

VCE Drama 2025–2029

Unit 4: Devised solo
performance

Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



Familiarisation On Demand Videos

- **Video 1:** Overview of Changes
- **Video 2:** Unit 1
- **Video 3:** Unit 2
- **Video 4:** Unit 3
- **Video 5:** Unit 4

VCE Drama 2025-2029

- Accreditation period of 2025–2029, with implementation commencing in 2025
- Consists of four units, with this video focusing on Unit 4
- Important to note, any changes to this study design will be announced through the VCAA Bulletin, the only source of official information from the VCAA. It is the responsibility of the VCE teacher to monitor these changes/advice regularly.

Overview of Unit 4 – Key changes

2019-2024 Drama study design	2025-2029 Drama study design
Devised solo performance	Devised solo performance
Area of Study 1 – Demonstrating techniques of solo performance	Area of Study 1 – Demonstrating techniques of solo performance-making
Area of Study 2 – Devising a solo performance	Area of Study 2 – Devising a solo performance
Area of Study 3 – Analysing and evaluating a devised solo performance	Area of Study 3 – Analysing and evaluating a devised solo performance

Unit 4 - Key changes

2019-2024 Drama study design	2025-2029 Drama study design
Devised solo performance	Devised solo performance
<p>This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure.</p>	<p>This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration.</p> <p>Students further experiment with application of symbol and transformation of character, time and place; they also apply conventions, dramatic elements, expressive skills, performance skills and aspects of performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create, develop and refine a performance in response to a prescribed structure selected from the VCE Drama solo performance examination.</p>

Unit 4 - Key changes

2019-2024 Drama study design	2025-2029 Drama study design
Devised solo performance	Devised solo performance
<p>They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance. Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.</p>	<p>They consider the use of production areas to enhance their performance and consider how the production areas selected can be sustainably sourced and applied. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance. Students are encouraged to attend performances that incorporate a range of performance styles and contemporary drama practices to support their work in this unit.</p>

Unit 4 Area of Study 1 – Key Changes

2019-2024 Drama study design	2025-2029 Drama study design
Demonstrating techniques of solo performance	Demonstrating techniques of solo performance-making
<p>In this area of study students explore, and develop skills in, play-making techniques in the development of a short solo performance. They demonstrate application of symbol and transformation of character, time and place.</p> <p>Teachers provide stimulus material appropriate to the size of the task, such as a person, an event, an issue, a place, an image, one word, a definition, a quotation, lyrics, a sound or an icon.</p>	<p>In this area of study, students explore and develop skills in play-making techniques to develop a short demonstration of a solo performance that includes application of symbol and transformation of character, time and place.</p> <p>Students select a character from one of the prescribed structures published in the VCE Drama solo performance examination for the current year. They draw on the performance focus statement from the selected structure as the stimulus for a one- to two-minute solo demonstration.</p>

Unit 4 Area of Study 1 – Key Changes

2019-2024 Drama study design	2025-2029 Drama study design
Demonstrating techniques of solo performance	Demonstrating techniques of solo performance-making
<p>Students prepare for the task of devising a short solo performance by exploring, experimenting with and trialling processes they will employ in developing their extended solo performance for Outcome 2. They begin by exploring and experimenting with a range of play-making techniques to extract dramatic potential from the stimulus material. They focus themselves for applying symbol and transforming character, time and place. The focus of the performance should be on acting. Students may use production areas such as costume, make-up, objects, props or mask, to assist in application of symbol or transformations.</p>	<p>Students prepare for the task of devising a short solo demonstration by exploring, experimenting with and trialling processes that they will then further employ in developing their extended solo performance for the end-of-year performance examination. They explore and extract dramatic potential from the selected focus statement in their chosen prescribed structure and may also draw on aspects(s) of the stimulus material or one of the resources provided for the solo performance structure. The demonstration of the short solo performance will focus on applying the prescribed conventions of transforming character, time and place, application of symbol, and the application of expressive and performance skills. Students may incorporate production areas such as costume, make-up, objects, props or mask to assist in application of symbol or transformations. They consider how to apply production areas in a sustainable way.</p>

