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1. Rationale for Drama in Stage 6 Curriculum

Drama is an art form that explores the world through enactment. It is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values; interpreting, valuing and transmitting the past and traditions; exploring, celebrating and challenging the present and imagining the future.

In Drama, students can investigate, shape, and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. By studying this major art form students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.

In Drama, meaning is negotiated and created between the participants themselves and between the participants and audience. Direct engagement with an audience is an essential skill in dramatic performance.

Drama can be employed as a technique for exploring personal and community issues and developing social skills. It caters for a broad range of students from varying social and cultural backgrounds. It allows for the exploration of attitudes and values of many groups in Australian society as students make, perform and critically study aspects of drama and theatre in Australian and other societies and cultures.

The study of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem.

This syllabus provides opportunities for students to develop a range of skills and the opportunity to concentrate on areas of personal interest. It is designed for students who have completed the Drama Years 7–10 Elective course and for those who are studying Drama for the first time.

The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions including, but not confined to, theatre, media, communications and community cultural development. The syllabus provides continuity with many tertiary and industry courses.
2. Aims and Objectives

This syllabus is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre.

Students will develop:

knowledge and understanding about, and skills in, making
• drama through participation in a variety of dramatic and theatrical forms
• drama and theatre using a variety of dramatic elements, theatrical techniques and conventions

values and attitudes about
• the collaborative nature of drama and theatre

knowledge and understanding about, and skills in, performing
• using the elements of drama and theatre in performance
• in improvised and playbuilt theatre, and scripted drama

values and attitudes about
• the diversity of the art of dramatic and theatrical performance

knowledge and understanding about, and skills in, critically studying
• the place and function of drama and theatre in communities and societies, past and present
• a variety of forms and styles used in drama and theatre

values and attitudes about
• drama and the theatre as a community activity, a profession and an industry.
3. Course structure- HSC course (120 indicative hours)

| Australian Drama and Theatre | core content  
one topic from a choice of two topics |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies in Drama and Theatre</td>
<td>one topic from a choice of seven topics</td>
</tr>
<tr>
<td>Group Performance</td>
<td>core content</td>
</tr>
<tr>
<td>Individual Project</td>
<td>one project to be chosen</td>
</tr>
</tbody>
</table>

Either Or Or Or Or
Critical Design Performance Script-writing Video Drama

4. Table of Objectives and Outcomes

The Preliminary course outcomes are progressive and are subsumed in the HSC course outcomes.

Making

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Preliminary Course Outcomes</th>
<th>HSC Course Outcomes</th>
</tr>
</thead>
</table>
| Through Drama, students will develop knowledge and understanding about and skills in: | The student:  
P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles  
P1.2 explores ideas and situations, expressing them imaginatively in dramatic form  
P1.3 demonstrates performance skills appropriate to a variety of styles and media  
P1.4 understands, manages and manipulates theatrical elements | The student:  
H1.1 uses acting skills to adopt and sustain a variety of characters and roles  
H1.2 uses performance skills to interpret and perform scripted and other material  
H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works  
H1.4 collaborates effectively to produce a group-devised |
of dramatic and theatrical forms
- making drama and theatre, using a variety of dramatic and theatrical techniques and conventions

<table>
<thead>
<tr>
<th>Performing</th>
<th>Objective</th>
<th>Preliminary Course Outcomes</th>
<th>HSC Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Through Drama, students will develop knowledge and understanding about and skills in:</td>
<td>The student:</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>- using the elements of drama and theatre in performance</td>
<td>P2.1 understands the dynamics of actor-audience relationship</td>
<td>H2.1 demonstrates effective performance skills</td>
</tr>
<tr>
<td></td>
<td>- performing in improvised and playbuilt theatre and scripted drama</td>
<td>P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers</td>
<td>H2.2 uses dramatic and theatrical elements effectively to engage an audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action</td>
<td>H2.3 demonstrates directorial skills for theatre and other media</td>
</tr>
<tr>
<td></td>
<td>and values and attitudes*</td>
<td>P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces</td>
<td></td>
</tr>
</tbody>
</table>

and values and attitudes* about:

