**Drama | ATAR Year 11 | Summary of minor syllabus changes for 2025**

The content identified by ~~strikethrough~~ has been deleted from the syllabus and the content identified in *italics* has been revised in the syllabus for teaching from 2025.

**Creative team**

In Unit 3 and Unit 4, students will study the contexts of drama in rehearsal~~,~~ *and* performance*,* and respond to drama in role as a member of the Creative team.

* Director – decides on an interpretation and vision to realise the drama. *Blocks the dramatic action.*

A **minimum of two roles** are to be researched and applied ~~in~~ *across* Unit*s* 1 and ~~Unit~~ 2.

**Unit 1**

**Drama language**

**Elements of drama**

* character: representing real and defined traits *that drive motivation, including subtext*
* relationships: connection between two or more characters*, including status*
* situation: specified setting and *given* circumstances
* space: ~~the physical setting~~ *use of performance space to define settings*

**Drama processes**

* director’s vision which informs rehearsal*, blocking* and performance *choices*

**Production and performance**

**Theatre ~~D~~*design* ~~and technology choices~~**

* application of design role and ~~theatre~~ *relevant* technologies

**Unit 2**

**Drama language**

**Elements of drama**

* character: presenting identifiable and defined traits *that drive motivation, including subtext*
* relationships: connection between two or more characters*, including status*
* situation: specified and unspecified setting and *given* circumstances
* space: ~~the physical and fictional space~~ *use of performance space to define settings*

**Drama processes**

* director’s vision which informs rehearsal*, blocking* and performance *choices*

**Theatre~~D~~*d*esign ~~and technology choices~~**

* application of design role and ~~theatre~~ *relevant* technologies

**Appendix 1 – Grade descriptions Year 11**

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| --- | --- |
| **~~A~~** | ~~Effectively and creatively integrates drama knowledge, conventions and processes in the realisation of drama performances.~~ |
| ~~Effectively, accurately and collaboratively applies processes and conventions to support drama that communicates meaning and creates audience impact.~~ |
| ~~Succinctly describes, interprets and analyses texts and contexts, with detailed evidence and justification.~~ |
| ~~Clearly communicates using accurate drama terminology.~~ |
| ~~Effectively and efficiently structures work by using all specified oral and written communication forms.~~ |

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| --- | --- |
| **~~B~~** | ~~Competently and creatively applies drama knowledge, conventions and processes in the realisation of drama performances.~~ |
| ~~Competently, collaboratively and with accuracy applies processes and conventions to support drama that communicates meaning and creates audience impact.~~ |
| ~~Describes and interprets, with some analysis, the texts and contexts with appropriate evidence and justification.~~ |
| ~~Communicates clearly using some accurate drama terminology.~~ |
| ~~Structures work effectively using all specified oral and written communication forms.~~ |

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| **~~C~~** | ~~Adequately applies drama knowledge, conventions and processes in the realisation of drama performances.~~ |
| ~~Adequately, with some accuracy and collaboration, applies processes and conventions to support drama that communicates some meaning and audience impact.~~ |
| ~~Describes the texts and contexts using some evidence and justification.~~ |
| ~~Communicates using some appropriate drama terminology.~~ |
| ~~Structures work with some accuracy using oral and written communication forms.~~ |

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| **~~D~~** | ~~Applies drama knowledge, conventions and processes in a superficial way in the realisation of drama performance.~~ |
| ~~Uses some processes and conventions to support drama that shows meaning and/or audience impact.~~ |
| ~~Briefly describes the text using superficial evidence or justification.~~ |
| ~~Communicates using minimal drama terminology.~~ |
| ~~Meets some task requirements, although efforts are sometimes inaccurate, incomplete and/or ineffective.~~ |

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| **~~E~~** | ~~Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.~~ |

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| ***A*** | *Effectively and creatively integrates drama knowledge, conventions and processes in the realisation of practical/written tasks.**Effectively communicates meaning and creates audience impact.**Effectively interprets and analyses texts and contexts, with detailed evidence and justification in specified oral and written forms, applying appropriate drama terminology.* |

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| --- | --- |
| ***B*** | *Competently and creatively applies drama knowledge, conventions and processes in the realisation of practical/written tasks.**Competently communicates meaning and creates audience impact.**Competently interprets with some analysis of texts and contexts, using appropriate evidence and justification in specified oral and written forms, applying appropriate drama terminology.* |

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| --- | --- |
| ***C*** | *Adequately uses drama knowledge, conventions and processes in the realisation of practical/written tasks.**Adequately communicates some meaning and creates some audience impact.**Adequately describes the texts and contexts, using some evidence and justification in oral and written forms, using some appropriate drama terminology.* |

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| --- | --- |
| ***D*** | *Uses limited drama knowledge, conventions and processes in the realisation of practical/written tasks.**Communicates limited meaning and/or audience impact.**Briefly describes the text using limited evidence or justification in oral and written forms, with limited or inaccurate terminology.* |

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| --- | --- |
| ***E*** | *Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.* |

**Appendix 2 – Glossary**

For the purposes of the WACE Drama syllabuses, the following definitions will apply.

***Blocking***

*The positioning of actors in rehearsal and performance.*

***Drama text***

*A script or other stimuli, such as an image, that serves as the foundation for a drama performance.*

**Elements of drama**

space – the place where dramatic action is situated~~, whether it be physical, fictional or emotional~~

**Form**

Non-realism can be sub-categorised into various *other forms* ~~genres~~ such as Absurdism, Commedia dell’arte, Elizabethan, Epic, Greek Theatre, Magic Realism and Musical Theatre.

***Given circumstance***

*The specific conditions and context presented in a text, including the time period, location, social environment, historical context, and relevant background information.*

***Motivation***

*What drives a character to speak and act in certain ways.*

***Realisation***

*The process of actualising, creating and/or presenting something.*

***Relevant technologies***

*Technologies that support a performance, such as lighting, sound, props, costumes, multimedia.*

***Status***

*The hierarchy of characters*.

***Subtext***

*The underlying meaning that can reveal a character’s true feelings and motivations.*

**~~Theatre technologies~~**

~~Technologies that support a performance, such as lighting, sound, props, costumes, multimedia.~~

***Theme***

*An idea or message explored in a text or performance.*

***Transition***

*The movement from one scene and/or section to another*.