HSC drama

# Scope and sequence

## Australian drama and theatre (core component) and development of the individual performance

### Term 4 – 30 hours

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| Week | Content | Assessment and weighting |
| 1 | Introduction to HSC drama course and individual project (IP). | IP task 3 notification. |
| 2 | Introduction to Australian drama and theatre rubric – ‘Norm and Ahmed’ and ‘The Removalists’.  Historical, social & cultural contexts of plays.  Workshop opening scenes from both plays.  IP lesson. |  |
| 3 | Workshop key scenes from first play and record response and analysis in dramatic moment table.  IP lesson. | Teacher feedback on written analysis. |
| 4 | Workshop key scenes from first play and record response and analysis in dramatic moment table.  IP lesson. | Peer feedback on written analysis. |
| 5 | Unpack task.  Form balanced groups and begin performance essay development. | Australian task 1 notification. |
| 6 | Comparative analysis of key scenes from the two plays.  Continue development of performance essay. |  |
| 7 | Comparative analysis of key scenes from the two plays.  Continue development of performance essay. |  |
| 8 | Refine and rehearse performance essays. | Formative feedback. |
| 9 | Rehearsal and assessment of performance essays.  Submission of dramatic moment table. | **Task 1 – 20%** |
| 10 | IP development. | IP formative feedback and logbook check. |
| Outcomes | **Australian drama and theatre** – H1.1, H1.2, H2.3, H3.1, H3.2, H3.3 | **Individual project development** – H1.2, H1.3, H1.5, H1.7, H2.1, H3.2, H3.3 |

## Studies in drama and theatre and development of the individual performance

### Term 1 – 30 hours

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| Week | Content | Assessment and weighting |
| 1 | Introduction to studies in drama & theatre – approaches to acting.  Context, philosophies and approaches of Jacques Lecoq.  IP lesson. |  |
| 2 | Participate in Lecoq actor training exercises and write experiential paragraphs.  IP lesson. | Teacher feedback on experiential paragraphs. |
| 3 | Context, philosophies and approaches of Augusto Boal.  IP lesson. |  |
| 4 | Participate in Boal’s games for actors and non-actors and write experiential paragraphs.  IP lesson. | Peer feedback on experiential paragraphs. |
| 5 | Unpack task. Form groups and begin workshop and performance development. | Approaches to acting task 2 notification. |
| 6 | View and analyse contemporary theatre work inspired by approaches of Lecoq and Boal.  Continued development of performance and workshop. |  |
| 7 | Refine workshops and rehearse performances.  Essay writing workshop. | Formative feedback. |
| 8 | Rehearse and refine workshops and performances.  Draft essay lesson. | Draft essay check. |
| 9 | Rehearsal and assessment of workshops and performances.  Submission of approaches to acting essay. | **Task 2 – 20%** |
| 10 | IP development. | Peer feedback. |
| 11 | IP interviews and logbook submission. | IP formative feedback and logbook check. |
| Outcomes | **Studies in drama and theatre** – H1.1, H1.3, H1.5, H1.7, H2.2, H3.1 H3.3 | **Individual project development** – H1.2, H1.3, H1.5, H1.7, H2.1, H3.2, H3.3 |

## The group performance (core component) and the individual performance

### Term 2 – 30 hours

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| Week | Content | Assessment and weighting |
| 1 | Introduction to the group performance (GP) and logbook requirements.  Unpack task. Form balanced groups and begin exploration of approaches to group devising. | GP/trial task 4 notification. |
| 2 | Generate and explore ideas for the GP.  IP feedback meetings. | Formative feedback. |
| 3 | Generate and explore ideas for the GP.  IP feedback meetings. |  |
| 4 | Explore and select ideas for the GP.  IP feedback meetings.  Technical rehearsal for the individual performance. | Formative feedback on development of the IP. |
| 5 | Presentation of the IP and logbook. | **Task 3 – 25%** |
| 6 | Select and structure ideas for the GP.  Continued development of the IP. | Formative feedback on development of the IP. |
| 7 | Structure and refine the GP.  Continued development of the IP. |  |
| 8 | Refine and rehearse the GP.  Continued development of the IP. |  |
| 9 | Presentation of the development of the GP and logbook. | Formative feedback. |
| 10 | Continued refinement of the GP and IP, incorporating formative feedback. |  |
| Outcomes | **Studies in drama and theatre** – H1.1, H1.3, H1.5, H1.7, H2.2, H3.1 H3.3 | **Individual project development** – H1.2, H1.3, H1.5, H1.7, H2.1, H3.2, H3.3 |

## The group performance, the individual project, Australian drama and theatre, and studies in drama and theatre

### Term 3 – 30 hours

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| Week | Content | Assessment and weighting |
| 1 | Refine and rehearse the GP.  Continued refinement of the IP. |  |
| 2 | Refine and rehearse the GP.  Continued refinement of the IP.  Written examination workshop. |  |
| 3 | Technical rehearsal for the GP.  Written examination workshop. |  |
| 4 | Trial examination block.  The GP, logbook and written trial examination. | **Task 4 - 30%** |
| 5 | Trial examination block. |  |
| 6 | NESA Performance Exams and submission of the IP |  |
| 7 | NESA Performance Exams |  |
| 8 | Written examination revision and preparation |  |
| 9 | Preparation for HSC written examinations |  |
| 10 | Preparation for HSC written examinations |  |
| Outcomes | **Australian drama and theatre and studies in drama and theatre** – H1.1, H1.2, H1.3, H1.5, H1.7, H2.2, H2.3, H3.1, H3.2, H3.3 | **The group performance and the individual project** – H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.2, H3.3 |