Unit 4 Area of Study 1 – Key Changes

2019-2024 Drama study design	2025-2029 Drama study design
Demonstrating techniques of solo performance	Demonstrating techniques of solo performance-making
<p>Students develop a short statement that identifies the techniques of this performance. They then present this solo performance in an informal setting such as in a classroom. The stimulus material the student uses in this area of study must be different from the stimulus material used in completing Outcomes 2 and 3, and should not be selected from the prescribed structures published for the current year in the VCE Drama Solo Performance Examination.</p>	<p>Students develop a short written or oral statement that identifies how they have applied the prescribed conventions of transformation and application of symbol in the development of their work. They present their solo demonstration in an informal setting such as in a classroom.</p>

Unit 4 Area of Study 1

2019-2024 Drama study design

2025-2029 Drama study design

Demonstrating techniques of solo performance

Demonstrating techniques of solo performance-making

Outcome

On completion of this unit, the student should be able to demonstrate, in response to selected stimulus material from the VCE Solo performance examination, application of symbol and transformation of character, time and place; and identify, describe and explain the techniques used.

Key Knowledge

- play-making techniques and their use in extracting dramatic potential from given stimulus material
- approaches for manipulating the conventions of application of symbol and transformation of character, time and place
- dramatic elements, expressive skills, performance skills, performance styles and, as appropriate, production areas and their application to develop and enhance techniques used in a devised solo performance

- play-making techniques and their application in extracting and developing dramatic potential from given stimulus material
- approaches for manipulating the conventions of application of symbol and transformation of character, time and place including identifying, describing and explaining.

Unit 4 Area of Study 1

2019-2024 Drama study design

2025-2029 Drama study design

Demonstrating techniques of solo performance

Demonstrating techniques of solo performance-making

Outcome

On completion of this unit, the student should be able to demonstrate, in response to selected stimulus material from the VCE Solo performance examination, application of symbol and transformation of character, time and place; and identify, describe and explain the techniques used.

Key Skills

- use play-making techniques to explore dramatic potential of given stimulus material
- devise a solo performance in response to a given stimulus
- manipulate the conventions of application of symbol and transformation of character, time and place
- use dramatic elements, expressive skills, performance skills, performance styles and production areas to develop and enhance techniques of a devised solo performance
- describe use of transformation techniques in a solo performance

- use play-making techniques to explore and extract dramatic potential from relevant stimulus material
- devise a short solo demonstration in response to a selected character and performance focus from the current VCE Solo performance examination
- apply symbol, and identify, describe and explain the application of symbol and transformation of character, time and place.

Unit 4 Outcome 1 teaching and learning

Demonstrating techniques of solo performance-making

Outcome

On completion of this unit, the student should be able to demonstrate, in response to selected stimulus material from the VCE Solo performance examination, application of symbol and transformation of character, time and place; and identify, describe and explain the techniques used.

Teaching and Learning Example

- After reading through the prescribed structures in the VCE Solo performance examination document, create a pros and cons list for structures that stand out, focusing on strengths and weakness as a performer.
- Research an aspect of the stimulus material; for example, explore the meaning or definition of an important aspect of the character's world, through brainstorming, creating imagery, finding and/or creating a definition.
- Once a prescribed structure has been chosen, brainstorm a list of characters within the world of the character and work on understanding the central character's context.

Unit 4 Outcome 1 teaching and learning

Demonstrating techniques of solo performance-making

Continued

Teaching and Learning Example

- Focusing on one aspect of the prescribed structure (the performance focus statement) create a series of 10-second vignettes that show the character in a range of situations within their world; for example, on a street corner in a bustling city, at home, in conversation with a friend, responding to a challenge.
- Transition from one situation to another using a different transformation technique each time.
- Trial ways of applying symbol to enhance meaning across the developed vignettes.
- Use a mobile device to record the vignettes.
- Annotate the images to explain in no more than 50 words the application of symbol and transformation techniques evident in the vignettes.

Unit 4 Assessment

Outcome 1

Demonstrate, in response to selected stimulus material from the VCE Solo performance examination, application of symbol and transformation of character, time and place; and identify, describe and explain the techniques used.

