



THE COURSE DOCUMENT

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LEARNING STATEMENT

The creative arts encompass a rich tapestry of creative endeavour across a wide variety of visual and performing arts courses and are an integral and essential component of education. Through undertaking learning in the creative arts, students develop skills, knowledge and understanding that will enable them to: communicate and cooperate with others; adapt to change; and develop strategies for personal growth. Arts education develops people who are resilient, creative, versatile and self-assured.

Through the study of the creative arts, students learn to express themselves in varied and original ways. They acquire new skills and learn specialised techniques. At the same time they have the opportunity to engage in creative decision-making processes. Students will also examine the impact of new technologies and techniques in their chosen field of specialisation and consider these in the context of the contemporary arts.

Study of arts is a significant means of defining Australian culture and, by their unique nature, the Arts enrich the lives of all in our society. A knowledge and understanding of the arts will enable students to participate more effectively in, and contribute to, the diverse aspects of Australian cultural life.

COURSE SIZE AND COMPLEXITY

This course has been assessed as having a complexity level of TQA level 3.

At TQA level 3, the student is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgment when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. TQA level 3 is a standard suitable to prepare students for further study at the tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

The TQA level 3 course has a size value of 15.

COURSE DESCRIPTION

This course is designed to provide students with practical and creative opportunities to acquire skills, knowledge and understanding as well as to experience a high level of complexity in theatrical skills. Through a practical and theoretical study of Drama, students are exposed to a wide range of experiences and stagecraft.

DELIVERY REQUIREMENT

Due to the significance placed on ensemble work a minimum of three (3) students is required for a provider to offer this course. A group of at least three candidates is required for external assessment purposes.

LEARNING OUTCOMES

In studying Drama students will develop:

- skills, knowledge and understanding of the elements of drama (voice, movement, improvisation, role play and ensemble)
- skills, knowledge and understanding of a range of activities and processes that will enable them to examine and resolve issues related to drama works
- skills in communicating ideas and information, selecting and using technologies, planning, organising and completing activities
- the capacity to work effectively as an individual, with others and in teams
- knowledge and understanding of theatrical and historical contexts of drama works
- skills, knowledge and understanding that will enable them to present polished drama works to an audience
- skills, knowledge and understanding that will enable them to observe and critically appraise drama works.

COURSE CONTENT

DRAMA SKILLS

The development of core skills in voice, movement, improvisation role play and ensemble playing, including:

- voice: the ability to manipulate elements of vocal technique for a variety of purposes and effects
- movement: the development and use of movement skills in exploring a range of possibilities for the physicalisation of character
- improvisation: the ability to use improvisation techniques as a discrete set of skills and as an aid for rehearsal purposes
- role: the ability to create, sustain and refine a variety of roles
- ensemble: the ability to participate generously as a member of an ensemble, with an awareness of the needs of the group in performance.

MAKING AND CREATING

Using skills, techniques and processes to explore and communicate ideas in a drama form, including:

- the ability to work independently and creatively in shaping group work
- the ability to take responsibility for self and others
- the exploration of ideas through text and sub-text and in verbal and non-verbal forms
- the ability to recognise and explore different styles or genres such as comedy of manners, epic theatre or tragedy
- an exploration of the contribution of stagecraft (including light and sound) to establishing mood and creating time and place
- the development of skills in ensemble playing, including timing and credible interaction to build a group dynamic.

PRESENTING

The presentation of polished drama works to an appropriate audience, involving:

- well-prepared and confident presentation of individual work to audiences
- well-prepared and confident participation in group dramatic presentations
- confident use of stagecraft elements in a variety of settings
- application of acquired skills to a variety of performance needs.

HISTORICAL CONTEXT, GENRE AND STYLE

The ability to identify and discuss drama from different cultures and contexts, including:

- the ability to compare and contrast characteristics such as styles, themes, genres, purposes and content in drama
- exploration of a range of historical periods or cultural contexts and the main features of drama from those periods or contexts (eg. Greek, Medieval, Elizabethan, Kabuki, social realism)
- the ability to recognise and use a range of acting styles and techniques.

ARTS CRITICISM AND AESTHETICS

The ability to observe, identify and analyse the student's own work and the work of others, including:

- a critical examination of the meanings and values associated with particular drama experiences
- the identification and discussion of artistic choices in practice
- the ability to place the discussion in the wider context of theatre as an art form in both written and oral formats.

