
VCE UNITS INFORMATION

VCE Drama Units 3 and 4

CONTENT

Unit 3 – Devised Ensemble Performance

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas.

Throughout development of the work, they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually by VCAA.

Unit 4 – Devised Solo Performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work.

Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

OUTCOMES

Unit 3

- Students should be able to devise and document the processes used to develop and present character/s within a devised ensemble performance
- Students should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance
- Students should be able to analyse and evaluate a professional performance

Unit 4

- Students should be able to demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used
- Students should be able to create, develop and perform a solo performance in response to a prescribed structure
- Students should be able to analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure