



CHRISTIAN HERITAGE COLLEGE

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 code	DM100
Unit name	The Elements of Drama
Associated higher education awards	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
Duration	One semester
Level	Introductory
Core/elective	Required for a major or minor in Drama
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
Delivery mode	Face-to-face on-site
Student workload	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	Nil
Rationale	<p>This unit provides 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 of Drama. The attainment of this knowledge and these skills is essential for preservice teachers who will need to communicate to their own future students these basic elements of drama and, an awareness of a Christian perspective on drama and the dramatic experience.</p> <p>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. Students will be presented with an overview of the history and varied traditions of drama and acting. They will 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.</p>
Prescribed text(s)	Haseman, B., & O'Toole, J. (1987). <i>Dramawise: An introduction to the elements of drama</i> . Melbourne, NSW: Heinemann. Selected readings will be available via the Moodle™ site for this unit.
Recommended readings	Books Barker, C. (2010). <i>Theatre games: a new approach to drama training (Performance Books)</i> . United Kingdom: Methuen Drama. Benedetti, R. (2012). <i>The actor in you: sixteen simple steps to understanding the art of acting</i> . (5th ed.). Boston, MA: Allyn & Bacon.

	<p>Carver, R. K. (2013). <i>Stagecraft Fundamentals Second Edition: A Guide and Reference for Theatrical Production</i>. Burlington, MA: Focal Press.</p> <p>Crawford, J. L., Hurst, C., Luger, M. & Wimmer, C. (2011). <i>Acting in person and in style in Australia</i>. (2nd ed.). South Melbourne, VIC: Nelson/Cengage Learning Australia.</p> <p>Leep, J. (2013). <i>Theatrical improvisation</i>. Basingstoke, UK: Palgrave Macmillan.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil
Content	<ol style="list-style-type: none"> 1. Creating a context: Understanding on-stage relationships/creating a role/motivating a scene 2. Dramatic tension: Creating a believable dramatic tension 3. Focus and creative commitment: Developing the ability to maintain strong dramatic focus 4. Place and time: Understanding the importance of a strong sense of place, time, and tempo 5. Language, image, voice, and movement: The many and varied languages of drama 6. Mood and symbols: Creating mood, and the understanding of the use of dramatic symbols 7. The dramatic tradition: An overview of the history of drama 8. Drama styles: Emotional vs. technical acting; representational vs. presentational acting; comedy vs. tragedy. What is the Christian perspective?
Learning outcomes	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. identified and demonstrated the fundamental concepts relating to the nature and elements of drama; 2. analysed some major styles of drama and identified their major characteristics; 3. outlined the origins of the dramatic form; 4. demonstrated and reflected on an awareness of a range of dramatic skills and a growing competence in applying them; 5. critiqued and analysed drama and dramatic performance including a Christian worldview perspective; 6. appreciated the role of dramatic arts and the relationship between the world of the theatre to the development of Christian faith; and 7. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
Assessment tasks	<p>Task 1: Report on Live Performances</p> <p>Word Length/Duration: 1500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-2, 5-7</p> <p>Assessed: Week 6</p> <p>Task 2: Workshop and Class Participation</p> <p>Word Length/Duration: 500 words</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Weeks 1-10</p>

	<p>Task 3: Group Performance</p> <p>Word Length/Duration: 20 minutes</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-4, 7</p> <p>Assessed: Week 16</p>
Unit summary	<p>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 theatre to the Christian faith.</p>

SAMPLE