Assessment task:

- A one- to two-minute demonstration of a solo performance developed in response to an aspect of a selected character from the VCE solo performance examination
- AND
- A short oral or written statement that identifies, describes and explains the techniques used in the demonstration of a solo performance.

Outcome 1 Assessment Task example

Example using a prescribed structure from the 2024 VCE Solo Performance Examination. ***students must choose a prescribed structure from their current year of study***

Character: The Lorax

Performance Focus statement: Upon seeing the Once-ler's descendants building a new factory next to your chosen tree, the Lorax comes out of retirement to speak once again on behalf of the trees. The Lorax rallies the tree's local community to realise its importance and save it from destruction.

Note: Students will also draw on aspects(s) of the stimulus material or one of the resources provided for the solo performance structure.

Reminder: students must use prescribed conventions of application of symbol, and transformation of character, time and place.

Unit 4 Area of Study 2 – Key Changes

2019-2024 Drama study design	2025-2029 Drama study design
Devising a solo performance	Devising a solo performance
<p>In this area of study students create and develop a solo performance in response to a prescribed structure. They draw on an understanding of performance styles from a range of historical, cultural and social contexts. During their solo performance, students use conventions including application of symbol and transformation of character, time and place. They may also use other conventions such as asides, caricature, exaggerated movement, heightened use of language, pathos, placards, satire, song, stillness and silence, as appropriate to the requirements of a prescribed structure. The resulting work will go beyond a representation of real life as it is lived. The structure must be selected from the VCE Drama Solo Performance Examination published annually by the VCAA.</p>	<p>In this area of study, students continue to build on their understanding from Outcome 1 to create and develop an extended solo performance in response to a prescribed structure. They draw on an understanding of performance styles from a range of historical, cultural and social contexts as well as contemporary drama practices. During the creation of their solo performance, students apply symbol and transformation of character, time and place. They may also apply other conventions, such as asides, caricature, exaggerated or lyrical movement, heightened use of language, pathos, placards, satire, song, stillness and silence, or others as appropriate to the requirements of a prescribed structure. The resulting work they create will be non-realistic and include non-linear narratives, transformation of character, time and place, and application of symbol. The structure for this area of study must be selected from the VCE Drama solo performance examination published annually by the VCAA.</p>

Unit 4 Area of Study 2

2019-2024 Drama study design

2025-2029 Drama study design

Devising a solo performance

Devising a solo performance

Outcome

On completion of this unit, the student should be able to create, develop and perform a solo performance in response to a prescribed structure.

Key Knowledge

- approaches to exploring stimulus material to devise a solo performance in response to a prescribed structure
- play-making techniques and their use in extracting dramatic potential from stimulus material in response to a prescribed structure
- ways of exploring selected performance styles as required in response to a prescribed structure
- prescribed conventions and their use in a solo performance, including application of symbol and transformation of character, time and place
- other conventions and their uses as required in response to a prescribed structure

- approaches to exploring stimulus material to devise a solo performance in response to a prescribed structure
- play-making techniques and their application in extracting and developing dramatic potential from stimulus material in response to a prescribed structure
- approaches to exploring aspects of selected performance styles as required in response to a prescribed structure
- prescribed conventions and their use in a solo performance, including application of symbol and transformation of character, time and place
- other conventions and their application as required in response to a prescribed structure

Unit 4 Area of Study 2

2019-2024 Drama study design

Devising a solo performance

2025-2029 Drama study design

Devising a solo performance

Outcome

On completion of this unit, the student should be able to create, develop and perform a solo performance in response to a prescribed structure.

Key Knowledge

- dramatic elements and their application as required in response to a prescribed structure
- production areas and their uses as required in response to a prescribed structure
- expressive and performance skills and their application to communicate characters and meaning
- ways of establishing and maintaining an effective actor–audience relationship

- dramatic elements and their application as required in response to a prescribed structure
- production areas and **how they can be manipulated to enhance and create meaning** in a solo performance devised in response to a prescribed structure
- expressive and performance skills and their application to communicate characters, story and meaning
- approaches to establishing, maintaining **and/or manipulating** an effective actor–audience relationship
- **ways in which to identify the intentions of the solo performance in a written statement.**

Unit 4 Area of Study 2

2019-2024 Drama study design

2025-2029 Drama study design

Devising a solo performance

Devising a solo performance

Outcome

On completion of this unit, the student should be able to create, develop and perform a solo performance in response to a prescribed structure.