- the collaborative nature of drama and theatre

<table>
<thead>
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<th>Performing</th>
<th>Objective</th>
<th>Preliminary Course Outcomes</th>
<th>HSC Course Outcomes</th>
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<tr>
<td></td>
<td><strong>Performing</strong></td>
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<tr>
<td></td>
<td>students will develop knowledge and understanding about and skills in:</td>
<td>P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance</td>
<td>H1.5 demonstrates directorial skills</td>
</tr>
<tr>
<td></td>
<td>- making drama and theatre, using a variety of dramatic and theatrical techniques and conventions</td>
<td>P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action</td>
<td>H1.6 records refined group performance work in appropriate form</td>
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<tr>
<td></td>
<td>- performing in improvised and playbuilt theatre and scripted drama</td>
<td>P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration</td>
<td>H1.7 demonstrates skills in using the elements of production</td>
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<tr>
<td></td>
<td></td>
<td>P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole</td>
<td>H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions</td>
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<td></td>
<td>and values and attitudes*</td>
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<td>H1.9 values innovation and originality in group and individual work</td>
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</table>
about:

- the diversity of the art of dramatic and theatrical performance

<table>
<thead>
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<th>Preliminary Course Outcomes</th>
<th>HSC Course Outcomes</th>
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</thead>
<tbody>
<tr>
<td>P2.5 understands and demonstrates the commitment, collaboration and energy required for a production</td>
<td>H2.4 appreciates the dynamics of drama as a performing art</td>
</tr>
<tr>
<td>P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance</td>
<td>H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance</td>
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Critically Studying

<table>
<thead>
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<th>Preliminary Course Outcomes</th>
<th>HSC Course Outcomes</th>
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<tbody>
<tr>
<td>Through Drama, students will develop knowledge and understanding about and skills in:</td>
<td>The student:</td>
<td>The student:</td>
</tr>
<tr>
<td>The student:</td>
<td></td>
<td>H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements</td>
</tr>
<tr>
<td>P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others</td>
<td>P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</td>
<td>H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses</td>
</tr>
<tr>
<td>P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements</td>
<td></td>
<td>H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements</td>
</tr>
</tbody>
</table>

and values and attitudes* about:

- drama and theatre as a community activity, a profession and an industry

<table>
<thead>
<tr>
<th>Preliminary Course Outcomes</th>
<th>HSC Course Outcomes</th>
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<tbody>
<tr>
<td>P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest</td>
<td>H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies</td>
</tr>
<tr>
<td>H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements</td>
<td></td>
</tr>
</tbody>
</table>

* Note: While values and attitudes outcomes are included in this syllabus, they are not to be assessed in the HSC assessment program.
5. Key Competencies

Drama skills and knowledge are frequently developed simultaneously through participation in creative activity, providing a framework for students to develop effective higher-order thinking skills considered essential for further education, work and everyday life. Key competencies are embedded in the Drama syllabus to enhance student learning.

The key competencies of collecting, analysing and organising information and communicating ideas and information reflect core processes of enquiry and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy.

Students work as individuals and as members of groups to construct work for the Group Performance and the Individual Project developing the key competencies of planning and organising activities and working with others and in teams.

In the Making, Performing, and Critically Studying practices within the Drama syllabus, student learning involves enquiry, research, analysis, experimentation and reflection contributing to the development of the key competency solving problems.

Students have the opportunity to develop the key competency using technology in the study of new approaches to Drama and Theatre and dramatic forms in the media of film, video, radio and CD-ROM.
6. Content: Drama Stage 6 Preliminary and HSC Courses

In Drama, the practices of Making, Performing, and Critically Studying interrelate. Students learn to engage in a collaborative process in which they explore, shape and symbolically represent imagination, ideas, feelings, attitudes, beliefs and their consequences.

Making

The practice of making in Drama is characterised by learning that involves workshopping concepts, ideas and experiences through enquiry, research, analysis and experimentation.

Students learn experientially, within and in response to situations where they take on roles. Learning about dramatic meaning will emerge from the making of drama. The processes of making, performing and critically studying drama and theatre are valued, whether or not they lead to theatrical performance. Making in Drama involves students learning through improvising, playbuilding, writing, designing, directing and interpreting existing scripts. Dramatic forms in the media of film, video and radio offer other ways in which students may make drama.

