



DRAMA

GENERAL COURSE

Externally set task

Sample 2016

Note: This Externally set task sample is based on the following content from Unit 3 of the General Year 12 syllabus.

Voice and movement

- voice techniques (posture, breathing techniques, pace, pitch, pause, projection, phrasing, tone and accents as appropriate) to create character and dramatic action in the performance of representational, realist drama
- movement techniques (facial expression, posture, gesture, gait, weight, space, time, energy and proxemics) to create character and dramatic action in the performance of representational, realist drama
- voice and movement techniques in representational, realist drama using the processes developed by Konstantin Stanislavski and others (Stella Adler, Sanford Meisner or Jean Benedetti) in devising or interpreting drama

Drama processes and the elements of drama

- cooperative group work processes (memorising, improvising, interpreting, listening, accepting, delegation of roles, developing an agreed approach) in drama
- the elements of drama (role, character and relationships, situation, voice, movement, space and time, language and texts, symbol and metaphor, mood and atmosphere, dramatic tension) refined through improvisation and rehearsal to create realistic characterisation and relationships in performance through processes developed by Stanislavski or adapted by others
- the elements of drama shaped to present identified themes, selected approaches and theories about dramaturgy in representational, realist drama
- the elements of drama shaped through viewpoints in improvisation and text interpretation to create dramatic meaning that educates and presents forces
- directing theory that shapes the application of the elements of drama in representational, realist drama refined through improvisation

Design and technologies

- the collaboration of designers, scenographers, actors and directors in representational, realist drama
- drama design and technologies to represent real settings and characters (reproduction of reality, selective realism)

Oral and written communication

- Students are expected to develop skills and abilities in multiple drama-based forms of communication. Students are to address appropriate aspects of written and oral communication through drama in performance and associated learning activities. This includes:
- short and extended answer forms
- graphic organisers, diagrams, and illustrations with appropriate use of annotations, and of colour
- interviews and other oral presentations
- structuring of ideas and responses.

In future years, this information will be provided late in Term 3 of the year prior to the conduct of the Externally set task. This will enable teachers to tailor their teaching and learning program to ensure that the content is delivered prior to the students undertaking the task in Term 2 of Year 12.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

(b) Name your designer role:

Describe how you, in your designer role, have applied **two (2)** principles of design to interpret your drama text for your audience. Note: you are focusing on one designer role: scenographer, lighting, sound or costume designer. (6 marks)

- (c) Use annotated diagrams/illustrations to show how you have applied two (2) elements of design.

(8 marks)

