

**UNIT OUTLINE**

**Year: 12 Accreditation: T**

**Timetable Period: Semester 1 2021**

**Classroom Teacher:** Jane Watson

**Executive Teacher:** Clint Codey

<b>Course Title</b>	Drama T	<b>Course Code:</b>	0229
<b>Semester Unit</b>	Dramatic Explorations	<b>Unit Value/Code:</b>	1.0/05714
<b>Term Unit (a)</b>	Dramatic Explorations a	<b>Unit Value/Code:</b>	0.5/05717
<b>Term Unit (b)</b>	Dramatic Explorations b	<b>Unit Value/Code:</b>	0.5/05718

**Specific Unit Goals**

This unit should enable students to:

- 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
- synthesises 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

**Content Summary:**

- 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
- 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 language of critical analysis through a number of forms
- reflection on acquisition of dramatic skills, their own and others
- the ways that differing styles, forms and conventions shape and reflect attitudes and values

## Assessment:

TASK	DUE DATE	WEIGHTING
<i>Responding</i> – Performance Analysis	Week 5	30%
<i>Responding/Making</i> – Performance 1	Week 8	15%
<i>Responding/Making</i> - Composition - Playbuilding	Week 12	30%
<i>Making</i> - Performance 2	Week 16 or TBA	25%

### SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:

This is a Semester Unit, students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment

### Assessment criteria for assessment and reporting of student achievement

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

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

- *understanding and analysis of key concepts and content*
- *creativity in forming their own works*
- *acquisition and communication of practical skills*
- *communication through performance*
- *working individually and collaboratively*

### Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

### Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

### Late Submission of Assessment Tasks (Non-Test Tasks)

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.

- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'. The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

### • **Notional Zeros**

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

### **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. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

### **Right to Appeal**

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

### **FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:**

[http://www.bsss.act.edu.au/data/assets/pdf\\_file/0004/479803/P\\_and\\_P\\_Manual\\_2021\\_v4.pdf](http://www.bsss.act.edu.au/data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v4.pdf)  
or <https://tinyt.io/3Tjm>

**Executive Teacher:** Clinton Codey

**Class Teaches:** Jane Watson

*Drama Achievement Standards for Year 12 T Course*

	<i>A student who achieves an <b>A</b> grade typically</i>	<i>A student who achieves a <b>B</b> grade typically</i>	<i>A student who achieves a <b>C</b> grade typically</i>	<i>A student who achieves a <b>D</b> grade typically</i>	<i>A student who achieves an <b>E</b> grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>critically analyses dramatic elements, styles, genres, forms, processes, practices and evaluates how they are integrated to represent identity and culture</li> <li>critically analyses dramatic productions, theories, concepts, texts and practitioners and evaluates their significance</li> <li>critically analyses the nature and purpose of drama in personal, cultural, social and historical contexts and discusses values and attitudes</li> <li>synthesises a range of interpretations of drama texts and ideas to present a coherent and independent response</li> <li>communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>analyses dramatic elements, styles, genres, forms, processes, practices and explains how they are integrated to represent identity and culture</li> <li>analyses dramatic productions, theories, concepts, texts and practitioners and explains their significance</li> <li>analyses the nature and purpose of drama in personal, cultural and historical contexts and explains values and attitudes</li> <li>compares and analyses interpretations of drama texts to present a reasoned and independent response</li> <li>communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>explains dramatic elements, styles, genres, forms, processes, practices and describes how they are integrated to represent identity and culture</li> <li>explains dramatic productions, theories, concepts, texts and practitioners and describes their significance</li> <li>explains the nature and purpose of drama in personal, cultural and historical contexts and describes values and attitudes</li> <li>compares and explains interpretations of drama texts to develop an independent response</li> <li>communicates ideas and arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>describes dramatic elements, styles, genres, forms, processes, practices with some reference to the representation of identity and culture</li> <li>describes dramatic productions, theories, concepts, texts and practitioners and outlines their significance</li> <li>describes the nature and purpose of drama in personal, cultural and historical contexts and outlines values and attitudes</li> <li>outlines own and others' responses to drama texts</li> <li>communicates ideas and arguments with referencing</li> </ul>	<ul style="list-style-type: none"> <li>identifies dramatic elements, styles, genres, forms, processes, practices with little or no reference to the representation of identity and culture</li> <li>identifies dramatic, productions, theories, concepts, texts and practitioners with little or no discussion of their significance</li> <li>identifies the nature and purpose of drama in personal, cultural and historical contexts with little or no reference to values and attitudes</li> <li>presents a limited response to drama texts</li> <li>communicates limited ideas and information with minimal referencing</li> </ul>

<p style="text-align: center;"><b>Making</b></p>	<ul style="list-style-type: none"> <li>• performs with control and authority, displaying problem solving and refinement of technical skills</li> <li>• creates imaginative and innovative drama performances informed by insightful understanding of theories, concepts and practices</li> <li>• 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</li> <li>• evaluates and reflects with insight on the creative process, works safely, collaboratively and independently</li> </ul>	<ul style="list-style-type: none"> <li>• performs with control, displaying effective problem solving and refinement of technical skills</li> <li>• creates imaginative drama performances informed by detailed understanding of theories, concepts and practices</li> <li>• 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</li> <li>• analyses and reflects in detail on the creative process, works safely, collaboratively and independently</li> </ul>	<ul style="list-style-type: none"> <li>• performs with control displaying appropriate problem solving and technical skills</li> <li>• creates imaginative drama performances informed by understanding of concepts and practices</li> <li>• creates drama performances, , makes considered aesthetic choices, selects forms, styles, processes, practices, stagecraft and technical resources appropriate for purpose and audience</li> <li>• explains and reflects on the creative process and works safely, collaboratively and independently</li> </ul>	<ul style="list-style-type: none"> <li>• performs with minimal control, displaying some practical problem solving and technical skills</li> <li>• creates drama performances with some reference to concepts and practices</li> <li>• creates a variety of drama performances, makes limited aesthetic choices, uses some forms, styles, processes, practices, stagecraft and technical resources for particular purposes</li> <li>• describes the creative process with some reflection and works safely and independently</li> </ul>	<ul style="list-style-type: none"> <li>• performs, displays minimal problem solving and technical skills</li> <li>• creates drama texts with little or no reference to concepts and practices</li> <li>• creates a variety of drama performances, makes limited or no aesthetic choices, uses some forms processes and practices for particular purposes</li> <li>• documents with little or no reflection on the creative process, works safely under direct instruction</li> </ul>
--	--	--	--	--	--