Performing

The practice of performing in Drama is characterised by learning that involves presenting drama and theatre to an audience.

Students learn how to develop an understanding of the nature of drama and theatre and acquire the skills to perform drama and theatre of their own and to work with the scripted works of others. Students learn how to develop an understanding of the elements of drama and theatre in performance, and the roles of designers, actors, directors, stage managers, theatre administrators, playwrights and others in the production of performances. In performing, meaning is negotiated and created between the participants themselves and between the participants and audience. Consideration of audience is essential to both the making and performing process.

Critically Studying

The practice of critically studying in drama and theatre is characterised by learning that involves research, critical analysis, evaluation and reflection. Students learn how to reflect on their own work and the work of others, and extend their cultural, artistic and social understandings.

Critically studying in drama and theatre involves a reflective and analytical response to individual performances, to bodies of work by individual artists, performance groups and theorists, and to historical and cultural movements and performance traditions. Students learn about the cultural, social and historical contexts of drama and theatre; the ideas, concepts, themes and texts on which drama and theatre are based; and the styles and forms that are developed to express or embody them.
Students learn through activities such as reading, thinking, discussing, writing and research in printed and electronic texts; investigative workshops in which practical questions are explored, reflected upon and analysed; and dramatic and theatrical presentations and performances in which work is offered to an audience for response.

Through oral and written responses students learn how to describe, interpret and evaluate material. They learn to analyse theoretical underpinnings and implications, making connections between different works, practices and ideas.

Such critical study applies equally to the work undertaken in the Preliminary course and to the components of the HSC course.

7. Syllabus Content: Drama HSC Course

The HSC course comprises:

• Australian Drama and Theatre (Core component)
• Studies in Drama and Theatre
• the Group Performance (Core component)
• the Individual Project.

Australian Drama and Theatre (Core component) and Studies in Drama and Theatre

Outcomes

The student:
H1.1 uses acting skills to adopt and sustain a variety of characters and roles
H1.2 uses performance skills to interpret and perform scripted and other material
H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
H1.5 demonstrates directorial skills
H1.7 demonstrates skills in using the elements of production
H1.9 values innovation and originality in group and individual work
H2.3 demonstrates directorial skills for theatre and other media
H2.4 appreciates the dynamics of drama as a performing art
H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements.
Content

In Australian Drama and Theatre and Studies in Drama and Theatre students learn through theoretical study about the themes and issues, the historical, social, cultural and political contexts of particular forms, styles, movements or traditions of theatre, or the work of a specific artist, practitioner, group or company. They learn about dramatic and theatrical structures, forms, styles and conventions and gain practical experience of them through workshops culminating in presentations and performances using relevant acting techniques, characterisation, performance styles and spaces.

Students learn to analyse, interpret and synthesise their research through discussion and debate, and through structuring their opinions in written responses.

In Australian Drama and Theatre students learn about aspects of drama and theatre in Australian societies and cultures, past and present, through study of ONE of two topics. While the topics differ in the period to which they refer, the perspectives through which they are to be approached are similar. The topics will be published separately.

Studies in Drama and Theatre involves students learning about aspects of drama and theatre in societies and cultures, past and present. Productions and works for this topic may be drawn from Australian and non-Australian material. The topics will be published separately. Students are to study ONE of seven topics.

The Group Performance (Core component)

Outcomes - The student:

H1.1 uses acting skills to adopt and sustain a variety of characters and roles
H1.2 uses performance skills to interpret and perform scripted and other material
H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
H1.4 collaborates effectively to produce a group-devised performance
H1.6 records refined group performance work in appropriate form
H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
H1.9 values innovation and originality in the group and individual work
H2.1 demonstrates effective performance skills
H2.2 uses dramatic and theatrical elements effectively to engage an audience
H2.3 demonstrates directorial skills for theatre and other media
H2.4 appreciates the dynamics of drama as a performing art
H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements.
Content

Each student learns to collaborate with a group to devise and perform in a piece of original theatre. They learn how to work cooperatively in creating dramatic works, presenting their own opinions confidently and listening to the ideas of others. They develop their Group Performance using a variety of playbuilding techniques and approaches. They learn to structure their work using dramatic elements and theatrical conventions. They learn how to edit and refine their work through rehearsal, evaluation and editing. In their performance they use expressive skills that are appropriate to the chosen style or form. They learn how to realise and sustain a role and how to establish a relationship with the audience.

