

Innovation and Arts Academy
SEMESTER 1, 2019

Course Title	Drama (T)	Course Code	0229		
Unit Title	Dramatic Explorations	Unit Code	05714	Unit Value	1.0

Specific Entry & Exit Requirements for Term Units

Q1 and Q2 units are/are not available for this course for this semester.

Unit Title

Summary

<p>Specific Unit Goals</p> <p>The <i>Dramatic Explorations</i> Unit will enable you to:</p> <ul style="list-style-type: none"> critically analyse the function of Drama processes and understand the techniques and skills involved in developing a performance analyse the use of role/characterisation when devising and demonstrating theatre critically analyse the elements: structure, conflict, dialogue and style when devising or demonstrating theatre discuss values and attitudes of historical and contemporary influences in Drama performance synthesise the theoretical understanding of the elements of Drama to performance create and perform works that demonstrate the use of dramatic techniques and skills involved in developing a performance evaluate historical influences and styles on the development of theatre 	<p>Content Summary</p> <p>Within the subject of drama, content provides opportunities from performing, developing and evaluating theatre styles and works.</p> <p>These are divided across two areas: Making and Responding</p> <p>In the <i>Dramatic Explorations</i> Unit you may experience:</p> <ul style="list-style-type: none"> improvisation to explore dramatic techniques exploration of a variety of technical and performance choices within the Drama process the process and purpose of performance the process of creating original group or solo theatre that uses voice and /or physical theatre communication with an audience using stylistically appropriate and relevant production skills and techniques the nature of the actor/audience relationship in various dramatic and theatrical styles and movements including audience etiquette presentation of devised/scripted theatre either in solo or ensemble format selection and imaginative use of production performance techniques to heighten dramatic impact/ support stylistic choices the ways that differing styles, forms and conventions shape and reflect attitudes and values the language of critical analysis through a number of forms reflection on acquisition of dramatic skills, their own and others
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ASSESSMENT

Task	Weight	Occurring
Workshop - <i>Making/Responding</i>	30%	Week 7, Term 1
Major Performance – <i>Making</i>	50%	Week 5, Term 2
Critical Response – <i>Responding</i>	20%	Week 6, Term 2

General Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills

Achievement Standards

Achievement standards provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. When allocating grades, teachers will consider the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the system grade descriptors, which describe generic standards of student achievement across all courses.

Drama Achievement Standards for Year 11 T Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> analyses dramatic elements, styles, genres, forms, processes, practices and discusses the representation of identity and culture analyses dramatic productions, theories, concepts, texts and practitioners and evaluates their significance analyses the purpose of drama in personal, cultural, social and historical contexts communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> analyses dramatic elements, styles, genres, forms, processes, practices and explains the representation of identity and culture analyses a variety of dramatic productions, theories, concepts, texts and practitioners and explains their significance discusses the purpose of drama in personal, cultural, social and historical contexts communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains dramatic elements, styles, genres, forms, processes, practices and describes the representation of identity and culture explains dramatic productions, theories, concepts, texts and practitioners and describes their significance explains the purpose of drama in personal, cultural, social and historical contexts communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes dramatic elements, styles, genres, forms, processes, practices with some reference to the representation of identity and culture describes dramatic productions, theories, concepts, texts and practitioners and outlines their significance describes the purpose of drama in personal, cultural, social and historical contexts communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> identifies some dramatic elements, styles, genres, forms, processes, practices with little or no reference to the representation of identity and culture identifies dramatic productions, theories, concepts and practitioners with little or no reference of their significance identifies the purpose of drama in personal, cultural, social and historical contexts communicates limited ideas and information with minimal referencing
Making	<ul style="list-style-type: none"> performs with control and authority, displaying problem solving and refinement of technical skills creates imaginative and innovative drama performances, informed by insightful understanding of theories, concepts and practices creates a range of drama performances, makes astute aesthetic choices, adapts forms, styles, processes, practices, stagecraft and technical resources discerningly for purpose and target analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> performs with control, effective problem solving and refinement of technical skills creates imaginative drama performances, informed by detailed understanding of theories, concepts and practices creates a variety of drama performances, makes thoughtful aesthetic choices, selects forms, styles, processes, practices, stagecraft and technical resources effectively appropriate for purpose and audience explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> performs with control, displaying appropriate problem solving and technical skills creates imaginative drama performances, informed by understanding of concepts and practices creates drama performances, makes considered aesthetic choices, selects forms, styles, processes, practices, stagecraft and technical resources appropriate for purpose and audience describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> performs with minimal control, displaying some practical problem solving and technical skills creates drama performances which make some reference to concepts and practices creates a variety of drama performances, makes limited aesthetic choices, uses some forms, styles, processes, practices, stagecraft and technical resources for particular purposes outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> performs, displays minimal problem solving and technical skills creates drama performances with little or no reference to concepts and practices creates a variety of drama performances, makes limited or no aesthetic choices, uses some forms processes and practices for particular purposes documents with little or no reflection on the creative process, works safely under direct instruction

