

# Drama

## General senior subject

General

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

## Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

## Objectives

By the conclusion of the course of study, students will:

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Share</b></p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<p><b>Reflect</b></p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Challenge</b></p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Transform</b></p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> <li>• Contemporary performance</li> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			