As a starting point for the Group Performance, students must choose ONE topic from a list of topics or ideas which will be published separately and which may be changed in total or in part every two years.

In order to assist the development of the idea or topic chosen for the Group Performance, students may choose to use materials that may include art works such as paintings, sculptures and photographs; stories such as legends, myths and science fiction; music such as classical, contemporary and indigenous; documents such as reports, autobiographies, oral history, interviews and documentaries.

Students chart the process of the development of their performance in a logbook. They learn how to reflect upon, record, interpret, synthesise, research, and describe the process undertaken, as well as problems encountered and strategies used to find solutions.

This performance depends on and extends knowledge, skills and experiences gained by students in the Preliminary course, and will be further informed by knowledge and experiences from their studies of Australian Drama and Theatre, and Studies in Drama and Theatre in the HSC course.
The Individual Project

Outcomes

The student:
H1.2 uses performance skills to interpret and perform scripted and other material
H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
H1.5 demonstrates directorial skills
H1.7 demonstrates skills in using the elements of production
H1.9 values innovation and originality in group and individual work
H2.1 demonstrates highly developed performance skills
H2.4 appreciates the dynamics of drama as a performing art
H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements.

Content

In the Individual Project students learn how to initiate and present a project in an area of interest developed during study in the Preliminary course. They use the knowledge, skills and experiences acquired in the Preliminary course to select an area in which to specialise. Students then learn how to develop concepts and use innovation. They learn how to describe their intentions and the approach they intend to take in realising the project. They learn how to use skills appropriate to the area in which they are working, whether it is based on critical reviews of performances, dramaturgy, direction, design, performance, scriptwriting or drama on video. They learn how to manipulate theatrical elements and conventions to achieve their aims.

In preparing their Individual Project, students learn how to plan, evaluate and structure their work into a refined presentation that meets the criteria of each project.

Students chart the process of their project in a logbook. They learn how to reflect upon, record, interpret and synthesise research, edit preliminary sketches or drafts, adapt work to specifications of time or length, and to submit work in a prescribed form.

The Individual Project will take one of the following forms:

- Critical Analysis
- Design
- Performance
- Scriptwriting
- Video Drama.
The content for the Individual Projects in Critical Analysis (Director’s Folio) and Design (Set, Costume, Lighting, Publicity) will be based on one of the texts in a separately published list, which may change in total or in part every two years.

Individual Projects will be determined by negotiation between the student and the teacher at the beginning of the HSC course.

HSC Course

Indicative hours required to complete the course: 120hrs

Exclusions:

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

– Teachers should ensure that students do not submit the same project for any other HSC subject.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic Name</th>
<th>Term/Semester</th>
<th>Weeks/periods</th>
<th>Formal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Contemporary Australian Drama Practise&lt;br&gt;RUBY MOON AND STOLEN</td>
<td>Term 4 Weeks 1 – 11&lt;br&gt;Semester 2</td>
<td>11 weeks-66 periods</td>
<td>Workshop and Performance Tasks&lt;br&gt;Half Yearly&lt;br&gt;Trial HSC</td>
</tr>
<tr>
<td>2</td>
<td>Tragedy- Greek Tragedy and Modern Tragic play Oedipus Tyrannous and Angels in America</td>
<td>Term 1 Weeks 1 - 10&lt;br&gt;Semester 1</td>
<td>10 weeks- 60 periods</td>
<td>Workshop and Performance Tasks&lt;br&gt;Half Yearly&lt;br&gt;Trial HSC</td>
</tr>
<tr>
<td>3</td>
<td>Individual Project</td>
<td>Term 4 Weeks 1 - 11&lt;br&gt;Semester 2</td>
<td>11 weeks- 66 periods</td>
<td>IP Progress Speech, Show and Tells, Logbook and Trial HSC</td>
</tr>
<tr>
<td>4</td>
<td>Group Performance</td>
<td>Term 2 and 3 Weeks 1 – 10&lt;br&gt;Semester 1 and 2</td>
<td>10 weeks-60 periods&lt;br&gt;6 weeks- 36 periods</td>
<td>Process logs, show and tells and Trial HSC</td>
</tr>
</tbody>
</table>
9. Topic List – Group Performance

