study 2: Creating a solo performance

Outcome 2: Students create, develop and present a solo performance of no more than seven minutes duration based on one of the prescribed 'structures' or topics published annually in the VCAA Bulletin. Students perform their solos for an outside class audience as works-in-progress just prior to the performance exam.

Assessment: This is an externally assessed performance exam in October on a date to be fixed by VCAA annually.

Area of study 3: Analysing solo performance

Outcome 3: Students describe, analyse and evaluate the creation, development and performance of their outcome 2 solo.

Assessment: A written report that uses the language of drama appropriately to reflect on the work they have created and the processes involved.

Unit 1: Pre-modern Theatre

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance. Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Italian and the Commedia Dell’Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki and other traditional indigenous theatre forms.

Note: Students are expected to attend live performances of plays in order to achieve a satisfactory result in this subject.

Area of study 1: Pre-modern theatre

Area of study 2: Interpreting Playscripts

Area of study 3: Analysing a play in performance

Unit 2: Modern Theatre

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance. Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education.

The study of units 3 and 4 follows the requirements established by the VCAA. It focuses on the interpretation of play scripts and the production of plays from the pre-modern era to the present day. Throughout the course, students work with play scripts in both their written form and in performance. They apply stagecraft, including acting, to study the nature, diversity and characteristics of theatre as an art form. They also learn about the times, places and cultures of key theatrical developments.

By working collaboratively to interpret play scripts, students develop knowledge and understanding of theatrical styles, which is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners. Students study a scene from a prescribed list published by the VCAA and perform a monologue for their performance examination.

Note: Students are expected to attend live performances of plays in order to achieve a satisfactory result in this subject.

Area of study 1: Modern Theatre

Area of study 2: Interpretation through Stagecraft

Area of study 3: Analysing a play in performance

Unit 3: Playscript interpretation
In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET, and analyse and evaluate the interpretation of the playscript in the performance.

This unit focuses on the interpretation of a play script through the four designated stages of production:

- production planning
- production development
- production presentation
- production presentation

Area of study 1: Production process

Outcome 1: Students apply stagecraft to interpret a play script for performance to an audience.

Area of study 2: Theatrical Interpretation

Outcome 2: This area of study focuses on the documentation and analysis of the stagecraft applied to the play script in area of study 1.

Area of study 3: Production analysis

Outcome 3: An analysis and evaluation of a written play script selected from the prescribed playlist.

Assessment

Unit 3 assessment occurs within the school, consisting of the above three areas of study.

Unit 4: Performance interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET.

Area of study 1: Monologue interpretation

Outcome 1: Students perform an interpretation of a monologue from a play script.

Area of study 2: Scene interpretation

Outcome 2: Students develop a theatrical brief that presents an interpretation of a scene.

Area of study 3: Production analysis

Outcome 3: An analysis and evaluation of a written play script selected from the prescribed playlist.

Assessment

Students will also perform an end-of-year performance examination (monologue) and a written examination. These are both externally assessed and are a culmination of all skills learnt in unit 2. Students are required to have weekly lessons on their chosen instrument. These lessons may be taken at school or with a private teacher.

Units 1 and 2

Units 1 and 2 focus on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Assessment
Outcome 1: Prepare and perform a practised program of group and solo works.

Outcome 2: Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.

Outcome 3: Identify, recreate, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

Unit 3

This unit prepares students to present convincing performances of group and solo works. They select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in area of study 3 is works and performances by Australian musicians.

Assessment

Outcome 1: Prepare and perform a practised program of group and solo works.

Outcome 2: Demonstrate performance techniques, technical work and exercises, and describe their relevance to performance of selected group and/or solo works, and present an unprepared performance. (SAC 10%)

Outcome 3: Identify, recreate, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of pre-recorded works. (SAC 10%)

Unit 4

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Assessment

Outcome 1: Prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.

Outcome 2: Demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance. (10%)

Outcome 3: Identify, recreate, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

Performance exam at the end of the year either as a soloist or in a group (50%). Written and aural exam at the end of the year (20%).

Students are required to have weekly lessons on their chosen instrument. These lessons may be taken at school or with a private teacher.

Unit 3

In this unit students select a work from a prescribed list as the basis for an investigation of a focus area. They explore the focus area through three complementary areas of study: investigation, composition/arrangement/improvisation and performance.

In Area of study 1, investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores.

In Area of study 2, composition/arrangement/improvisation involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the focus area. Students plan, rehearse and perform a program of works that are representative of the focus area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Assessment

Outcome 1: Investigation of focus area. Complete a folio of work including research, socio-cultural aspects, technical and performance aspects and analysis of at least two pieces from the selected focus area. Complete a 20-minute presentation of the folio. (SAC 20%)

Outcome 2: Complete a technical composition based on the performance techniques required for the specific focus area. (SAC 5%)

Outcome 3: Performance. Perform a program of works that are linked to the focus area.

Unit 4

In this unit students continue the exploration within the focus area they began in unit 3. In unit 4 the investigation involves the preparation of program notes to accompany their end-of-year performance program.
In Area of Study 2, the composition/improvisation/arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the focus area. This composition, arrangement or improvisation builds on and extends exercises completed in unit 3. Students rehearse and perform works for inclusion in a performance program of works that relate to the focus area. They develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work. They continue to use skills in aural awareness, transcription, music theory and music analysis to support their work.

Assessment

Outcome 1: Evaluate and present their interpretative approach to a program of music works. (Performance exam 50%)

Outcome 2: Compose/improvise/arrange and perform a music work and discuss the use of music characteristics, instrumental techniques, performance techniques and conventions in the work. (SAC 20%)

Outcome 3: Demonstrate artistic intent and understanding of the focus area in a cohesive and engaging performance of music works. (SAC 5%)