DM100

THE ELEMENTS OF DRAMA

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
**Unit Name** | The Elements of Drama  
---|---  
**Unit Code** | DM100  
**Awards** | Bachelor of Education (Middle Years) - Drama minor  
| Bachelor of Education (Secondary) - Drama teaching area  
| Bachelor of Arts/Bachelor of Education (Secondary) - Drama major/minor  
This unit is able to be undertaken towards other CHC awards according to course rules and the meeting of prerequisite requirements, as applicable.  
**Core/Elective** | Elective  
**Pre/co-requisites** | Nil  
**Mode** | Internal  
**Delivery/Contact hrs** |  
| Class contact | 33 hours  
| Engagement with unit materials | 44 hours  
| Assignment preparation | 63 hours  
| Total | 140 hours  
**Unit Rationale** | Students come from a wide range of backgrounds with diverse levels of theoretical knowledge and with varied amounts of performance experience. This unit is intended to provide a basis for establishing a common understanding of the fundamental elements and basic history of drama, as well as developing and extending the students’ existing performance skills - knowledge, theories, and skills that will allow them to be well equipped as future teachers of Drama. The attainment of this knowledge and these skills is essential for student teachers who will be able to communicate to their own future students these basic elements of drama and, too, an awareness of a Christian perspective on drama and the dramatic experience.  
The unit begins with weekly hands-on workshops followed by group discussions. Each week the class will explore a different aspect of drama eg role-playing, dramatic tension, focus and mood, etc. A strong emphasis will be placed on developing dramatic skills as the students are introduced to a number of practical strategies to consolidate and supplement their existing experiences of drama. There will also be opportunity for the class to apply these strategies in a classroom group performance piece presented at the end of the unit.  
Interspersed through the above, students will be given an overview of the history and varied traditions of drama and acting. They will be required to experience a range of examples of theatre during the course of the unit. This should begin to give them a healthy appreciation of the dramatic arts and challenge them to begin thinking about the relevance of Christian faith to drama and the arts.  

**Learning Outcomes:**  
On completion of this unit, students will have provided evidence that they have:  
1. Understood fundamental concepts relating to the nature and elements of drama.  
2. Discussed some major styles of drama and identified their major characteristics.  
3. A basic understanding of the origins of the dramatic form.  
4. Demonstrated an awareness of and growing competence in applying a range of dramatic skills.  
5. Discussed drama and dramatic performance in a manner appropriate to tertiary study.  
6. Begun to relate dramatic arts and the world of the theatre to the Christian faith.  
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
### Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Creating a Context: understanding on-stage relationships/creating a role/motivating a scene</td>
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<tr>
<td>2</td>
<td>Dramatic Tension: creating a believable dramatic tension</td>
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<td>3</td>
<td>Focus and Creative Commitment: developing the ability to maintain strong dramatic focus</td>
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<td>4</td>
<td>Place and Time: Understanding the importance of a strong sense of place, time, and tempo</td>
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<td>5</td>
<td>Language, Image, Voice, and Movement: the many and varied languages of Drama</td>
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<td>6</td>
<td>Mood and Symbols: creating mood, and the understanding of the use of dramatic symbols</td>
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<td>7</td>
<td>The Dramatic Tradition: an overview of the History of Drama</td>
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<tr>
<td>8</td>
<td>Drama Styles: Emotional vs. Technical Acting; Representational vs. Presentational Acting; Comedy vs. Tragedy. What is the Christian Perspective? Group Performance preparation: roles cast; first read; group discussion</td>
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<tr>
<td>9</td>
<td>Group Performance - Rehearsal</td>
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<tr>
<td>10</td>
<td>Group Performance - Rehearsal</td>
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<tr>
<td>11</td>
<td>Group Performance - Final Rehearsal</td>
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### Set Text Requirements:


### Recommended Readings:


### Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report on Live Performances (1200 words)</td>
<td>During the semester students will be required to attend two live theatre productions. These productions should be of varied style and mode. The student will analyse two key moments from one performance, and report on the extent to which the elements of drama that have been covered in the unit were managed to enable dramatic meaning to emerge. In addition, the report should include the student’s response to the two productions from a Christian perspective.</td>
<td>1-2, 5-6</td>
<td>Week 6</td>
<td>30%</td>
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<tr>
<td>Group Performance (20 Minutes)</td>
<td>During the second half of the unit, students will devise a performance piece in response to a stimulus selected by the lecturer. Assessment will be on the student’s commitment, input, and attitude during the rehearsal process as well as the performance standard achieved by each student.</td>
<td>1, 4</td>
<td>Week 11</td>
<td>50%</td>
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<tr>
<td>Workshop and Class Participation</td>
<td>Much of this unit will be group workshop exercises, group forums, and class discussion. The student will be assessed on his/her willingness to be involved, ability to contribute, and general attitude during these times.</td>
<td>1-6</td>
<td>Weeks 1-11</td>
<td>20%</td>
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### Unit Overview:

As an introductory unit to the Drama course, this unit helps students to understand the fundamental concepts relating to the nature and elements of drama. It introduces them to the major styles of drama and the origins of the dramatic form, while helping them to become more aware of and more competent in a range of dramatic skills, and to relate the world of drama and of the theatre to the Christian faith.