



**What Caboolture High students have to say about Drama**

*“Drama has really boosted my confidence and I have made new friends who share the same interest in Drama with me. Our class is small and it feels like a little family. This subject is fun! I can express my emotions and be creative”.*

*“Going to the live theatre productions is a lot of fun and an amazing learning experience because you get see professional performers on stage telling a story or communicating something”.*

<b>DURATION OF SUBJECT</b>	FULL YEAR	<b>FINANCIAL COMMITMENT</b>	<b>REFER TO PROPOSED FEE SCHEDULE</b>
----------------------------	-----------	-----------------------------	---------------------------------------

**COURSE REQUIREMENTS**

Active participation in both practical and theoretical lessons.

**COURSE CONTENT**

UNIT 1	UNIT 2	UNIT 3
<p><b>Through the lens</b></p> <p>This unit is based around the dramatic form of realism, focusing on the medium of film, widely popular with audiences and actors alike. Students will participate in workshops based on the acting techniques for realism that were made famous through the director and founder of ‘The Method’, Constantin Stanislavski. Students will gain an understanding of these techniques and will perform a short excerpt of a realism text for a film performance in pairs or a small group.</p>	<p><b>A barrel of laughs</b></p> <p>This unit allows students to hone their improvisational skills by embarking on a journey to find their ‘inner clown’. Students will polish their work to create clowning and/or Commedia Del Arte performances for an audience. The journey will be shaped by a workshop approach to the unit that builds on status, focus and physical skills through the study of Commedia Del Arte, slapstick humour and traditional clowning techniques. The assessment for this unit will culminate in a live Clowning production to be performed in front of an audience of young children.</p>	<p><b>The director’s cut</b></p> <p>Students will study the play ‘Juice’, by Stephen Davis and engage in an in-depth analysis of the script to explore the many teen issues relevant to a year 10 audience. Students will consider the role of the director in the theatre as they prepare to direct a short excerpt from the script. Each director will run a practical workshop with their peers, culminating in the performance of the selected scene. These performances will become the basis of an analytical essay.</p>
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Performance (screen acting)	Responding - Exam Forming and Performing (clowning routine)	Forming – Director’s Workshop Responding – Analytical Essay

**CAREER PATHWAYS**

[https://docs.education.gov.au/system/files/doc/other/2013 - bullseye\\_booklet\\_update.pdf](https://docs.education.gov.au/system/files/doc/other/2013 - bullseye_booklet_update.pdf)

- arts administration and management, e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, tour manager, venue manager, events and festivals manager/producer, arts and cultural advisor/administrator
- communication, e.g. writer, communication strategist, arts editor, blogger/vlogger
- creative industries, e.g. professional performer, actor, director, dramaturge, independent artist, artistic director, costume designer, producer, rehearsal director, theatre technician, stage manager, dialect coach, radio presenter
- education, e.g. educator in schools, corporate, private studios, community, and drama company education programs
- public relations, e.g. campaign manager, publicist, creative director
- research, e.g. researcher and academic, journalist/critic
- Science and technology, e.g. drama health professional with further specialised training in areas of medicine, health, therapy.

**FIND OUT MORE**

| <https://www.youtube.com/watch?v=q3DGHtpuV28>

| <https://youtu.be/OG96LJroP9s>

| <https://www.youtube.com/watch?v=CMZRPLzKcZA>