Key Skills

- use stimulus material to devise a solo performance in response to a prescribed structure
- use play-making techniques to extract dramatic potential from stimulus material to create a solo performance in response to a prescribed structure
- apply performance styles and conventions in response to a prescribed structure
- apply symbol and transformation of character, time and place in response to a prescribed structure
- use dramatic elements as required in response to a prescribed structure

- use stimulus material to devise a solo performance in response to a prescribed structure
- apply play-making techniques to extract and develop dramatic potential from stimulus material to create a solo performance in response to a prescribed structure
- apply performance styles and conventions in response to a prescribed structure
- apply symbol and transformation of character, time and place in response to a prescribed structure
- apply dramatic elements as required in response to a prescribed structure

Unit 4 Area of Study 2

2019-2024 Drama study design

2025-2029 Drama study design

Devising a solo performance

Devising a solo performance

Outcome

On completion of this unit, the student should be able to create, develop and perform a solo performance in response to a prescribed structure.

Key Skills

- explore and manipulate production areas as required in a solo performance devised in response to a prescribed structure
- use expressive and performance skills to communicate characters and meaning within a solo performance
- establish and maintain an effective actor–audience relationship
- present a solo performance devised in response to a prescribed structure.

- explore, apply and manipulate production areas as required in a solo performance devised in response to a prescribed structure
- apply expressive and performance skills to communicate characters and meaning within a solo performance
- establish, maintain **and/or manipulate** an effective actor–audience relationship
- present a solo performance devised in response to a prescribed structure
- **identify the intentions of a solo performance in a written statement.**

Unit 4 Outcome 2 teaching and learning

Devising a solo performance

Outcome

On completion of this unit, the student should be able to create, develop and perform a solo performance in response to a prescribed structure.

Teaching and Learning Example

- After reading through the prescribed structures in the VCE Solo performance examination booklet, create a pros and cons list for structures that stand out, focusing on strengths and weakness as a performer.
- Research an aspect of the stimulus material; for example, explore the meaning or definition of an important aspect of the characters world, through brainstorming, creating imagery, finding and/or creating a definition.
- Once a prescribed structure has been chosen, brainstorm a list of characters within the world of the character and work on understanding the central character's context.

Unit 4 Outcome 2 teaching and learning

Devising a solo performance

Outcome

On completion of this unit, the student should be able to create, develop and perform a solo performance in response to a prescribed structure.

Teaching and Learning Example - Timeline/flowchart might include:

- Choose a *character*.
- Explore *stimulus material*.
- Understand the *Performance Focus* statement and all of its included context (where/when/feelings/motivations).
- Establish record keeping process – journal (hard copy) or OneNote (electronic) for example.
- Follow the *playmaking techniques*: researching, brainstorming, improvising, scripting, editing, rehearsing and refining.
- Choose from prescribed *conventions* and *dramatic elements*.
- Experiment with *production areas* such as costume, props, makeup, etc.
- Practice presenting your work under performance conditions to audiences.
- Review the examination specifications throughout the devising process

Unit 4 Assessment

Outcome 2

Students will present a solo performance based on a prescribed structure selected from the VCE Drama solo performance examination published annually by the VCAA.

Note:

Students do not receive a numerical or alphabetical grade/result for this Outcome. It is an opportunity to demonstrate and showcase their solo performance prior to the examination

Outcome 2 Assessment Task example

Performance opportunities prior to the exam

- Students might work in a pair or small group throughout the development process and regularly present their work for constructive feedback.
- Students might present their work under formal exam-style conditions at a 'parents and friends evening'.
- Students might present to their classmates and teacher under formal exam-style conditions.
- Students might present their work in a 'mock' exam with teachers from their school and/or external teachers.
- This Outcome may involve a combination of the above.

