

# Drama in Practice 2019

## Study plan

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### Section 1: School statement

<b>School:</b>	Queensland Curriculum and Assessment Authority
<b>Subject code:</b>	6412
<b>Combined class:</b>	No
<b>School contact:</b>	SEO
<b>Phone:</b>	(07) 3864 0375
<b>Email:</b>	seo@qcaa.qld.edu.au

### Section 2: Course and assessment overview

Drama in Practice is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

### QCAA approval

**QCAA officer:**

**Date:**

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
1	<b>Module 1: Making, shaping and sharing our stories</b> This module exposes students to live theatre and engages them in the development of drama through playbuilding and acting. Students view and respond to live or recorded dramatic performance and develop skills in planning and developing a performance.	55	<ul style="list-style-type: none"> <li>Acting (stage and screen)</li> <li>Playbuilding</li> </ul>	<b>Dramatic principles</b> <ul style="list-style-type: none"> <li>C1.1 Elements of drama and dramaturgical devices</li> <li>C1.2 Dramatic forms, dramatic styles and their conventions</li> <li>C1.3 Purposes and contexts</li> </ul> <b>Dramatic practices</b> <ul style="list-style-type: none"> <li>C2.1 Skills, techniques and processes</li> <li>C2.2 Awareness of self and others</li> </ul>	1	<b>Project</b> Perform in the school drama evening, logging independent contributions during the rehearsal period. <ul style="list-style-type: none"> <li>Written component               <ul style="list-style-type: none"> <li>Actor's logbook documenting the rehearsal process, including an analysis and evaluation of the final performance. 400–700 words</li> </ul> </li> <li>Performance onstage component (stage acting) — group               <ul style="list-style-type: none"> <li>Performance of an approved text. 1.0–2.0 minutes group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>
					2	<b>Product</b> Create an outline for a performance, including stage and technical plans. Variable conditions	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>

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Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
2	<b>Module 2: Putting on a show</b> This module develops students' technical and production skills to support a performance with a community focus, such as a drama showcase. Students will develop acting skills to suit the chosen style.	55	<ul style="list-style-type: none"> <li>Community theatre</li> <li>Technical design and production</li> </ul>	<b>Dramatic principles</b> <ul style="list-style-type: none"> <li>C1.4 Production elements and technologies</li> <li>C1.5 Production and performance roles</li> </ul> <b>Dramatic practices</b> <ul style="list-style-type: none"> <li>C2.1 Skills, techniques and processes</li> <li>C2.2 Awareness of self and others</li> </ul>	3	<b>Project</b> Perform a self-devised drama or perform a technical production role for the school's arts evening. Choose one performance and the product component. <ul style="list-style-type: none"> <li>Performance onstage component (stage acting) — individual                Rehearsal and performance of a self-devised drama.                1.5–3.0 minutes individual</li> <li>Performance offstage component (directing, designing)                Technical production role throughout the rehearsal and performance process.                2.5–4.5 minutes individual</li> <li>Product component                Script for performance or technical stage designs and plans (depending on role chosen); including an analysis and evaluation of the final product.                Variable conditions</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>
					4	<b>Performance (acting)</b> Perform an approved published playtext in small groups. <ul style="list-style-type: none"> <li>Acting performance (stage) — group                Performance of script.                1.5–2.5 minutes group</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
3	<p><b>Module 3: Staging the stories of our community</b></p> <p>This module focuses on how verbatim theatre (and its variations) reflects a community's identity through the telling of stories. Students develop skills in improvising, designing, directing, playbuilding, scriptwriting and acting (characterisation and role-building) and plan, modify, create and evaluate a dramatic work, for the purposes of reflecting, documenting or celebrating the stories of others.</p>	55	<ul style="list-style-type: none"> <li>Community theatre</li> <li>Theatre through the ages</li> </ul>	<p><b>Dramatic principles</b></p> <ul style="list-style-type: none"> <li>C1.1 Elements of drama and dramaturgical devices</li> <li>C1.2 Dramatic forms, dramatic styles and their conventions</li> <li>C1.3 Purposes and contexts</li> <li>C1.4 Production elements and technologies</li> <li>C1.5 Production and performance roles</li> </ul> <p><b>Dramatic practices</b></p> <ul style="list-style-type: none"> <li>C2.1 Skills, techniques and processes</li> <li>C2.2 Awareness of self and others</li> </ul>	5	<p><b>Project</b></p> <p>Plan and perform a section of verbatim theatre for the school drama evening.</p> <ul style="list-style-type: none"> <li>Written component Research and identify a theme or issue relevant to the local community. Develop a pitch of one scene of a verbatim theatre piece, explaining its potential benefit for the community. 500–900 words</li> <li>Performance onstage component (stage acting) — group Performance of a chosen text for verbatim theatre based on the concepts pitched in the written component. 1.5–3.0 minutes group</li> <li>Multimodal component — non-presentation Annotated diary (with visuals) that outlines planning, analysis and evaluation of the use of dramatic principles and practices in the preparation of the verbatim theatre piece. Maximum: 8 A4 pages (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>
					6	<p><b>Product</b></p> <p>Create a short script based on a verbatim theatre idea, as discussed with your teacher. Variable conditions</p>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
4	<p><b>Module 4: All the world's your stage</b> This module develops skills for a future career pathway, with a focus on the theatre industry. Students develop individual skills for the purpose of self-realisation and expression. They perform individually and work collaboratively to develop performances for live and screen contexts.</p>	55	<ul style="list-style-type: none"> <li>• Career pathways</li> <li>• The theatre industry</li> </ul>	<p><b>Dramatic principles</b></p> <ul style="list-style-type: none"> <li>• C1.1 Elements of drama and dramaturgical devices</li> <li>• C1.2 Dramatic forms, dramatic styles and their conventions</li> <li>• C1.3 Purposes and contexts</li> <li>• C1.4 Production elements and technologies</li> <li>• C1.5 Production and performance roles</li> </ul> <p><b>Dramatic practices</b></p> <ul style="list-style-type: none"> <li>• C2.1 Skills, techniques and processes</li> <li>• C2.2 Awareness of self and others</li> </ul>	7	<p><b>Performance (acting)</b> Perform a monologue for an audition.</p> <ul style="list-style-type: none"> <li>• Acting performance (screen) — individual Monologue performance. 2.5–3.5 minutes individual</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>
					8	<p><b>Project</b> As a group, perform a script for a theatre company audition and reflect on your performance.</p> <ul style="list-style-type: none"> <li>• Performance onstage component (stage acting) — group Performance of a devised script. 1.5–3.0 minutes group</li> <li>• Written component Analytical essay that evaluates the performance, recommending modifications for future performances as appropriate. 500–900 words</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>

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Teacher:

Student name:

Class:

Year:

Unit	Module of work	Assessment Instrument No.	Assessment Instrument	Formative or Summative	Knowing and understanding	Applying and analysing	Creating and evaluating
1	<b>Module one</b> Making, shaping and sharing our stories	1	Project	F			
		2	Product	F			
2	<b>Module two</b> Putting on a show	3	Project	F			
		4	Performance (acting)	F			
Interim Standards							
Interim Result							
3	<b>Module three</b> Staging the stories of our community	5	Project	S			
		6	Product	S			
4	<b>Module four</b> All the world's your stage	7	Performance (acting)	S			
		8	Project	S			
Exit Standards							
Exit Result							

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