**Shane Woon** - Hello, I'm Shane Woon, and I'll be taking you through the changes for Unit 1 Theatre Studies 2025. Please note if there're any updates to the study design, please refer to the VCAA Bulletin, the only source of official information from the VCAA, it's responsibility of the VCE teacher to monitor these changes and advise regularly.

Let's start with the overview of Unit 1's key changes. First off, the title for unit one has changed from Pre-Modern Theatre Styles and Conventions, to History of Theatre Styles and Conventions Pre 1945, Area of Study 1 has changed from exploring pre-modern theatre styles and conventions, to exploring theatre styles and conventions pre 1945, Area of Study 2 has remained the same, and Area of Study 3 has changed from a play in performance to a theatre production in performance to broaden the scope of performances that students can view to reflect the dynamic nature of contemporary theatre and practise in Australia.

Aside from the title change, the preamble has some difference from the 2019 Theatre Studies design to 2025. The focus has shifted from prior 1920s to, from the beginning of theatre history up till and including 1944, the expected number of theatre styles has reduced from three to two theatre styles, though please note the language says at least two styles, so schools can choose to do more if they wish, and there is the addition of the study of safe, ethical, inclusive, and sustainable, where possible environmentally sustainable, working practises in theatre production. Here are a suggested list of theatre styles and conventions pre 1945. Please know that these are only examples and are not prescriptive for teachers.

In Area of Study 1, again, there's a change from exploring pre-modern theatre styles and conventions, to exploring theatre styles and conventions pre 1945. The requirement has shifted from three to two theatre styles, though the maximum number is not mandated by the study design. There's also the addition of studying the development **of** innovation in theatre and production, and there is addition of students needing to undertake research and dramaturgy in Unit 1 Theatre to start building those skills that are needed across the study design.

There are some key changes to the key knowledge for Unit 1, Area of Study 1, exploring theatre styles and conventions pre 1945. There has been the removal of approaches to interpreting script to scripts from selected pre 1945 theatre styles. Theatre context has been elaborated upon and changed to historical context, including social, political, and cultural, the removal of the approaches to creating and manipulating actor audience relationships, the removal of the use of an application to knowledge about the application of conventions of theatre styles dramaturgy acting skills, territorial skills and design skills to shape interpretations of scripts selected, studied, and explored.

In addition, there has been the removal of innovative practises established in theatre production in the pre-modern era, and replaced with in knowledge of theatre technologies and elements of theatre composition. Theatre terminology and expressions has also been removed from key knowledge, and the addition of knowledge of safe, ethical, inclusive, and sustainable practise and working practises in theatre production.

There are also key changes to the key skills for Unit 1 Area of Study 1. There has been the removal of identify and describe theatre styles, and that has changed to apply appropriate conventions to present interpretations of selected scripts. There has been the removal of research texts and context of scripts, to apply dramaturgical processes to interpret scripts and convey the historical context of selected scripts. There has been the removal of apply knowledge of theatre styles to apply production roles, the addition of apply elements of theatre composition to realise theatrical possibilities within script, and the removal of describe actor audience relationships.

There's also a specified number of production roles students must show within the key skills for Area of Study 1, Unit 1. There has been the addition to apply theatre technologies and the elements of theatre composition and to apply safe, ethical, inclusive, and sustainable working practises in theatre production, and the removal of used theatre terminology and expressions in writing and discussion. This is a teaching and learning example. Please pause here if you'd like to read the teaching and learning example.

The sequence of the teaching and learning example guides students to link the historical context of the theatre style selected, and how its conventions have derived from the context, illustrating a direct link between context and the conventions of style. This is an example of a school-based assessment task for Unit 1 Outcome 1. Please note that the procedures for assessment of levels of achievement in Unit 1 and 2 are a matter for school decision. The other requirement for students within this unit is that they must complete one task that is practical based, one task that is written, and at least one task that includes an oral component.

Area of Study 2 Unit 1 has stayed the same in title for interpreting script with some changes in the overview. As with Area of Study 1, the number of styles to study has changed from three to two styles, and the era is pre 1945 rather than the pre-modern era of theatre. There has been the removal of creatively and imaginatively, and has been replaced with interpret scripts. Context has been qualified to historical context, and there has been the addition of audience culture and the addition of continue to study and apply the elements of theatre composition, building on knowledge from Area of Study 1, including how safe, ethical, inclusive, and sustainable practises in theatre production work in interpreting script.

There have been some changes to the key knowledge for Unit 1 Area of Study 2, there has been the removal of creatively and imaginatively, and has been replaced with approaches to interpreting script, the articulation of historical context as being social, political, and cultural, similar to Area of Study 1, the addition of the possibilities and purposes of recontextualization in theatre when interpreting for a contemporary audience, the removal of the use of acting, direction and design has been replaced with approaches to applying the production roles of actor, director, and or designer, to interpret theatre scripts.

There has been the addition of audience culture in interpreting scripts, the elements of theatre composition and yet again, safe, ethical, inclusive, and sustainable practises, and theatre terminology has now been added to Unit 1 Area of Study 2. The key skills for Unit 1 Area of Study 2 has largely stayed the same with some wording changes and additions. Creatively and imaginatively has been replaced with interpret scripts, and there has been the articulation of any recontextualizations of selected scripts. There's also been the addition of apply elements of theatre composition to real life possibilities within a script, and again, applying safe, ethical, inclusive, and sustainable working practise in theatre production, and the addition of apply theatre terminology. Here is a teaching and learning example. Please pause here to read if you need to.

This is a sample assessment task that captures the application of audience and audience culture, and recontextualization to a practical base assessment to meet the outcome of Unit 1 Outcome 2. Again, please pause if you need to. Lastly, the changes to Unit 1 Area of Study 3, there has been a change in the title of the Area of Study from analysing a play in performance to analysing a theatre production in performance, and as mentioned previously, to broaden the scope of performance types for students to view for analysis.

There are some changes in the overview for Area of Study 3, there has been the addition of a production of a play in performance, as well as the addition of analysing audience culture, and the removal of audience perspective. There has been the addition of historical context and conventions of theatre styles as well in the overview. And where possible students should attend **and** analyse a pre-1945 play in performance. There has been a change in the outcome description for Unit 1 Area of Study 3, students should be able to analyse a live professional performance.

There's also been changes in the key knowledge. The nature of performance analysis has been changed to approaches to performance analysis. The articulation of historical context of the scripts including political, social, and cultural, addition of the ways in which historical context may be recontextualized for a contemporary audience. There's also been the addition of manipulation of actor audience relationships.

There have been some wording changes and additions to the key skills for Unit 1 Area of Study 3, most notably ways in which a script and its context inform any recontextualizations for contemporary audience, how theatre styles and their associated conventions are applied in a performance, the addition of understanding of the role of the audience and actor audience relationships, and the application of relevant theatre terminology, in replace of use theatre terminology and expressions in discussion and in writing. Here's a teaching and learning example. Again, feel free to pause to read the teaching and learning example. Here is an assessment task example for Unit 1 Outcome 3, again, feel free to pause the video to read the assessment task example.

If you have any further questions or queries, please contact Ryan Bowler, the curriculum manager for Performing Arts.

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