

# Year 10 Syllabus

The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.

## Year Level Description

In Year 10, Drama students will be given opportunities to develop their knowledge and skills to present drama for purposes and wider external audiences, safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and taken from appropriate, published script excerpts (e.g. Australian drama post-1960 or world drama), using selected drama forms and styles. Students will have opportunities to research devised drama and read in selected script excerpts in context. Student work in devised and scripted drama is the focus of reflective and responsive processes. Students are encouraged to develop their use of extended answer forms and interviews, using drama terminology, language and different forms of communication, based on their own drama and the drama of others.

Teachers are required to address knowledge and skills in Drama through **two** or more of the forms and styles below. Other forms and styles may be used in addition to teach knowledge and skills in Drama.

Drama forms and styles for Year 10: Grotowski's Poor Theatre, Youth Theatre, Contemporary Aboriginal Theatre, Theatre of the Absurd or Butoh.

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## Making

### VOICE AND MOVEMENT

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Voice and movement techniques for selected drama forms and

## Responding

### DRAMA REFLECTIONS

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Reflective writing, on their own and others' work, analysing choices in

styles ([ACADRM050](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Preparation techniques for voice and movement for selected drama forms and styles ([ACADRM050](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Mime techniques (choosing the level of precision of movement needed when telling a story) in drama ([ACADRM050](#))

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

## DRAMA PROCESSES AND THE ELEMENTS OF DRAMA

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Drama processes through combining the elements of drama (role, character and relationships;

drama making and using precise drama terminology and language ([ACADRR052](#))

 Literacy

 Critical and creative thinking

 Ethical understanding

 Intercultural understanding

## DRAMA RESPONSES

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Analytical writing using different forms of communication on viewed live performances (live or digital copies of live performances), focusing on the elements of drama and design and technology to make meaning ([ACADRR053](#))

 Literacy

 Critical and creative thinking

 Ethical understanding

 Intercultural understanding




## ORAL COMMUNICATION

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Oral communication (explaining in an interview, the reasons behind choices in drama making) ([ACADRR052](#); [ACADRR053](#))

 Literacy

voice and movement; time, space and situation; mood, atmosphere and dramatic tension) used by selected drama practitioners such as Rudolf Laban, Augusto Boal or Cecily O'Neill to manipulate dramatic meaning and audience relationships ([ACADRM049](#))


-  Critical and creative thinking
  -  Ethical understanding
  -  Intercultural understanding
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 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Approaches to characterisation suited to the selected drama forms and styles, texts and themes ([ACADRM048](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

## DRAMA FORMS AND STYLES

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Script interpretation, based on a reading of the complete text, of an extended scene or section to manipulate mood and interpret themes for audience

([ACADRM047](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Devised drama exploring international or global themes based on research and selected drama forms and styles

([ACADRM047](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

## DRAMA CONVENTIONS

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Drama structures based on cyclical

structures and numerous plotlines

([ACADRM049](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Drama conventions manipulated  
for selected drama forms and  
styles ([ACADRM050](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Improvisation conventions  
(dénouement creating an effective  
conclusion) ([ACADRM050](#))

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

## SPACES OF PERFORMANCE


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Levels, status, proxemics, focus

and balance in making drama

([ACADRM048](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Stage geography, blocking notation  
and the impact of in-the-round and  
adapted stages ([ACADRM051](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding


 Intercultural understanding

Imaginary spaces manipulated by  
stage components and properties,  
the [elements of drama](#) and  
audience ([ACADRM051](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

## DESIGN AND TECHNOLOGY

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Design and technology to  
manipulate focus and mood

([ACADRM051](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Ethical understanding

Design principles (balance,  
contrast, repetition, pattern)  
selected to make meaning and add  
to the experience of theatre

([ACADRM051](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Ethical understanding

## SELF-MANAGEMENT AND GROUP MANAGEMENT SKILLS AND PROCESSES

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Effective group work processes  
(strategic planning and evaluation

processes) in drama

[\(ACADRM049\)](#)

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Safe practices in drama

(performing arts safety primers)

[\(ACADRM051\)](#)

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

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## Achievement standard

At Standard, students use contemporary processes, including improvisation and approaches to rehearsal, to select and shape the elements of drama for devised and scripted drama. They demonstrate awareness in performance of drama forms and styles, spaces of performance and design and technologies to communicate dramatic meaning and to impact on audience.

Students engage in reflective and analytical processes to make links between the choices made in performance and their effect on dramatic



meaning and impact on audience. They accurately use a range of generalised drama terminology in their oral and written responses.

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