Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. Students also gain insights into the human condition through exposure to the dramatic arts. They can imagine what it would be like to be in the same situation as a character in a play and try to understand that character’s point of view. They identify common values, both aesthetic and human, in various works, and in doing so, increase their understanding of others. In producing their own works, they communicate their insights while developing artistic skills and aesthetic judgement.

"...the knowledge and skills developed in the study of Drama can be applied in many other endeavours.”

Since artistic activities are closely connected to play and human interaction, students have opportunities to engage with their peers, talk, collaborate and gain ‘hands on’ experience the dramatic arts, which can motivate them to participate more fully in cultural life and in other educational opportunities.

The Drama courses prepare students for a wide range of challenging careers, not only for careers in the dramatic arts. Students who aspire to be writers or actors are not the only ones who can benefit from study of the dramatic arts as students develop their ability to reason and to think critically as well as creatively. They develop their communication and collaborative skills and deepen their appreciation of diverse perspectives developing the ability to approach others with openness and flexibility. They also learn to approach issues and present ideas in new ways, to teach and persuade, to entertain, and to make designs with attention to aesthetic considerations.

Participation in Drama helps students develop their ability to listen and observe, and enables them to become more self-aware and self-confident. It encourages them to take risks, to solve problems in creative ways, and to draw on their resourcefulness. In short, the knowledge and skills developed in the study of Drama can be applied in many other endeavours.

Links can also be made between the arts and other disciplines. For example, mathematics skills can be applied to drafting a stage set to scale, or to budgeting an arts performance. Students taking a history course can attempt to bring an event in the past to life by reinterpreting it in their work in drama.

Drama courses for years 8 – 10 are designed to appeal to students’ interests and imagination, and provide a basis for more intensive and specialised study. An important aim of the Year 11 and 12 courses is to help students understand the world in which they live and to help them make choices that will not only enrich their lives but prepare them for a variety of careers.

Success, wisdom, balance
Year 7 DRAMA - Core Subject – One Term

At Year 7, Drama is taught to all students for one term as part of their core program. The main objective of Drama at this level is to provide an overall introduction to theatre and performance skills.

The key areas studied are:

- Performance Skills
- Improvisation
- Character Building
- Physical Theatre
- Movement, Mime and Dance
- Play Structure and Script Writing

Pre-requisites: There are no prerequisites for this course.

Year 8 DRAMA - Elective Subject – One or Two Semesters

The main objective of Drama at this level is introducing students to basic performance skills and to develop their self-confidence. Students will use technical aspects to enhance their performance work. A strong willingness to perform and work in groups is required.

Pre-requisites: students must be prepared to work in team situations, spend time rehearsing outside of school hours when required and be willing to perform to the school community.

Semester 1

The key areas studied are:

- Comedy Genre
- Physical Theatre

Elements of study

- Stage Craft
- Improvisation
- Performance Evaluation
- Playbuilding
- Basic Technical Theatre (Level 1)
- Script Interpretation
- Performing and Writing

Semester 2

The key areas studied are:

- Audio Drama
- Radio Plays & Soundscapes
- Advertising
- Vocal Skills – clarity, confidence, delivery

Success, wisdom, balance
Elements of study:
- Stage Craft
- Improvisation
- Performance Evaluation
- Playbuilding
- Basic Technical Theatre (Level 1)
- Script Interpretation
- Performing and Writing

Assessment
There will be a variety of assessment tasks including practical work, performance, and theory. There is a focus on creative problem solving, memory, voice work, spontaneous thinking, listening/speaking and analytical skills. Assessment tasks include:

- Class workshops
- Practical Work
- Folio (reflective writing, journal, research)

Year 9 DRAMA - Elective Subject – One or Two Semesters

The main objective of Drama at this level is to continue development of students’ performance skills and to develop a strong appreciation and love for theatre.

Pre-requisite: students must be prepared to work in team situations and be willing to perform within the school community.

Semester 1: On The Road Again – Theatre Company

This elective will involve the creation of a Performing Arts Theatre Company. Students will write and produce a performance and will gain practical insight into the workings of a small Theatre Company, Event Management (Business, Budgeting & Publicity) and Technical Theatre (Lighting, Sound and Costume Design).

