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.

Making

VOICE AND MOVEMENT

Voice and movement techniques for selected drama forms and

Responding

DRAMA REFLECTIONS

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

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

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

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

- 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

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

Drama structures based on cyclical

structures and numerous plotlines
([ACADRM049](#))

🗎 Literacy

◉ Critical and creative thinking

👥 Personal and social capability

⏏ Ethical understanding

ℂ 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

ℂ Intercultural understanding

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

◉ Critical and creative thinking

👥 Personal and social capability

⏏ Ethical understanding

SPACES OF PERFORMANCE

[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

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

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

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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