Unit 4 Area of Study 3 – Key Changes

2019-2024 Drama study design	2025-2029 Drama study design
Analysing and evaluating a devised solo performance	Analysing and evaluating a devised solo performance
<p>In this area of study students use appropriate drama terminology to analyse and evaluate the creative processes used in the creation, development and presentation of a solo performance devised in response to a prescribed structure. To support their analysis and evaluation, students draw on examples of conventions, including application of symbol and transformation of character, time and place, dramatic elements, expressive skills, performance skills, performance styles, play-making techniques, production areas and use of stimulus material.</p>	<p>In this area of study, students apply relevant drama terminology to analyse and evaluate the creative processes used in the creation, development and presentation of a solo performance devised in response to a prescribed structure. To support their analysis and evaluation, students draw on examples of conventions, including application of symbol and transformation of character, time and place, dramatic elements, expressive skills, performance skills, performance styles, play-making techniques, production areas and use of stimulus and resource material.</p>

Unit 4 Area of Study 3

2019-2024 Drama study design

Analysing and evaluating a devised solo performance

2025-2029 Drama study design

Analysing and evaluating a devised solo performance

Outcome

On completion of this unit, the student should be able to **describe**, analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

Key Knowledge

- stimulus material in creating and developing a solo performance
- play-making techniques used in developing a devised solo performance
- performance styles and conventions
- application of symbol and transformation of character, time and place
- application and manipulation of dramatic elements and production areas in the creation and presentation of a devised solo performance
- expressive and performance skills to communicate characters and convey meaning within a devised solo performance
- appropriate use of drama terminology.

- stimulus material for creating and developing a solo performance
- play-making techniques used in developing a devised solo performance
- performance styles and conventions
- application of symbol and transformation of character, time and place
- application and manipulation of dramatic elements and production areas in the creation and presentation of a devised solo performance
- expressive and performance skills to communicate characters and convey meaning to an audience
- relevant drama terminology.

Unit 4 Area of Study 3

2019-2024 Drama study design

2025-2029 Drama study design

**Analysing and evaluating
a devised solo performance**

**Analysing and evaluating
a devised solo performance**

Outcome

On completion of this unit, the student should be able to **describe**, analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

Key Skills

- describe and analyse interpretation of characters in a devised solo performance
- describe, analyse and evaluate creative processes used to develop a devised solo performance
- analyse and evaluate the presentation of a solo performance devised in response to a prescribed structure
- appropriately use drama terminology

- describe and analyse the interpretation of characters in a devised solo performance
- describe, analyse and evaluate play-making techniques used to develop a devised solo performance
- analyse and evaluate the presentation to an audience of a solo performance devised in response to a prescribed structure
- apply relevant drama terminology.

Unit 4 Outcome 3 teaching and learning

Analysing and evaluating a devised solo performance

Outcome

On completion of this unit, the student should be able to describe, analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

Teaching and Learning Example

Annotate a working script and related documentation, using highlighting, sticky notes etc. to show use of:

- stimulus material
- play-making techniques
- performance styles and conventions
- application of symbol and transformation of character, time and place
- application and manipulation of dramatic elements and production areas
- expressive skills and performance skills to communicate characters and convey meaning.

Unit 4 Outcome 3 teaching and learning

Analysing and evaluating a devised solo performance

Outcome

On completion of this unit, the student should be able to describe, analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

Teaching and Learning Example

- Write questions that will prompt description, analysis and/or evaluation of each of the points on the previous slide and note two to three key words or ideas that you would use in a response to each question.
- Describe, analyse and evaluate the key processes involved in creating, developing and presenting a solo performance.

Unit 4 Assessment

Outcome 3

Describe, analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

Assessment task:

Description, analysis and evaluation of the solo performance devised in Outcome 2 presented as written responses to structured questions.

Outcome 3 Assessment Task example

Written responses to structured questions

- Students are describing, analysing and evaluating their own solo performance work
- A range of questions covering key knowledge and skills
- A range of marks allocated to the questions to represent higher and lower order thinking

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