PERSONAL REFLECTION

The ability to reflect and comment on personal drama experiences, including:

- the recording and reflecting on the processes and outcomes of drama tasks
- the ability to identify, comment on and analyse aspects of drama experiences and tasks in a formal written tasks
- the documentation and demonstration of an understanding and justification of the processes involved in creating, making and presenting drama tasks.

WORK REQUIREMENTS

Students undertaking this course will participate in a range of practical drama experiences, both solo and in a group situation. Students will perform from memory and all work will be presented on set deadlines.

Tasks will be based on text but student devised work may also be included. Students are required to participate in a major public performance based either on a published text or a piece of student devised theatre which is experimental in form, structure or theme. Students are required to write about this production for both internal and external assessment purposes.

Students must work from memory in all performance presentations.

Students will be required to undertake a role as part of an ensemble in the rehearsal and performance of a text based production for a public performance. A second performance experience will be for external assessment purposes.

Students will record regular reflections about their learning over the course of the year. These reflections will provide an indication of the student's progress through the drama performance and skills development tasks.

Students will attend a minimum of three live theatre performances and submit a written response on each performance viewed, employing formal essay style.

ASSESSMENT

Criterion-based assessment is a form of outcomes assessment which identifies the extent of student achievement at an appropriate end-point of study. Although assessment – as part of the learning program - is continuous, much of it is formative, and is done to help students identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative TCE reporting should focus on what both teacher and student understand to reflect end-point achievement.

The primary audience for assessment is the student and the teacher, but may also include parents when appropriate.

The standard of achievement each student attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a student demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation sits outside the continuum of ratings and is thus not described in course standards.

A 'z' notation is to be used where a student provides no evidence of achievement at all.

Providers offering this course must participate in the quality assurance processes.

Internal assessment of all criteria will be made by the provider. Providers will report the student's rating for each criterion to the Tasmanian Qualifications Authority.

The Tasmanian Qualifications Authority will supervise the external assessment of designated criteria (*). The ratings obtained from the external assessments will be used in addition to those provided from the provider to determine the final award.

QUALITY ASSURANCE PROCESSES

The following processes will be facilitated by the TQA to ensure there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by students
- community confidence in the integrity and meaning of the qualification.

Processes – the Authority gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

EXTERNAL ASSESSMENT REQUIREMENTS

The external assessment regime for this course will assess criteria 5, 6, 7, 8 & 9.

The external assessment requirements for this course consist of a:

- two (2) hour written examination
- practical assessment.

Details regarding the external assessment of this course are given in the TQA's *External Assessment Guidelines* document.

CRITERIA

The assessment for Drama TQA level 3 will be based on the degree to which the student can:

1. work as a member of an ensemble
2. communicate ideas and intentions
3. demonstrate commitment to drama processes and outcomes
4. demonstrate understanding and use of appropriate stagecraft
5. *use a range of vocal techniques to communicate meaning
6. *create and sustain characters
7. *present polished performances to an audience
8. *reflect on personal skills and identify processes for further development
9. *observe and critically appraise theatrical performances
10. demonstrate understanding of historical context, genre and style.

* = externally assessed criteria

STANDARDS

CRITERION 1 WORK AS A MEMBER OF AN ENSEMBLE

Rating 'C'	Rating 'B'	Rating 'A'
A student can:	A student can:	A student can:
<ul style="list-style-type: none"> offer a variety of ideas 	<ul style="list-style-type: none"> accept and use the contributions of others 	<ul style="list-style-type: none"> negotiate with others
<ul style="list-style-type: none"> initiate and share ideas 	<ul style="list-style-type: none"> initiate, share and shape ideas 	<ul style="list-style-type: none"> shape and refine ideas for particular artistic purposes
<ul style="list-style-type: none"> work independently for agreed periods of time 	<ul style="list-style-type: none"> work independently for extended periods of time 	<ul style="list-style-type: none"> work independently and take responsibility for own and group's time management
<ul style="list-style-type: none"> collaborate with group members 	<ul style="list-style-type: none"> collaborate effectively with group members to achieve outcomes 	<ul style="list-style-type: none"> collaborate effectively and responsibly with group members to achieve agreed artistic outcomes
<ul style="list-style-type: none"> listen to and support the ideas of others 	<ul style="list-style-type: none"> effectively listen to and accept the ideas of others 	<ul style="list-style-type: none"> effectively listen to, encourage and accept the ideas of others
<ul style="list-style-type: none"> respect and value the opinions of others 	<ul style="list-style-type: none"> respond to the advice of others 	<ul style="list-style-type: none"> actively seek out and respond to the advice of others
<ul style="list-style-type: none"> accept the contributions of others. 	<ul style="list-style-type: none"> allow others to contribute. 	<ul style="list-style-type: none"> encourage others to contribute.