ONE topic to be selected by each group from the following:

1. All clear

2. Ajax

3. Coq au Vin

4. Fly by night

5. 710 x 490cm

6. Finders – Keepers!

7. Boots

8. mlt.

*Drama Stage 6 Course Prescriptions – Higher School Certificate 2012–2014*
Text List for Individual Projects

Students undertaking

**Individual Project: Critical Analysis (Director’s Folio)**

**AND**

**Individual Project: Design (Costume; Lighting; Promotion and Program; Set)**

Must select ONE of the following as the basis of their work:


*This text list may be changed in total or in part every three years.*

*Drama Stage 6 Course Prescriptions – Higher School Certificate 2012–2014*
Topics for Study

TWO topics must be studied. ONE topic must be selected from Australian Drama and Theatre (Topics 1–2) and ONE topic from Studies in Drama and Theatre (Topics 3–9).

Australian Drama and Theatre will be examined in a mandatory question that will be applicable to both topics.

Topics and texts should be taught experientially. These practical experiences should inform the students’ understanding and should be used in their HSC essays to show a personal response rather than a purely literary one.

Australian productions of works chosen from Studies in Drama and Theatre may be relevant to the study of the topic.

Topics, texts or rubrics may be changed in total or in part every three to five years.

Explanations of dramatic terminology used in the descriptions of the topics for Australian Drama and Theatre and Studies in Drama and Theatre can be found in the Drama Stage 6 Syllabus.

These explanations are intended to assist teachers and students in exploring topics. They are not intended to be prescriptive interpretations of the terms.

Australian Drama and Theatre (Core Study)

The following rubric applies to both topics.

This topic explores, theoretically and experientially, the traditional and contemporary practices of Australian drama and theatre and the various ways in which artistic, cultural, social, political and personal issues and concerns are reflected in different contexts. Students investigate how different Australian practitioners use dramatic forms, performance styles, techniques and conventions to convey ideas and influence the ways in which audiences understand and respond to ideas and images presented in the theatre.

Students must study either Topic 1 or Topic 2. In the examination there will be a mandatory question applicable to both topics.

Drama Stage 6 Course Prescriptions – Higher School Certificate 2012–2014
Students must study at least TWO plays.

Two plays must be selected from Dramatic Traditions in Australia

OR

Two plays from Contemporary Australian Theatre Practice.

Topic 1: Dramatic Traditions in Australia

Students must explore the topic using at least TWO of the following:


Topic 2: Contemporary Australian Theatre Practice

Students must explore the topic using at least TWO of the following:


The study of Australian Drama and Theatre includes the above rubric in conjunction with the outcomes and content of the *Drama Stage 6 Syllabus*, pages 22–23 and 29.
## Year 12 HSC Assessment Grid Drama 2013

