

# Erindale College

<b>Assessment Period:</b>	<b>2022 S1</b>
<b>Course:</b>	<b>DRAMA</b>
<b>Unit:</b>	<b>Creativity in Drama (1.0)</b>
<b>Accreditation:</b>	<b>A</b>
<b>Year:</b>	<b>12</b>

## Specific Unit Goals

This unit should enable students to:

- analyse the representation of human experience in drama, including First Nations Australians experiences
- demonstrate skills in working collectively, collaboratively, and independently to develop creative works
- conduct Creative Inquiry into dramatic works to express their understanding of self, others, and the world
- apply dramatic techniques, creative processes, and strategies to achieve a specific purpose

## Content Descriptions

### Concepts and Theories

- analyse a variety of dramatic works that represent the human experience, including First Nations Australians experiences, for example, Physical Theatre, First Nations Australians performance, Australian Gothic, Expressionism
- analyse theories and approaches employed to create dramatic works, for example, devised theatre, community theatre and theatre in education
- analyse how creativity is creating and making dramatic works that are different, novel, imaginative or thought provoking, explore alternatives, take risks, and may meet some purpose

### Context

- analyse how social, historical, political and/or cultural contexts have impacted creativity in dramatic works

### Creative Process

- analyse issues in dramatic works representing the human experience, applying the creative process to develop a variety of responses
- create dramatic works to express understanding of self, others, and the world by examining ideas, exploring devising techniques and strategies, problem solving, revising, and refining
- create work/s that demonstrates understandings of the human experience to achieve a specific purpose for an intended audience

### Communication and Technical Skills

- demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently
- research independently and justify complex ideas, using appropriate evidence and applying the principles of academic integrity
- analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage
- demonstrate use of appropriate technical skills in dramatic works such as stagecraft, voice, and

movement

- apply safe drama, and work, health and safety practices to classwork, experimentation, rehearsal, and performance

## Reflection

- reflect on own learning and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes

## Assessment Tasks

Name	Due Date	Weighting
Composition	Week 7: 14 March - 18 March	25%
Written Response	Week 9: 28 March - 1 April	25%
Workshop	Week 13: 9 May - 13 May	25%
Performance	Week 16: 30 May - 3 June	25%

## School Assessment Information

### For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

### For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

### For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

### For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

## Achievement Standards for DRAMA A - Year 12

	<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>
<b>Responding</b>	<ul style="list-style-type: none"> <li>analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>analyses the significance of art works in a diverse range of contexts</li> <li>compares and analyses research on theories, ideas, and practices to present a reasoned and independent response</li> <li>communicates complex ideas with coherent and sustained arguments with analysis of evidence and metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>explains the significance of art works in a broad range of contexts</li> <li>compares and explains research on theories, ideas, and practices to present an independent response</li> <li>communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>describes the significance of art works in a range of contexts</li> <li>describes research on theories, ideas, and practices with some evidence of an independent response</li> <li>communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning</li> <li>describes the significance of art works in context</li> <li>identifies research on theories, ideas, and practices with some evidence of an independent response</li> <li>applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning</li> <li>identifies the significance of art works in context</li> <li>identifies research on theories, ideas, and practices with little or no evidence of an independent response</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>analyses ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques</li> <li>analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology</li> <li>creates imaginative and innovative art works with control and precision; analyses technical experimentation and reflects on strengths and opportunities</li> <li>creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>reflects with insight on their own art practice, thinking processes; and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>explains ideas using sustained and creative practice, employing familiar and unfamiliar techniques</li> <li>explains art practice, using the creative process to investigate and solve problems and explains own application of technology</li> <li>creates imaginative and innovative art works with control; explains technical experimentation and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>describes ideas using creative practice, employing familiar techniques</li> <li>describes art practice, using the creative process to investigate and solve familiar problems and describes own application of technology</li> <li>creates imaginative art works with control; describes familiar technical skills, and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and describes inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>describes creative practice, employing some familiar techniques</li> <li>describes art practice, using the creative process to investigate familiar problems and identifies own application of technology</li> <li>creates art works using familiar technical skills and reflects on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences</li> <li>reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>uses creative practice, employing little or no techniques</li> <li>identifies basic features of art practice, with little or no connection to creative processes or use of technology</li> <li>creates art works using familiar technical skills with little or no reflection on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate messages with assistance</li> <li>reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>