The key areas studied are:

- Group Performance
- On-stage & Off-stage roles
- Technical, production and design element

Through an extensive process, the product could include:-

- A Group Production for an identified audience
- Theatre In Education piece for local schools (issue/message based)
- A Theatre Performance designed for a primary school audience
- An Adelaide Fringe production
- A Travelling Troupe where performances could be part of the ‘pop up’ culture of today
- Production elements of study
- A Devised Group Production
- Script Writing/Interpretation
- Acting skills, Improvisation, Physical Theatre, Dance, Movement, Mime

Success, wisdom, balance
There is a focus on original work, creative problem solving, memory, voice work, spontaneous thinking, listening/speaking, literary and numeracy, evaluative and analytical skills. This course will also encompass the school wide pedagogy; social, independent, authentic, reflective and generating creative learning.

Outcome: Students will write and produce a performance and will gain practical insight into the workings of a small Theatre Company.

Assessment tasks include:

- Class workshops
- Practical Work
- Folio (review writing, reflective journal writing, research, analysis and evaluation)

Semester 2: Lights, Camera, Action: Acting for Film and TV

The key areas studied are:
- Representational Theatre
- Realism (Stanislavski)
- Film Production – Acting & Editing skills

Elements of study:
- Improvisation
- Stage Craft
- Performance Skills
- Character Development
- Technical Theatre (Level 2)
- History of Australian Theatre
- Review Writing

Success, wisdom, balance
There is a focus on creative problem solving, memory, voice work, spontaneous thinking, listening/speaking and analytical skills. Assessment tasks include:

- Class workshops
- Practical Work
- Folio (review writing, journal, research)

**Year 10 DRAMA - Elective Subject – One or Two Semesters**

Students will extend and refine performance skills through improvisation and polished work to a live audience. Students will view live professional theatre and develop the ability to analyse drama through discussion and writing. Students will discover the past and present context of drama through analysis and enactment. A willingness to work in groups, and to rehearse and perform outside of school hours is essential.

This course is designed to foster self-confidence, higher order thinking skills (analysis, evaluation, synthesis) and creative problem solving. Students will experience creating and making their first whole group production and experience the rewards of performing to the school community.

**Pre-requisites:** - While it is not a prerequisite to have studied Drama in the Middle School it is certainly an advantage, as students cover a lot of ground work in regards to skill development. Students must be prepared to work in team situations, spend time rehearsing outside of school hours and be willing to perform to the school community.

**Semester 1: Exit Stage Left**

**The key areas studied are:**
- Theatre Performance Skills
- Technical skills for Theatre – Lighting & Sound (off-stage roles)
- Designers – Costumes, Set & Props (off-stage roles)
- Group Production Performance (on stage/public audience)

**Elements of study**
- Group Production
- Monologue
- Shakespeare /Soliloquy / Sonnets
- Improvisation
- Technical Theatre (Level 3)
- Review Writing - A Day at the Theatre with State Theatre Company. (Students will attend 2 professional productions each)

**Semester 2: Now for Something Completely Different**

**The key areas studied are:**

- Alternative Theatre
- Anti-Theatre

Success, wisdom, balance
Physical Theatre
- Technical skills for Theatre – Lighting & Sound (off-stage roles)
- Designers – Costumes, Set & Props (off-stage roles)

Elements of study:
- Improvisation
- Stage Craft
- Performance Skills
- Theatre of Alienation (Bertolt Brecht)
- Theatre of Cruelty (Artaud)
- Surrealism
- Expressionism
- Review Writing - A Day at the Theatre with State Theatre Company.
  (Students will attend 2 professional productions each semester)

Stage 1 DRAMA - One or Two Semesters (10 or 20 Credits)

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

The SACE focus capabilities for this subject are:
- Communication
- Citizenship
- Personal development and Learning

Students undertaking this course will study periods of theatre history. Major playwrights will be studied with a focus on the Theatre of Realism in Semester 1 and Anti-Realist Theatre in Semester 2. The course will examine the various areas of theatrical performance, including script writing and reading, research, improvisation and reflective journal writing for each topic. This course requires strong interest in Drama and an ability to work creatively in team situations. An out of hours commitment will be required for rehearsals, performances and attending theatre.

