

Erindale College

Assessment Period:	2022 S1
Course:	DRAMA
Unit:	Creativity in Drama (1.0)
Accreditation:	T
Year:	11

Specific Unit Goals

This unit should enable students to:

- critically 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

- evaluate 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
- critically analyse theories and approaches employed to create dramatic works, for example, devised theatre, community theatre and theatre in education
- critically 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
- critically analyse how insights into self, others and the world are enabled by engagement with dramatic works

Context

- critically analyse how social, historical, political and/or cultural contexts have impacted creativity in dramatic works
- critically analyse the impact of context on the reception of creativity by audiences and critics

Creative Process

- critically analyse issues in dramatic works representing the human experience, applying different approaches to the creative process to develop a variety of responses
- create dramatic works to express understanding of self, others, and the world by synthesising ideas, exploring devising techniques and strategies, problem solving, revising, and refining
- create work/s that demonstrate critical insight into 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 widely and independently, synthesising information to justify complex ideas, using appropriate evidence and applying the principles of academic integrity
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- critically analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage
- synthesise dramatic intent and performance and production elements to enhance dramatic works
- demonstrate use of appropriate technical skills in dramatic works, such as stagecraft, voice, and movement
- apply safe drama, and work, health and safety principles and 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 - 17 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.

For meshing procedures

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

For method of unit score calculation

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

For procedures for calculating course scores

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

Achievement Standards for DRAMA T - Year 11

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