**Instructor** - Welcome to the VCE Drama, Familiarisation On Demand Videos. There have been some changes and it is recommended that as well as watching this video, you also carefully read the study design. VCE Drama Accreditation period of 2025 to 2029. This video is an introduction to VCE Drama unit two.

An Overview of Unit two. You'll notice that the title of unit two is now Contemporary Drama Practises and Australian Identity. For a more comprehensive explanation of the term contemporary drama practises, please refer to drama unit one. There are still four areas of study, one, Using Australia as inspiration. Two, presenting a devised performance. Area study three is now titled Analysing and Evaluating a Devised Performance, and area study four is now titled Analysing and Evaluating an Australian Drama Performance. In summary, the word "evaluating" has been added to area of study three and four.

Unit two, area of study one, Contemporary Drama Practises and Australian Identity. You'll notice that the change to the title is also reflected in the description of the area. The second change to the description is the addition of the phrase, "A piece of music." This refers to the stimulus material students explore when creating and presenting devised performance. When students engage with stimulus material that explores aspects of Australian identity, you'll notice a new description here that reads, "Which could include engaging with the experiences and perspectives of Aboriginal and Torres Strait Islander peoples, colonial Australians, migrants, refugees, and/or urban and rural communities." Furthermore, when students are examining performance styles and practises, you'll notice a new description here that reads, "Including those of Aboriginal and Torres Strait Islander artists and practitioners, and the broader diversity of Australian stories."

When analysing and evaluating an Australian work, an added change to the definition of an Australian work reads, "It might reflect aspects of Australian identity, which could include the experiences and perspectives of Aboriginal and Torres Strait Islander peoples, colonial Australians, migrants, refugees, and/or urban and rural communities. Area of Study one, Using Australia as inspiration. Changes here include the addition of a piece of music, a stimulus as mentioned previously. The term "Australian context" is now defined as, "This may include Aboriginal and Torres Strait Islander peoples experiences and perspectives and may include stimulus material that reflects the diverse perspectives of what it means to be Australian." The last change is the addition of the advice around production areas. The description now reads, "Students consider how to source and apply production areas in a sustainable way."

Area of Study one, Key Knowledge. The changes here are the addition of the term "Sustainable sourcing and use of production areas." Area of Study one, Key Knowledge. On this slide, there are no changes to the study design. Area of Study one, Key Skills. On this slide, there are no changes to the study design. Area of Study one, Key Skills. On this slide, you will notice two changes. The addition of the phrase "Considering sustainability" when discussing production areas and the skill of actor-audience relationship has the additional phrase, "Establishing, maintaining, and/ or manipulating." Area Study one, Outcome one. Here you will find examples of teaching and learning activities to support the planning and delivery of this area of study.

Area of Study one, Outcome one. Here you'll find a sample of a school-based assessment. As students work towards creating and presenting this performance, they document the play-making techniques used to create and develop stories and characters. This documentation becomes outcome one of this unit. This documentation may take the form of a paper-based journal, an e-journal or a journal that combines hard and soft copy components. For more detailed examples of school-based assessments, please refer to other support material provided.

Unit two, area of study two, presenting a device performance. As seen in the previous area of study, please note the change of the description which reads, "This may include Aboriginal and Torres Strait Islander people's stories and experiences and/or reflect the diverse perspectives of what it means to be Australian in contemporary times." Area of Study two, changes to the key knowledge. Performance styles, please note the addition of the phrase, "And conventions that reflect a range of contemporary drama practises."

Area of Study two, changes to the key knowledge. The addition of the phrase "Sustainable sourcing and application of production areas." Moreover, the relationship between the actors and audience is established, "maintained," and manipulated. Area of Study two, Key Skills. There are no changes on the slide to the study design. Area of Study two, changes to the key skills. Again, please note the addition of the word "maintain" in reference to actor and audience relationship.

Area of Study two, Outcome two. Here you'll find examples of teaching and learning activities to support the planning and delivery of this area of study. For an example of a school-based assessment for this outcome, please refer to the example provided in outcome one. For more detailed examples of teaching and learning activities, please refer to other support material provided. Area of Study two, Outcome two. Here is a general description of what needs to be included in this school-based assessment. For an example of a school-based assessment for this outcome, please refer to the example provided in outcome one.

Unit two, Area of Study three, Analysing and evaluating a devised performance. Please note the change to the title with the inclusion of the word "Evaluating." Please note in the description of the area of study, the inclusion of the phrase, "Students reflect on, describe, analyse, and evaluate." The new words added being "reflect, "describe, and "evaluate."

Area of Study three. Please note the inclusion of the words, "reflect on," "describe, "analyse," and "evaluate" in the description of the outcome. Area of Study three, Key Skills. No changes on this slide to the study design. Area of Study three, changes to the key skills. Please note the addition of the words "reflect on" and "evaluate" in reference to applying dramatic terminology. Area of Study three, Outcome three, teaching and learning. Here you'll find examples of teaching and learning activities to support the planning and delivery of this area of study. Area of Study three, Outcome three. Here you'll find a general description of what needs to be included in this school-based assessment. Please note this assessment may take the form of an oral presentation, a multimedia presentation, or responses to structured questions.

Unit two Area of Study four. Please note the change to the title with the inclusion of the word "evaluating." It now reads, "Analysing and evaluating an Australian drama performance." Area of Study four. Please note the inclusion of the word "evaluate" in the description of the outcome. It now reads, "On completion of this unit, the student should be able to analyse and evaluate a performance by Australian practitioners." Area of Study four, Key Skills. There are no changes on this slide to the study design. Area of Study four, Outcome four, teaching and learning. Here you'll find examples of teaching and learning activities to support the planning and delivery of this area of study. Area of Study four, Outcome four. Here you'll find a general description of what needs to be included in this school-based assessment. Please note the form of this assessment is a response to structured questions.

For examples of school-based assessments for this outcome, please refer to other drama support material provided. Please contact Ryan Bowler, curriculum manager, performing arts for further support.

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