CRITERION 2 COMMUNICATE IDEAS AND INTENTIONS

Rating 'C'	Rating 'B'	Rating 'A'
<p>A student can:</p> <ul style="list-style-type: none"> organise material appropriately to communicate meaning 	<p>A student can:</p> <ul style="list-style-type: none"> select, organise and communicate ideas and concepts 	<p>A student can:</p> <ul style="list-style-type: none"> interpret and communicate the meaning of concepts and themes using a variety of drama techniques
<ul style="list-style-type: none"> convey in both practical and written work ideas, information and intentions about text and role in performance work 	<ul style="list-style-type: none"> analyse the author's intent in a role or text and can convey this in written work and performance 	<ul style="list-style-type: none"> identify and communicate an author's intent in a text or role in a perceptive and empathetic manner in written and performance work
<ul style="list-style-type: none"> use theatrical artistic processes* in the development of drama works 	<ul style="list-style-type: none"> understand and use some theatrical artistic processes* in the development of drama works 	<ul style="list-style-type: none"> use a variety of theatrical artistic processes* to develop drama works for performance
<ul style="list-style-type: none"> communicate the subtext of dramatic texts 	<ul style="list-style-type: none"> communicate the subtext of a variety of dramatic texts 	<ul style="list-style-type: none"> identify, understand and use with appropriate variation the subtext of dramatic texts
<ul style="list-style-type: none"> consider and understand how images, physical shape and spatial relationships between actors can convey information to an audience 	<ul style="list-style-type: none"> use in performance understanding of how images, physical shape and spatial relationships between actors can convey information to an audience 	<ul style="list-style-type: none"> use effectively and creatively in performance images, physical shape and spatial relationships to communicate information to an audience
<ul style="list-style-type: none"> express ideas clearly in written work and supports this using examples. 	<ul style="list-style-type: none"> express ideas clearly in written work and supports this using a range of appropriate examples. 	<ul style="list-style-type: none"> express ideas clearly and logically in written work and supports this using a using an extensive and appropriate range of examples.

***Theatrical artistic processes** include: improvisation; 'hot seat'; character drawings; theatre games; and character development activities.

CRITERION 3 DEMONSTRATE COMMITMENT TO DRAMATIC PROCESSES AND OUTCOMES

Rating 'C'	Rating 'B'	Rating 'A'
A student can:	A student can:	A student can:
<ul style="list-style-type: none"> prepare for set tasks and manage time to adequately complete tasks 	<ul style="list-style-type: none"> manage time to complete tasks 	<ul style="list-style-type: none"> set goals, plan and manage time effectively to complete tasks
<ul style="list-style-type: none"> meet most deadlines for written and practical tasks 	<ul style="list-style-type: none"> meet deadlines for written and practical tasks 	<ul style="list-style-type: none"> meet all deadlines for written and practical tasks
<ul style="list-style-type: none"> usually focus on tasks 	<ul style="list-style-type: none"> focus on tasks 	<ul style="list-style-type: none"> focus on tasks
<ul style="list-style-type: none"> memorise literary works from a range of styles and forms reasonable accuracy 	<ul style="list-style-type: none"> memorise literary works from a range of styles and forms with accuracy 	<ul style="list-style-type: none"> memorise literary works from a wide range of styles and forms with accuracy
<ul style="list-style-type: none"> be punctual to most classes, rehearsals and performances 	<ul style="list-style-type: none"> be punctual and reliable to classes, rehearsals and performances 	<ul style="list-style-type: none"> be punctual, reliable and committed to all classes, rehearsals and performances
<ul style="list-style-type: none"> responsibly solve minor problems in rehearsal and performance. 	<ul style="list-style-type: none"> identify and responsibly solve minor problems appropriately in rehearsal and performance. 	<ul style="list-style-type: none"> anticipate, identify and responsibly solve minor problems as appropriate in rehearsal and performance.

