
VCE UNITS INFORMATION

VCE Drama Units 1 and 2

CONTENT

Unit 1 – Introducing Performance Styles

In this unit, students study performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

Unit 2 – Australian Identity

In this unit, students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

OUTCOMES

Unit 1

- Students should be able to devise and document an ensemble drama work/s based on experiences and/or stories
- Students should be able to perform a devised drama work/s to an audience
- Students should be able to analyse the development and performance to an audience of their non-naturalistic devised work
- Students should be able to analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners

Unit 2

- Students should be able to devise and document the processes used to create a solo non-naturalistic performance work
- Students should be able to present a performance of a devised non-naturalistic work to an audience
- Students should be able to analyse the creation, development and performance to an audience of their non-naturalistic devised work
- Students should be able to analyse a performance of an Australian drama work