Success, wisdom, balance
**Pre-requisites:** - Successful achievement of at least one unit of Year 10 Drama. Students must be prepared to work in team situations, spend time rehearsing outside of school hours when required and be willing to perform to the school community.

**Semester 1**

**The key areas studied are:**
- Representational Theatre

**Elements of study**
- Group Production
- Review Writing
- Individual Presentation
- Theatre of Realism and Naturalism
- Drama innovators and playwrights ie
  - Anton Chekhov
  - Vsevolod Meyerhold
  - Henrik Ibsen
  - David Williamson
  - Louis Nowra

**Semester 2**

**The key areas studied are:**
- Presentational Theatre
- Absurdist
- Epic

**Elements of study**
- Group Production
- Review Writing
- Individual Presentation
- Drama innovators and playwrights ie
  - Bertolt Brecht
  - Samuel Beckett
  - Eugène Ionesco
  - Tom Stoppard

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their through the following assessments:
- Type 1 - Presentation of Dramatic Works/Performances
- Type 2 - Dramatic Theory and Practice/Folio
- Type 3 - Individual Investigation and Presentation

**Stage 2 DRAMA – Full year (20 Credits)**

**Pre-requisites:** - Successful achievement at Stage One Drama and/or teacher recommendation. Students must be prepared to work in team situations, spend time rehearsing outside of school hours when required and be willing to perform to the school community.

**Content**
The Stage 2 program will be based on the four following areas of study:
- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works

Success, wisdom, balance
Assessment

Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School Based Assessment</th>
<th>Weighting (20 Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Folio - Report/Reviews</td>
<td>30%</td>
</tr>
<tr>
<td>Interpretative Study</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td>30%</td>
</tr>
</tbody>
</table>

Students undertake:
- one group presentation
- one report and at least two reviews for the folio
- one interpretative study
- one performance or one presentation

Supporting evidence for the school-based assessment component from, for example, performances, presentations, oral presentations, staged readings, round table presentations, workshops or discussions, should be recorded on DVD to provide evidence for the moderation purposes.

Information on the External Assessment

Students are involved in either:
- a group performance or presentation,
  or
- an individual performance or presentation.

Group Performance or Related Off Stage Presentation

Each student is assessed on either a focused performance (on-stage role) or a presentation (off-stage role). On-stage performers should present a focused performance of between 10 and 15 minutes. Students who work off-stage should spend a maximum of 15 minutes presenting evidence relevant to their specific off-stage role.

Students must not duplicate work undertaken in other areas of the subject. However, the work may be an extension of the ideas, genres, styles and/or influences explored in assessment types 1, 2, or 3.

Student’s involvement in the group performance or presentation may be in one or more of the following areas:
- acting
- design (set, costume, make-up, lighting, sound, publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/Film and video
- stage management.
Individual Performance or Presentation

Students present a performance or presentation of a maximum of 15 minutes, in whatever practitioner role they have chosen, which demonstrates their application of the knowledge and skills they have acquired through their area of study.

The focus of performance or presentation could take inspiration from a range of influences such as a poem, novel, song, piece of music, ritual, play text, genre, or style of theatre or from dramatic practitioner(s). Students are encouraged to consider ways of making their performance or presentation dramatic in nature.

The performance or presentation can take many forms including audio, songs, music, podcasts, film/video, live performance, Power Point presentation, photographs, sketches, diagrams, displays, staged readings, collages, DVDs, CD-ROMS, written formats or a combination of these formats. The presentation will include an analysis and discussion of the process the student has undergone to reach the outcome.

Students may use any medium (or combination of media) in their presentation. Students should ensure that their project sits firmly within the scope of the dramatic arts and does not overlap with other areas such as dance, music, or art.

Student's involvement in the individual performance or presentation may be in one or more of the following areas:

- acting
- design (set, costume, make-up, lighting, sound, publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/Film and video
- stage management
- scriptwriting
- directing

Performance Standards

The Drama Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.
Please contact Patrick Penfold, Head of Performing Arts, on 8278 0248 for further information.