

Dramatic Arts

Grade 12

Learning Outcome 1:

Demonstrate technical proficiency, expressiveness and creativity through the application of internal and external personal resources within a variety of dramatic practices, processes and products.

AS12.1.5

Apply techniques of vocal production and expression for the purpose of communicating thought, feeling and character creatively, including:

- voice-body integration;
- breathing;
- phonation;
- resonance;
- articulation;
- projection;
- tools of modulation such as rhythm, emphasis, pitch and tone.

AS12.1.6

Apply techniques of physical expressiveness for the purpose of communicating thought, feeling and character creatively, including:

- physical release;
- voice-body integration;
- physical versatility;
- use of space, rhythm and energy.



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Learning Outcome 2:

Create, make and present dramatic products through experimenting with and shaping dramatic elements in a process of artistic exploration and collaboration.

AS12.2.1

Present a polished performance applying interpretative and performance skills to narrative, lyrical and dramatic forms in both independent and collaborative work, which may include:

- indigenous performance forms;
- poetry;
- storytelling;
- rhetoric;
- movement pieces;
- mime;
- dance-dramas;
- workshopped plays;
- scripted plays.

AS12.2.3

Select and use improvised and available technical elements which will best contribute to a cohesive theatrical presentation, including:

- scenery;
- properties;
- lighting;
- sound;
- costume;
- make-up;
- special effects.

AS12.2.5

Document own involvement in any one aspect of theatrical presentation from conception to final performance and audience reception, including:

- acting;
- directing;
- writing;
- workshopping;
- management;
- design;
- marketing;
- technical aspects.



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Learning Outcome 3:

Identify, understand and analyse the content, form and context of dramatic processes, practices and products across a range of periods, cultures and styles.

AS12.3.1

Evaluate at least three different texts in order to compare the diverse purposes of drama in society, which include:

- to entertain;
- to educate;
- to challenge;
- to celebrate;
- to propagate;
- to debate;
- to reconcile;
- to contribute to personal and national healing.

AS12.3.2

Examine through research how aspects of texts and performances change to reflect historical, social, political, cultural, theatrical and economic contexts.

AS12.3.3

Compare the roles and involvement in the Dramatic Arts of both the privileged and the disadvantaged from various cultures and periods in terms of access, resources and patronage.



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Learning Outcome 4:

Reflect on and evaluate own and others' dramatic processes, practices and products.

AS12.4.1

Evaluate and compare the forms, styles, conventions and processes used in own and others' dramatic action and performance, which may include:

- live performance;
- television;
- video;
- film;
- radio;
- new media;
- cultural performance and ritual.

AS12.4.2

Evaluate and justify choices in own work and that of others using specialised vocabulary and culture-fair aesthetic values focusing on: > language use;

- performers, participants and audience;
- genre;
- worldview;
- presentation;
- representation of 'race', class, gender and culture.

AS12.4.3

Reflect on and evaluate how a drama relates to:

- own personal experiences;
- human commonality and diversity;
- specific aspects of human experience, ranging from issues of community interest to those of historical significance.

AS12.4.4

Identify and discuss the interpretative choices made in the realisation of a dramatic product, noting who made the choice, for what purpose and to what effect.