CRITERION 4 DEMONSTRATE UNDERSTANDING AND USE OF APPROPRIATE STAGECRAFT

Rating 'C'	Rating 'B'	Rating 'A'
<p>A student can:</p> <ul style="list-style-type: none"> select aspects of stagecraft including set, properties, lighting, costume and sound to use in performance 	<p>A student can:</p> <ul style="list-style-type: none"> select and use appropriate elements of stagecraft including set, properties, lighting, costume and sound to add to performance 	<p>A student can:</p> <ul style="list-style-type: none"> select and use elements of stagecraft including set, properties, lighting, costume and sound to enhance performance
<ul style="list-style-type: none"> use elements of stagecraft successfully in performance 	<ul style="list-style-type: none"> use elements of stagecraft successfully and skilfully in performance 	<ul style="list-style-type: none"> effectively use elements of stagecraft in performance with skill and confidence
<ul style="list-style-type: none"> explain the impact of stagecraft on performance 	<ul style="list-style-type: none"> identify, explain and evaluate the impact of stagecraft on performance 	<ul style="list-style-type: none"> identify, explain and critically evaluate the impact of stagecraft on performance
<ul style="list-style-type: none"> support the use of stagecraft elements in rehearsal and performance 	<ul style="list-style-type: none"> contribute to the development of ideas, organisation and use of stagecraft elements in rehearsal and performance 	<ul style="list-style-type: none"> take creative responsibility for elements of stagecraft; developing them and using them artistically in rehearsal and for performance
<ul style="list-style-type: none"> follow safe workplace procedures with direct guidance 	<ul style="list-style-type: none"> follow safe workplace procedures 	<ul style="list-style-type: none"> follow safe workplace procedures
<ul style="list-style-type: none"> support group members in performance and assist with improvisation to resolve problems 	<ul style="list-style-type: none"> support group members in performances by covering problems that arise 	<ul style="list-style-type: none"> manage and resolve mishaps and unexpected changes in performances through proficient improvisation and problem solving skills
<ul style="list-style-type: none"> present a competent performance effectively using a variety of spatial arrangements and technical elements. 	<ul style="list-style-type: none"> present a competent performance effectively and imaginatively using a variety of spatial arrangements and technical elements. 	<ul style="list-style-type: none"> present a competent performance effectively and imaginatively using most aspects of stagecraft.

CRITERION 5 *USE A RANGE OF VOCAL TECHNIQUES TO COMMUNICATE MEANING

Rating 'C'	Rating 'B'	Rating 'A'
A student can:	A student can:	A student can:
<ul style="list-style-type: none"> • speak text with a voice that is audible giving all sounds are given appropriate value to clarify the text 	<ul style="list-style-type: none"> • speak text with a voice that is audible to the audience and at a level appropriate to the space 	<ul style="list-style-type: none"> • deliver text with control and without vocal strain
<ul style="list-style-type: none"> • speak text to convey atmosphere and mood 	<ul style="list-style-type: none"> • speak text to convey varying atmosphere and mood 	<ul style="list-style-type: none"> • create and shape vocal delivery to convey mood and emotion
<ul style="list-style-type: none"> • vary pitch to assist in the communication 	<ul style="list-style-type: none"> • vary pitch to assist communication of mood and emotion implied within text 	<ul style="list-style-type: none"> • vary pitch to enhance all elements of vocal delivery
<ul style="list-style-type: none"> • vary pace of vocal delivery appropriate to the text or character 	<ul style="list-style-type: none"> • vary pace of vocal delivery and of cues as appropriate to the text or character 	<ul style="list-style-type: none"> • vary and control pace with flexibility as appropriate to the text or character and style of the performance
<ul style="list-style-type: none"> • recognise the purpose of punctuation cues in relation to the use of pause 	<ul style="list-style-type: none"> • demonstrate understanding of authorial intent through the recognition of the author's use of punctuation 	<ul style="list-style-type: none"> • demonstrate understanding of authorial intent through the recognition of the author's use of punctuation
<ul style="list-style-type: none"> • use intonation to convey meaning of text and/or character motivation 	<ul style="list-style-type: none"> • use intonation to differentiate authors intention and/or character motivation 	<ul style="list-style-type: none"> • use vocal intonation skills to assist audience's understanding of text and/or character intention and motivation
<ul style="list-style-type: none"> • control breath in vocal delivery. 	<ul style="list-style-type: none"> • control and adjust breath in vocal delivery. 	<ul style="list-style-type: none"> • use controlled diaphragmatic breathing throughout vocal delivery.

