**Instructor** - Welcome to the VCE Drama On Demand Familiarisation videos. There have been some changes to the study design and it is recommended that as well as watching this video, you also carefully read the study design. VCE Drama consists of four units, and in this video we are going to be focusing on unit four. This presentation is for VCE Drama and the accreditation period of this study design is 2025 to 2029. This study design is now available for you to view on the VCAA website ahead of its implementation next year in 2025. This presentation is one of a suite of videos available on the VCE Drama Professional Learning page where you will find other familiarisation presentations for units one, two, and three, as well as an overview of key changes video. It is important to note that any changes that do occur to this study design will be announced through the VCAA Bulletin and that is the only official source of information.

An overview of unit four, there are still three areas of study. Area of study one, demonstrating techniques of solo performance making. Area of study two, devising a solo performance. And area of study three, analysing and evaluating a devised solo performance. In summary, the only change to titles is the addition of performance making to the title of area of study one. Unit four, devised solo performance key changes. Unit four focuses on students developing and presenting a devised solo performance. Devising solo performance work has been a major focus of unit four for some time now and will be very familiar to many teachers. Students are still working within a non-realistic style and structure, incorporating non-linear narratives, and drawing on a range of performance styles and their associated conventions from a diverse range of contemporary and historical contexts.

This area of study has several changes in the description that include the addition of work in the opening sentence, work being used in addition to performance. Also, the addition to the sentence, it builds on knowledge and skills attained in relation to drama practises that draw on a range of performance styles. Unit four, devised solo performance, key changes continued. Further changes in the description include, as in unit three, there is now the inclusion within the descriptor of how students can consider how the production area selected can be sustainably sourced and applied.

Unit four, area of study one, demonstrating techniques of solo performance making. Area of study one, outcome one has long been known as the mini solo with the intention of this area of study to assist preparing and readying students, this has been slightly revised with the intention of making it more useful to students in the preparation of their major solo performance. This area of study has had a change to the title with the addition of performance making. This area of study has had several changes in the description that include the following. One of the main changes to note for this task is that it is to be looked at now as a short solo demonstration rather than a short solo performance.

Note the emphasis is on students demonstrating the key skills required rather than having to focus on having a polished performance. Another change is that it is now a requirement for students to use one of the 10 selected prescribed structures from the VCAA Drama Performance Exam as their structure for outcome one. Teachers should use the prescribed structures published in the year of assessment. This replaces the ability for teachers to create their own mini solo prescribed structures and stimulus material.

Unit four, area of study one, demonstrating techniques of solo performance making. This area of study has several changes in the description that include, in their demonstration, students will focus on applying the four prescribed conventions from unit three, transformation of character, time and place, and application of symbol, along with expressive and performance skills in order to shape and give meaning to their work. Students will also consider how to apply production areas in a sustainable way. Unit four, area of study one, demonstrating techniques of solo performance making. 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. Students may find that they are able to further develop their written or oral statement as scaffolding for the statement of intention required in their solo performance exam.

Unit four, area of study one, key knowledge. The outcome one description for this unit has changed. It now reads 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 has been rewritten as only two knowledge dot points. Unit four, area of study one, key skills. Five key skills have been condensed into three. The first dot point is the same, but the other two have changed. They now read, 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 four, area of study one, teaching and learning. Here you will find examples of teaching and learning activities to support the planning and delivery of this area of study. For more detailed examples of teaching and learning activities, please refer to other support material provided. Unit four, area of study one, teaching and learning continued. Unit four, area of study one, outcome one assessment. Here you will find a sample of a school-based assessment. Here is a general description of what needs to be included in this school-based assessment. This school-based assessment has been based on a prescribed structure from the 2024 VCE solo performance examination. A reminder, students must choose a prescribed structure from their current year of study.

Unit four, area of study two, devising a solo performance. This area of study has several changes in the description that include, students continue to build on their understanding from outcome one to create and develop an extended solo performance in response to a prescribed structure. This helps reflect the context required for outcome one. And the addition of contemporary drama practises. And finally, 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 terms non-realistic and non-linear are given greater focus so that the emphasis of the work remains.

Unit four, area of study two, key knowledge. On this slide, there are no changes to the study design. Unit four, area of study two, key knowledge. The changes here are the inclusion of production areas and how they can be manipulated to enhance and create meaning in a solo performance devised in response to a prescribed structure. The addition of approaches to establishing, maintaining, and/or manipulating an effective actor-audience relationship, and ways to identify the intentions of a solo performance in a written statement. Unit four, area of study two, key skills. On this slide, there are no changes to the study design. Unit four, area of study two, key skills. There are two additions to the key skills which reflect the two additions to the key knowledge, establish, maintain, and/or manipulate an effective actor-audience relationship, and ways to identify the intentions of the solo performance in a written statement.

Unit four, area of study two, teaching and learning. Here you will find examples of teaching and learning activities to support the planning and delivery of this outcome within the area of study. For more detailed examples of teaching and learning, please refer to other support material provided. Unit four, area of study two, outcome two, teaching and learning. Here you will find a suggested timeline or flow chart of the way students might approach their solo performance outcome. This is not an exhaustive list. And for more detailed examples of teaching and learning activities, please refer to other support materials provided.

Unit four, area of study two, outcome two assessment. All details regarding the unit four, outcome two assessment can be found in the Drama Solo Performance Examination Booklet published annually by the VCAA. On this slide, you will find a suggested sample of different performance opportunities students might undertake prior to their exam. This is not an exhaustive list, and for more detailed assessment examples, please refer to the other support materials provided. Unit four, area of study three, analysing and evaluating a devised solo performance. On this slide, there are no changes to the study design. Unit four, area of study three, key knowledge. In the description of this outcome, there is one addition. Describe has now been added. A minor change to key knowledge is included in the second last dot point. It is changed to now read expressive and performance skills to communicate characters and convey meaning to an audience.

Unit four, area of study three, key skills. There is one change to key skills. Play-making techniques replaces processes in the revised wording. 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. For more detailed examples of teaching and learning activities, please refer to other support materials provided. Area of study three, outcome three, teaching and learning continued. Area of study three, outcome three assessment. Here you'll find a general description of what needs to be included in this school-based assessment. For further examples of school-based assessments for this outcome, please refer to drama support materials provided.

Please contact Ryan Bowler, Curriculum Manager for Performing Arts, for any further support.

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