

VCE Drama 2018 Course Outline & Holiday Task (Unit 1)

Course Outline:

<p>AREA OF STUDY 1: Creating a devised performance</p> <p>This area of study focuses on using play-making techniques to devise and develop solo and/or ensemble performance/s based on a range of stimulus material relevant to the student's personal cultural and/ or community experiences and stories. Students explore a range of naturalistic and non-naturalistic performance styles and draw on these styles as they respond to a given structure and stimulus material. The area of study also focuses on recording and documenting the play-making techniques used in the development of this performance work.</p>
<p>....In other words - your Process Diary</p>
<p>AREA OF STUDY 2: Presenting a devised performance</p> <p>In this area of study students present a devised solo and/or ensemble performance/s based on a range of stimulus material relevant to the student's personal cultural and/or community experiences and stories, to a live audience. This performance/s should be based on the work devised in Outcome 1. Students present stories and characters to an audience using naturalistic and non-naturalistic performance styles. They also begin to explore and develop skills in establishing and maintaining actor–audience relationships.</p>
<p>....In other words - your performance itself</p>
<p>AREA OF STUDY 3: Analysing a devised performance</p> <p>This area of study focuses on observation and analysis of the student's own performance work. It re-creation and documentation of work processes. Students also demonstrate development of use of expressive skills, stimulus material, conventions, stagecraft, styles and approaches to character development through use of drama terminology.</p>
<p>....In other words - your written analysis of your own performance</p>
<p>AREA OF STUDY 4: Analysing drama performances presented by other practitioners</p> <p>In this area of study students observe and analyse a performance by professional or other drama practitioners. Drama performances by students enrolled at school cannot be analysed for this outcome. Students use language of drama to describe, analyse and evaluate drama performance. Attending and analysing a performance by professional or other drama practitioners provides opportunities to make connections with their own work and to build their experience of how dramatic elements, performance styles, stagecraft, performance and expressive skills can be used and manipulated in performance. Students also consider ways of establishing, sustaining and manipulating actor–audience relationships.</p>
<p>....In other words - your written analysis of someone else's performance (industry)</p>

Holiday task:

Analysis of someone else's performance

Option A - go and see a LIVE play! The Malthouse Theatre has some brilliant options, or you could try places like La Mama, HM Showroom, etc.

Option B - watch a recording of a live play. There are plenty of options online to scroll through and choose. Email me with your possible choices so I can help you choose.

Instructions:

Watch a live performance and comment on each of the following Dramatic Elements in response to the performance -

DRAMATIC ELEMENTS

Dramatic elements are essential features of every performance. Actors manipulate dramatic elements to shape and enhance meaning. They include:

- **Climax**
 - The most significant moment of tension or conflict in a drama, often occurring towards the end of the plot. Multiple climaxes and/or an anti-climax can also occur. The action of a drama usually unravels after the climax has transpired but the work might finish with a climactic moment.
- **Conflict**
 - Conflict generally occurs when a character cannot achieve an objective due to an obstacle. This obstacle may be internal or external – between characters or between characters and their environment. Conflict can be shown in a variety of ways, for example through physical, verbal or psychological means. Conflict can be embedded in the structure of the drama.
- **Contrast**
 - Contrast presents the dissimilar or opposite in order to highlight or emphasise difference. Contrast can be explored in many ways and can include contrasting characters, settings, times, themes, elements, stagecraft and performance styles.
- **Mood**
 - Mood is the overall feeling or emotion that a performance can evoke. This may be achieved through manipulation of acting, conventions or stagecraft.
- **Rhythm**
 - Rhythm is a regular pattern of sounds, words or actions. Performances can also have their own rhythm that can be influenced by the emotional nature of the plot, the pace of line delivery, the pace of scene transitions, and the length of those scenes and the dialogue within them.
- **Sound**

- Sound is created by the performer through the possible use of voice, body percussion and objects to create an effect in performance and enhance meaning. Sound may include silence or the deliberate absence of sound.
- **Space**
- Space involves the way the actor/s use/s the performance area to communicate meaning, to define settings, to represent status and to create actor–audience relationships. This may be achieved through the use of levels, proximity and depth. The use of space may be symbolic.
- **Symbol**
- Symbol is used to create meaning that is not literal. Symbol allows performers to communicate ideas and themes through words, stagecraft and expressive skills.
- **Tension**
- Tension is the suspense that holds an audience’s attention as a performance unfolds. The release of tension can have a comic or dramatic effect.

RESPONSE SHEET VCE Drama 2018 Holiday Homework

Student name:.....

Name of Live Performance:	
Climax	
Conflict	
Contrast	
Mood	
Rhythm	
Sound	
Space	
Symbol	
Tension	