CRITERION 6 *CREATE AND SUSTAIN CHARACTERS

Rating 'C'	Rating 'B'	Rating 'A'
<p>A student can:</p> <ul style="list-style-type: none"> develop and present characters which are different from self in whole class and small group ensembles 	<p>A student can:</p> <ul style="list-style-type: none"> develop and present a range of credible characters 	<p>A student can:</p> <ul style="list-style-type: none"> create and present fully developed characters with different physical, social and emotional characteristics
<ul style="list-style-type: none"> present characters so as to reveal their basic motivation 	<ul style="list-style-type: none"> use verbal and non-verbal clues to communicate the sub-text and inner monologue of a character 	<ul style="list-style-type: none"> use voice, physicalisation and personality traits of the character to communication motivation
<ul style="list-style-type: none"> use physical stance, gesture and facial expression to convey character 	<ul style="list-style-type: none"> use physical stance, gesture and facial expression to convey character and vary appropriately according to the demands of the text 	<ul style="list-style-type: none"> create and maintain physicalisation of a character according to the demands of the text and sustain for the duration of a performance
<ul style="list-style-type: none"> present characters whose physical presence differs from self 	<ul style="list-style-type: none"> adopt roles which demonstrate different opinions and attitudes 	<ul style="list-style-type: none"> demonstrate the capacity to play characters of different status
<ul style="list-style-type: none"> memorise performance texts with a fair degree of accuracy 	<ul style="list-style-type: none"> accurately memorise performance texts 	<ul style="list-style-type: none"> accurately memorise all performance texts
<ul style="list-style-type: none"> use improvisation in the development of characters 	<ul style="list-style-type: none"> use improvisation with confidence and skill in the development of a range of characters 	<ul style="list-style-type: none"> use improvisation with confidence and creative skill to aid character creation and development
<ul style="list-style-type: none"> sustain a character within an ensemble scene 	<ul style="list-style-type: none"> sustain and adapt if necessary a character within an ensemble scene. 	<ul style="list-style-type: none"> use a high degree of skill in adapting character within an ensemble scene.

CRITERION 7 *PRESENT POLISHED PERFORMANCES TO AN AUDIENCE

Rating 'C'	Rating 'B'	Rating 'A'
<p>A student can:</p> <ul style="list-style-type: none"> demonstrate some understanding of the context of the tasks being undertaken and an awareness of drawing focus from other performers inappropriately 	<p>A student can:</p> <ul style="list-style-type: none"> demonstrate an understanding of the context of the tasks being undertaken and an awareness of appropriate spatial relationships and group focus; 	<p>A student can:</p> <ul style="list-style-type: none"> demonstrate a sensitive understanding of the context of the tasks being undertaken and initiate solutions to inappropriate spatial relationships and group focus in a performance
<ul style="list-style-type: none"> share drama works in a positive manner, and with sustained focus and energy 	<ul style="list-style-type: none"> share drama works with others in a positive, confident manner, and with control, sustained focus and appropriate levels of energy 	<ul style="list-style-type: none"> share drama work with others in a positive, committed, confident manner, with control and sensitivity, sustained focus and appropriate levels of energy for the duration of a performance
<ul style="list-style-type: none"> demonstrate some awareness of audience, and attempt to engage with audience 	<ul style="list-style-type: none"> demonstrate a sense of audience, and make appropriate engagement with audience; 	<ul style="list-style-type: none"> demonstrate a sense of audience, and make sensitive and appropriate contact and engagement with audience
<ul style="list-style-type: none"> demonstrate generosity to fellow cast members 	<ul style="list-style-type: none"> demonstrate active support of other group members in performance and usually be sensitive to the needs of other performers 	<ul style="list-style-type: none"> consistently and actively support, with generosity and sensitivity others within the ensemble
<ul style="list-style-type: none"> use drama skills to present a polished performance 	<ul style="list-style-type: none"> use drama skills to support the form, style and intention of the performance 	<ul style="list-style-type: none"> use drama skills with control and commitment as an integral part of the form, style and intention of the performance
<ul style="list-style-type: none"> use eye contact appropriately in performances 	<ul style="list-style-type: none"> use and sustain eye contact during performances 	<ul style="list-style-type: none"> use and sustain appropriate eye contact in performances
<ul style="list-style-type: none"> listen to others during performances. 	<ul style="list-style-type: none"> listen and react to others during performances. 	<ul style="list-style-type: none"> listen, respond and react to others during performances.

