VCE Drama  
Advice for teachers 2019–2024

Example of:

Using stimulus material to explore performance styles and play-making techniques

**Stimulus material:** The characters of Bogus, Bunce or Bean from the novel or film ‘Fantastic   
Mr Fox’ by Roald Dahl.

**Task:** You will be presenting the same scene three times, using three different performance styles. (In Unit 3, this could be magical realism, Epic theatre and Bouffon style.)

Create a scene based on the character(s) of Bogus, Bunce or Bean.

At the conclusion of the novel *Fantastic Mr Fox*, (referring to Bogus, Bunce and Bean) Roald Dahl says: ‘And so far as I know, they are still waiting.’

It is five years since Bogus, Bunce and Bean have seen Mr Fox. Their farms have been decimated and they are broken and angry. At a conference entitled ‘Perfect Pest Control’, Bogus, Bunce and Bean recreate their efforts to capture Mr Fox, and trial a new method of pest control that may finally help them to capture him.

* Pre-task: Ensure that students are familiar with the stimulus material, play-making techniques and at least three performance styles that go beyond the reality of real life as it is lived.
* Lesson 1: Set up the task. Students research performance styles and their associated conventions. They select three performance styles to focus on. They research elements of the stimulus material in order to make a connection between their previous attempts to capture Mr Fox and the new method.
* Lesson 2: Students brainstorm ideas for the plot/characters and settings of their scene. They also brainstorm how they might interpret the scene using the conventions of the three different performance styles.
* Lessons 3, 4 and 5: Using the ideas generated through research and brainstorming, students improvise through role-play to physically explore their scene. Once they have generated ideas for the scene, they experiment with the conventions of one of their chosen performance styles. The same scene is then re-worked two more times, using conventions from the other two performance styles. Students keep a record of their devising process and use scripting as needed.
* Lesson 6: Students use editing to review their material. They may re-order their work, condense it, explore transitions and consider application of symbol. They revise their working script accordingly and begin the process of rehearsing their final piece.
* Lesson 7: Students continue rehearsing and seeking feedback from others.
* Lesson 8: Students integrate the feedback received and work at refining the piece through further rehearsals leading to performance.
* Lesson 9: Students perform to an audience. They discuss with audience members the three performance styles and ask them to identify the associated conventions that have been used in each scene.
* Lesson 10: Students complete their working script and submit this, highlighting how they used the play-making techniques in the creation of their work.