

DRAMA

WHY STUDY DRAMA?

Drama has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. Drama is a collaborative art, combining physical, verbal, visual and oral dimensions. Drama enhances personal and interpersonal skills, developing emotional relationships, negotiation and conflict resolution. In drama, students will experience theatre and develop an understanding of the performer/ audience relationship. Learning in drama can be both process and performance. Students will combine the elements of drama to make, present and respond to representation of human situations, characters, behaviour and relationships.



COURSE AIMS:

The Study of Drama ensures students:

- understand how the elements of drama and levels of energy create meaningful drama through the use of character transformation and storytelling.
- develop creativity, critical thinking, aesthetic knowledge and understanding about theatre practices through rehearsing, performing and responding to dramatic works with increasing self confidence.
- use their life experiences to express and communicate ideas, explore the imaginative world and observe people to inform their development of character.
- develop a language of drama to express, problem solve, direct, collaborate and critique their own and other's work.
- have an understanding of local, regional and global cultures through the study of drama history, traditions, styles and methods.
- use a variety of technological mediums to create meaning within dramatic performance.

COURSE ORGANISATION:

Year 9 and 10 is a combined class of Year 9 and Year 10 students. The course is a four semester program.

YEAR A SEMESTER 1: DR542 ACTING OUT	YEAR A SEMESTER 2: DR553 SHAKESPEARE ALIVE
YEAR B SEMESTER 1: DR544 DRAMA DOWNUNDER	YEAR B SEMESTER 2: DR543 FUNNY BUSINESS

DR542 : Acting Out



This unit develops the student as an actor and focuses on the process of taking the character from page to stage through interpretation and reading. A must for all serious students of drama.

In this unit students examine characterisation in depth through text interpretation and blocking action. They explore and respond to acting styles and recreate these styles in a safe and fun filled learning environment.



DR553: Shakespeare Alive

A challenging, yet interesting unit for the advanced student.

Shakespeare is perhaps the greatest playwright we have ever known. In this unit we try to discover why from an actor's point of view.

Students will explore the dramatic elements and techniques of Shakespearean theatre and themes evident in Shakespeare's works. They will draw on previous studies to produce work that demonstrates an appropriate depth and understanding of the form. Students collaborate to write and perform new works based on Shakespearean themes.



DR544: Drama Downunder



The journey of Australian drama is the search for our identity. Students take a different look at Australia through the eyes of the theatre. In this unit students will study the history and development of Australian drama. They will draw on previous studies to perform with an appropriate depth and understanding of the genres Realism, Magical Realism and Gothic Theatre. They will study the principles and practise being involved in directing a play for performance. They will have an opportunity to both direct and perform.

DR543: Funny Business



Everybody loves to laugh. Clowns and comedians have been making us do so for countless centuries. But what actually makes something funny? This unit will help you find the answers and prove to you that with a bit of work, **anybody** can be funny.



In this unit, students will explore the art of the clown. They will experience producing their own comedy pieces as well as analysing well-known or 'classic' comedy. Students will explore the mask with traditional Commedia dell'Arte characters and movement.

Assessment

Teaching and learning in Drama is centred upon the three strands of Exploring/Forming, Creating/ Performing, Responding/ Reflecting.

Assessment is focused on student understanding and skills in;

- *Exploring* through analysis of a character's motivation and objective in a scene. *Forming* through focus activities, partner scene work and ensemble collaborations
- *Creating* a scripted character through voice, movement and background for performance with an audience or creating a director's portfolio
- *Responding* to live theatre, peer performance and their own development through class discussion and essays
- *Reflecting* on learning through group discussion, self- evaluation and drama journal entries