CRITERION 8 *REFLECT ON PERSONAL SKILLS AND IDENTIFY PROCESSES FOR FURTHER DEVELOPMENT

Rating 'C'	Rating 'B'	Rating 'A'
A student can:	A student can:	A student can:
<ul style="list-style-type: none"> reflect on and analyse own drama works 	<ul style="list-style-type: none"> attentively reflect on and analyse own drama works 	<ul style="list-style-type: none"> attentively reflect on and critically analyse own drama works of self
<ul style="list-style-type: none"> select and apply concepts and some dramatic terms when appraising own work 	<ul style="list-style-type: none"> select and apply relevant concepts and dramatic terms to appraise or develop own work 	<ul style="list-style-type: none"> critically select relevant concepts and performance specific terms to clarify communication
<ul style="list-style-type: none"> reflect on observed performance techniques to develop ideas and plan development of own work 	<ul style="list-style-type: none"> reflect on a wide range of performance techniques to develop ideas and plan development of own work 	<ul style="list-style-type: none"> reflect on a wide range of performance techniques and develop detailed, informed plans for own development
<ul style="list-style-type: none"> use knowledge and understanding of text and its context in the development and appraisal of own work 	<ul style="list-style-type: none"> demonstrate sound knowledge and understanding of text and its context and its relationship to performance opportunities 	<ul style="list-style-type: none"> use knowledge and understanding of text and its context to further develop own work
<ul style="list-style-type: none"> identify some performance techniques used by self and others to apply to own work and the appraisal of the work of others 	<ul style="list-style-type: none"> identify a range of performance techniques used by self and others to further develop analysis of own performance works 	<ul style="list-style-type: none"> identify a wide range of performance techniques and adapt these to achieve and support dramatic intent.
<ul style="list-style-type: none"> use constructive feedback to develop own work and the appraisal process 	<ul style="list-style-type: none"> respond to critical feedback and apply dramatic techniques to improve work 	<ul style="list-style-type: none"> demonstrate consistent improvement in the selection and development of performance techniques in response to critical feedback
<ul style="list-style-type: none"> use some theatrical terminology. 	<ul style="list-style-type: none"> use appropriate theatrical terminology. 	<ul style="list-style-type: none"> demonstrate knowledge and understanding of theatrical terminology.

CRITERION 9 *OBSERVE AND CRITICALLY APPRAISE THEATRICAL PERFORMANCES

Rating 'C'	Rating 'B'	Rating 'A'
<p>A student can:</p> <ul style="list-style-type: none"> demonstrate ability to observe and analyse the drama work of self and others 	<p>A student can:</p> <ul style="list-style-type: none"> demonstrate ability to attentively and conscientiously observe and analyse the drama work of self and others 	<p>A student can:</p> <ul style="list-style-type: none"> demonstrate ability to attentively and conscientiously observe, analyse and critically appraise the drama work of self and others
<ul style="list-style-type: none"> select and apply some concepts and theatrical terminology to convey meaning when discussing drama works of others 	<ul style="list-style-type: none"> select and apply relevant concepts and theatrical terminology to convey appropriate meaning when discussing drama works of others 	<ul style="list-style-type: none"> critically select relevant concepts and theatrical terminology to clarify ideas and convey appropriate meaning when discussing drama work of others
<ul style="list-style-type: none"> assess the degree to which some of the production and/or performance techniques were successful, and provide justification for opinions 	<ul style="list-style-type: none"> critically assess the degree to which a wide range of production and/or performance techniques were successful, and provide justification for opinions 	<ul style="list-style-type: none"> critically assess the degree to which a wide range of production and/or performance techniques were successful, and provide detailed, informed justification for opinions
<ul style="list-style-type: none"> analyse drama as a performance art with reference to a limited range of dramatic elements* and cultural contexts 	<ul style="list-style-type: none"> critically analyse drama as a performance art with reference to a range of appropriate dramatic elements* and cultural contexts 	<ul style="list-style-type: none"> critically analyse drama as a performance art with reference to a wide range of appropriate dramatic elements* and cultural contexts
<ul style="list-style-type: none"> describe and evaluate production process and products with reference to observed group dynamics 	<ul style="list-style-type: none"> accurately describe and evaluate a range of production processes and products with reference to observed group dynamics 	<ul style="list-style-type: none"> accurately describe and critically evaluate a wide range of production processes and products with reference to observed group dynamics
<ul style="list-style-type: none"> use the conventions of essay writing to construct a review of theatrical productions in their entirety. 	<ul style="list-style-type: none"> use the conventions of essay writing to construct a critical review a theatrical productions in their entirety. 	<ul style="list-style-type: none"> use the conventions of essay writing to construct a theatre review informed by an understanding of theatrical practices.