<table>
<thead>
<tr>
<th>Components And Weightings</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
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<tbody>
<tr>
<td></td>
<td>C.A.T.P</td>
<td>Planning and development of Individual project</td>
<td>Developing the Group</td>
<td>Tragedy workshop activities and perform and analysis</td>
<td>Half year and Trial HSC exams CAT Trag IP and GP</td>
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<td></td>
<td>Class workshop activities and related written reflections</td>
<td>Oral presentation and logbook</td>
<td>Two show and tells</td>
<td>Half year and Trial HSC exams CAT Trag IP and GP</td>
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<td>Term 4 Year 11</td>
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</tr>
<tr>
<td>Performing (30%)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
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<tr>
<td>Critically studying (30%)</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Marks</td>
<td>10</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>Task 1</td>
<td>Contemporary Australian Theatre Practice 10%</td>
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<tr>
<td>Class workshop activities and related written reflections</td>
<td>Students will participate in group work and perform scenes and provide analysis for their scenes</td>
<td></td>
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<table>
<thead>
<tr>
<th>Task 2</th>
<th>Individual project 20%</th>
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</thead>
<tbody>
<tr>
<td>Planning and development of Individual project</td>
<td>Students will choose an IP and work towards deadlines in its completion</td>
</tr>
<tr>
<td>Oral presentation and logbook</td>
<td></td>
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<tr>
<td>Two Show and Tells</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 3</th>
<th>Group Performance 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing the Group</td>
<td>Students will work in a group of 3-7 to create an original piece of Drama. Process and progress will be marked. Logbook is a part of the works in progress</td>
</tr>
<tr>
<td>Including workshopping, logbook, script development, research and planning, works-in-progress</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 4</th>
<th>Tragedy 15%</th>
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</thead>
<tbody>
<tr>
<td>Tragedy workshop activities and perform and analysis</td>
<td>Students will participate in group analysis and perform scenes. They are to present their analysis to others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 5</th>
<th>Half Yearly and Trial Exams 35%</th>
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</thead>
<tbody>
<tr>
<td>Half year and Trial HSC exams</td>
<td>Half Yearly will include essays</td>
</tr>
<tr>
<td>CAT</td>
<td>Trial will include Showcase of IP and GP</td>
</tr>
<tr>
<td>Trag</td>
<td>Plus two essays one Tragedy and one on CATP</td>
</tr>
<tr>
<td>IP and GP</td>
<td></td>
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</tbody>
</table>
11. Glossary

conventions common principles of form and/or style shared by performers and audiences, usually by tradition, but sometimes negotiated within the performance

design concepts the idea or vision of the designer, in consultation with the director, in interpreting the play for performance

design elements include line, shape, space, colour, mood, atmosphere, visual and aural texture, scale and visual relationships

directorial concept/vision is based on the director’s creative interpretation of the play’s text, themes, characters, style, mood, structure and context

elements of drama include tension, focus, rhythm, space, movement, sound, time, symbol, mood, pace, pause and atmosphere, character/role, actor and audience relationship

elements of production include direction, dramaturgy, design, technical operation and stage management (see Elements of Production in Performance page 20)

experiential learning involves students in learning activities that focus on the experience rather than the theory only. For instance, experiential learning in Design will involve students creating a design, working with design rather than just reading about a design

forms established sets of structural principles (sometimes rules) by which drama and/or theatre is produced and/or critically evaluated. Examples include historical forms such as Ancient Greek theatre, commedia dell’arte, melodrama, farce, or one of the forms of classical Asian theatre, and recent forms such as community and event theatre, contemporary, avant-garde performance, mixed media, or drama on film

improvisation spontaneous, unscripted (but not necessarily unplanned or unprepared) performance, used either as a rehearsal technique or in live performance

media feature story an article on a production, or an aspect of a production, published in a newspaper or magazine. It could be based on an interview with the playwright, director, designer(s) or a performer or performer(s) or include quotations from any of these

performance style refers to elements used in the realisation of a work in performance. Where the work is text-based, the written play-text itself will often imply the adoption of a certain performance style. Thus a text suggestive of a music-
hall entertainment implies a music-hall style of presentation. It is also possible for a director to approach a work through a performance style alien to the original text (eg a Kabuki Shakespeare).

rationale

a declaration explaining motivations and making known intentions. In this syllabus the term is used to expand the idea of the artistic idea or concept behind each of the Individual Projects.

styles

established aesthetic features of any part of the process of making and performing works of drama and theatre (including styles of writing, directing, design and performance).

text

the set of signs that may be read as producing meaning in any work, not including the contextual meanings that the reader brings. So the text of a novel is the words on the page, the text of a film is the images on the screen together with the soundtrack, and the text of a theatrical performance includes all the elements of production.

traditions

commonly held meanings and/or values, or types of practice, in a particular society, considered historically.

workshop

the process of action-learning and exploration conducted in class or in the rehearsal room, involving asking theoretical and practical questions and exploring them through the experimental investigation of possible answers.