**Shane Woon** - Hello, I'm Shane Woon, and I'll be taking you through the changes for Unit 2 theatre studies 2025 study design. Please note if there are any updates to the study design, please refer to the VCAA Bulletin, the only source of official information from the VCAA. It is the responsibility of the VCE teacher to monitor these changes and advice regularly.

For Unit 2 theatre studies, there has been a change from modern theatre styles and conventions to contemporary theatre styles and movements. Area of Study 1 has changed from exploring modern theatre styles and conventions to exploring contemporary theatre styles and/or movements. Area of Study 2 and 3 has remained the same in title. There is a change to the overview of this unit. Students can either study two distinct styles or a theatre movement between 1945 up to the present day, and within that, students should study at least one Australian play within Unit 2.

There is a definition of what a contemporary theatre movement can be. A theatre movement will have a range of conventions and features that can cut across forms, genres and disciplines. The most notable change in Unit 2 has been the shift from the 1920s to the present day to 1945 to the present day. There's also been the removal of creatively and imaginatively to work in production roles to interpret scripts.

There's also been the addition of the study of safe, ethical, inclusive, and sustainable working practises, where possible, using environmentally sustainable approaches, and also the addition of evaluation, which they apply to their own work and to the work of other practitioners. Here are some examples of contemporary theatre styles and movements. These are just examples and are not prescriptive for teachers. There are significant changes to the wording of Unit 2 Area of Study 1 in the overview. Students either study two or more distinct theatre styles or two or more playwrights within one contemporary theatre movement, and in either option, students must study one Australian play for either option.

There's also been a focus on dramaturgy with the addition and expansion of dramaturgy approaches within the overview for either styles or the selected theatre movement. There's also been the addition of articulation of audience and audience culture in Area of Study 1. There's also significant changes to the key knowledge and outcomes of Unit 2 Area of Study 1. Again, there's a choice between contemporary theatre style or studying a theatre movement. There has been the removal of characteristics and features to conventions of selected contemporary style, the addition of theatre movements. There has been the removal of approaches to exploring theatre styles to approaches to dramaturgy.

There has been the addition of elements of theatre composition. Innovations has been expanded, the change from theatre terminology to relevant theatre terminology and the removal of production processes and has been replaced with identify and describe production processes that are characteristics of contemporary theatre styles and/or movements, and this has also shifted into the key skills, as seen in the next slide.

One of the changes in key skills is addition of have influenced the development of selected contemporary theatre styles and/or contemporary theatre movements and outline the conventions of specific contemporary theatre styles, outline the characteristics of specific contemporary theatre movements, as well as apply elements of theatre composition. There is also the addition of conduct dramaturgical research, research and discuss production roles and the application in styles and/or movement, research and discuss the impact of theatre productions on audiences in contemporary theatre, outline the role of audiences and the addition of apply theatre terminology in replace of use the theatre terminology and expressions in writing and discussion. Here are teaching and learning examples for Unit 2 Outcome 1. Please feel free to pause here to read the sample material. Here is an assessment example.

Please feel free to pause here to read the sample material. All assessments at Unit 1 and 2 are school-based. Procedures for assessments of levels of achievement at Unit 1 and 2 are a matter for school decision. For Unit 2, at least one Assessment Task must be practical based, at least one task must be written, and at least one task must include an oral component. Unit 2 Area of Study 2 is similar in focus to the 2019 theatre studies study design. The title has remained the same of interpreting scripts, and the focus is similar, where students are working collaboratively to interpret scripts through their production roles. The difference being that it's now contemporary theatre styles and/or a theatre movement, and there has been some changing in wording in the last sentence that consider ways in which theatre production work itself is shaped by the styles and contexts inherent in scripts and theatre movements.

In addition, there's a focus on audience culture, and again, the articulation of safe, ethical, inclusive, and sustainable working practises in theatre production and the term continue to learn, building upon their knowledge from Area of Study 1. In terms of the key changes for the key knowledge of Unit 2 Area of Study 2, characteristics of theatre styles from the modern era has been changed to conventions of contemporary theatre styles from 1945 to the present day, the addition of theatre movements from 1945 to the present day, the removal of creatively and imaginatively, the articulation of how the elements of theatre composition can be used to explore and investigate possibilities instead of exploit possibilities in a script, a focus on audiences and audience culture, and the context of scripts for contemporary theatre styles and/or movements.

The changes on this slide for key knowledge is noted in the terminology from modern theatre to contemporary theatre from 1945 to the present day and, again, the articulation of safe, ethical, inclusive, and sustainable working practises. In terms of key skills, there has been the removal of appropriate, creative and imaginative, the removal of convey the context of scripts for the modern era through the use of compositional skills and application of production roles, and there has been the addition of to develop an interpretation and a need to identify intended audiences. Here is a teaching and learning example. Please feel free to pause here to read the sample material.

Here is a sample school-based Assessment Task. Again, please feel free to pause here to read the sample material. Unit 2 Area of Study 3 has largely remained the same. There's the addition of attend a performance and the study the relationship between context of the script and the use of the production role and the change from modern play to studying a play from 1945 to the present day. In terms of key knowledge, then there has been the removal of the nature of theatre production and analysis and evaluation to analysing and evaluating a theatre production.

There has been the addition of the ways in which context and/or recontextualization possibilities are interpreted through selected production roles, the articulation of audience and audience culture, how theatre styles and their associated conventions have been applied to construct intended meaning for an audience and how elements of theatre composition are evident in theatre production have been added to the key knowledge. In terms of key skills, there's been the addition of evaluate how any recontextualizations enable an audience to construct meaning, and, again, apply relevant theatre terminology instead of use theatre terminology and expressions appropriately.

Here is a teaching and learning example. Please feel free to pause here to read the sample material. Here's an Outcome 3 Assessment Task example. Please feel free to pause here to read the sample material.

If you have any further questions or queries or concerns, please contact Ryan Bowler, the curriculum manager for performing arts.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2024