**Dramatic elements include: design in lights; sound; set and costume; directorial shaping of performance; and effectiveness of acting performances. Students will identify, understand and discuss the links between these dramatic elements.*

CRITERION 10 DEMONSTRATE UNDERSTANDING OF HISTORICAL CONTEXT, GENRE AND STYLE

Rating 'C'	Rating 'B'	Rating 'A'
A student can:	A student can:	A student can:
<ul style="list-style-type: none"> understand the relationship between the history of a theatrical period and a performance 	<ul style="list-style-type: none"> understand and communicate the relationship between the history of a theatrical period and a performance 	<ul style="list-style-type: none"> communicate the relationship between the history of a theatrical period to an audience through performance
<ul style="list-style-type: none"> demonstrate understanding of a specific historical context 	<ul style="list-style-type: none"> apply research of historical contexts to performance 	<ul style="list-style-type: none"> show written and performance evidence of understanding of research of historical contexts
<ul style="list-style-type: none"> use style appropriate to period and genre 	<ul style="list-style-type: none"> demonstrate style appropriate to period and genre 	<ul style="list-style-type: none"> select and apply style appropriate to period, context and genre
<ul style="list-style-type: none"> show an awareness of theatrical context in performance 	<ul style="list-style-type: none"> understand the context appropriate to the style of performance 	<ul style="list-style-type: none"> communicate accurate theatrical context in performance
<ul style="list-style-type: none"> use movement appropriate to historical context, genre and style 	<ul style="list-style-type: none"> select and use movement appropriate to historical context, genre and style 	<ul style="list-style-type: none"> select and use movement to convey historical context genre and style
<ul style="list-style-type: none"> use voice appropriate to historical context, genre and style use elements of characterisation to communicate historical context, genre and style of text. 	<ul style="list-style-type: none"> select and use voice appropriate to historical context, genre and style use characterisation to communicate historical context, genre and style of text. 	<ul style="list-style-type: none"> select and use voice to convey historical context genre and style select and use characterisation to communicate historical context, genre and style.

QUALIFICATIONS AVAILABLE

Drama (*with the award of*):

- EXCEPTIONAL ACHIEVEMENT
- HIGH ACHIEVEMENT
- COMMENDABLE ACHIEVEMENT
- SATISFACTORY ACHIEVEMENT
- PRELIMINARY ACHIEVEMENT

AWARD REQUIREMENTS

The final award will be determined by the Tasmanian Qualifications Authority from the 15 ratings (10 ratings from the internal assessment and 5 ratings from the external assessment).

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

13 'A', 2 'B' ratings (4 'A', 1 'B' from external assessment)

HIGH ACHIEVEMENT (HA)

6 'A', 7 'B', 2 'C' ratings (2 'A', 2 'B', 1 'C' from external assessment).

COMMENDABLE ACHIEVEMENT (CA)

9 'B', 5 'C' ratings (2 'B', 2 'C' from external assessment).

SATISFACTORY ACHIEVEMENT (SA)

12 'C' ratings (3 'C' from external assessment).

PRELIMINARY ACHIEVEMENT (PA)

7 'C' ratings.

A student who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

COURSE EVALUATION

Courses are accredited for a specific period of time (up to five years) and they are evaluated in the year prior to the expiry of accreditation.

As well, anyone may request a review of a particular aspect of an accredited course throughout the period of accreditation. Such requests for amendment will be considered in terms of the likely improvements to the outcomes for students and the possible consequences for delivery of the course.

The TQA can evaluate the need and appropriateness of an accredited course at any point throughout the period of accreditation.

COURSE DEVELOPER

The TQA acknowledges the significant leadership of Ms Maggie Gillham and Ms Tammy Giblin in the development of this course.

ACCREDITATION

The accreditation period for this course is from 1 Jan 2010 until 31 Dec 2014.

VERSION HISTORY

Version 1 – Accredited on 10 Nov 2009. This course replaced SDS5C Drama.