Drama Achievement Standards for Year 12 T Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> critically analyses dramatic elements, styles, genres, forms, processes, practices and evaluates how they are integrated to represent identity and culture critically analyses dramatic productions, theories, concepts, texts and practitioners and evaluates their significance critically analyses the nature and purpose of drama in personal, cultural, social and historical contexts and discusses values and attitudes synthesises a range of interpretations of drama texts and ideas to present a coherent and independent response communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> analyses dramatic elements, styles, genres, forms, processes, practices and explains how they are integrated to represent identity and culture analyses dramatic productions, theories, concepts, texts and practitioners and explains their significance analyses the nature and purpose of drama in personal, cultural and historical contexts and explains values and attitudes compares and analyses interpretations of drama texts to present a reasoned and independent response communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains dramatic elements, styles, genres, forms, processes, practices and describes how they are integrated to represent identity and culture explains dramatic productions, theories, concepts, texts and practitioners and describes their significance explains the nature and purpose of drama in personal, cultural and historical contexts and describes values and attitudes compares and explains interpretations of drama texts to develop an independent response communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes dramatic elements, styles, genres, forms, processes, practices with some reference to the representation of identity and culture describes dramatic productions, theories, concepts, texts and practitioners and outlines their significance describes the nature and purpose of drama in personal, cultural and historical contexts and outlines values and attitudes outlines own and others' responses to drama texts communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> identifies dramatic elements, styles, genres, forms, processes, practices with little or no reference to the representation of identity and culture identifies dramatic productions, theories, concepts, texts and practitioners with little or no discussion of their significance identifies the nature and purpose of drama in personal, cultural and historical contexts with little or no reference to values and attitudes presents a limited response to drama texts communicates limited ideas and information with minimal referencing
Making	<ul style="list-style-type: none"> performs with control and authority, displaying problem solving and refinement of technical skills creates imaginative and innovative drama performances informed by insightful understanding of theories, concepts and practices creates a wide range of drama performances, makes astute aesthetic choices, taking risks to adapt forms, styles, processes, practices, stagecraft and technical resources discerningly for purpose and target audience evaluates and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> performs with control, displaying effective problem solving and refinement of technical skills creates imaginative drama performances informed by detailed understanding of theories, concepts and practices creates a variety of drama performances, makes thoughtful aesthetic choices, selects forms, styles, processes, practices, stagecraft and technical resources effectively appropriate for purpose and audience analyses and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> performs with control displaying appropriate problem solving and technical skills creates imaginative drama performances informed by understanding of concepts and practices creates drama performances, , makes considered aesthetic choices, selects forms, styles, processes, practices, stagecraft and technical resources appropriate for purpose and audience explains and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> performs with minimal control, displaying some practical problem solving and technical skills creates drama performances with some reference to concepts and practices creates a variety of drama performances, makes limited aesthetic choices, uses some forms, styles, processes, practices, stagecraft and technical resources for particular purposes describes the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> performs, displays minimal problem solving and technical skills creates drama texts with little or no reference to concepts and practices creates a variety of drama performances, makes limited or no aesthetic choices, uses some forms processes and practices for particular purposes documents with little or no reflection on the creative process, works safely under direct instruction

BSSS Policies

Attendance and Participation

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Late Submission of Work

Tertiary Courses

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved e.g. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday.

Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will be considered to be un-assessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

Cheating and Dishonest Practice

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

Moderation

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

Unit Scores

- Raw scores are calculated by adding Z scores according to the weightings in the assessment table.
- All raw unit scores are then combined into two rank order lists, one for each cohort Year 11 and 12. Each list is reviewed by the Executive Teachers concerned to identify any anomalies.
- Each of the rank order lists is then standardised for each semester using historical parameters of backscaling.

Right to Appeal

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Date February 2019

