

Applied Learning (Senior Secondary Level)

2016-18 Cohort

Learning and Teaching

Subject Title : **The Essentials of Dramatic Arts**
Area of Studies : **Creative Studies**
Course Provider : **The Hong Kong Academy for Performing Arts**

In *The Essentials of Dramatic Arts*, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in theatre arts.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures and workshops on Major Studies, Contextual Studies and Drama Production) and eye-opening opportunities to experience the complexity of the context (e.g. visits to performance venues, rehearsals and performances in the Academy's School of Drama, and meeting with artists and staff of the professional or community drama companies).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. utilising body movements to create a solo work that demonstrates emotion expressions, characterisation and stage movement techniques, presenting a self-written speech that demonstrates voice and speech making techniques, and presenting a creative story in small groups that demonstrates the drama elements of *Who*, *What* and *Where*).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate innovation and entrepreneurship (e.g. written review to reflect and discuss a drama production with personal opinions so as to demonstrate the ability to evaluate the content and presentation of a production, and make recommendations for devising new play scripts and improving the production arrangement). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. the intensive drama day-camp where students are guided to work collaboratively for a drama performance as playwrights, actors or backstage team members, students have to involve in play script devising, rehearsals and a performance in a professional performance venue).

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Curriculum Pillars of Applied Learning in Context – The Essentials of Dramatic Arts

Upon completion of the subject, students should be able to:

- understand the workplace requirements through capitalising on the learning-by-practising opportunities, demonstrate the ability of critique and appreciation of the making of a theatre production;
- develop communication and presentation skills through voice and diction exercises;
- enhance creativity, thinking skills and imagination power through drama education and apply them on creation and performance;
- enhance interpersonal skills and demonstrate teamwork through organisation and communication skills in group tasks;
- cultivate self-confidence and self-esteem through creation and self-expression in drama activities;
- appraise the work ethics and demonstrate positive values and attitudes related to the dramatic arts industry; and
- develop self-understanding for further studies and career development in the related field.

Through the specific contexts related to the subject, students have different learning opportunities, for example:

1. Career-related Competencies

- observe the work ethics in performing arts;
- recognise the general trend and features of the local drama industry;
- identify the roles of performers and backstage team in a theatre production;
- employ knowledge and practical skills effectively in making and performing drama;
- employ various concepts and terminology used in the drama and theatre field through visits to theatre venues, professional performances, meet-the-artists and participation in the rehearsals and performance in a theatre production (final presentation); and
- identify the possible further study and career pathways including local or overseas post-secondary courses in drama, theatre or production management.

2. Foundation Skills

- demonstrate effective communication skills in verbal and non-verbal forms (e.g. body language) through various theatre games training, acting skills exercises and dramatic improvisations;
- demonstrate effective presentation and verbal skills in speech-making activities (e.g. organisation of ideas in oral presentation, voice projection, articulation of words, intonation);
- create a play script to communicate ideas, message and theme; and
- apply information technology skills in researching theatre architectures development and collecting information for drama performance reviews.

3. Thinking Skills

- apply the knowledge of theatre arts and performing skills to create different characters, improvisations and exercises;
- apply problem-solving and decision-making skills and creative thinking skills to create play scripts and characters in class presentations and final performance;
- analyse the impact of the differences in society and among cultural groups that affect drama and theatre; and
- analyse structures and development of themes in different plays or selected scenes to develop concepts in how dramatic elements work in the art form.

4. People Skills

- employ effective interpersonal, collaborative and team building skills in improvisations, scene work and division of labour in final presentation;
- demonstrate self-reflection skills through feedback from tutors and classmates during various learning activities such as “speech-making” or theatre games focusing on self-discovery; and
- demonstrate self-management skills through the preparation of assessments (e.g. drama performance reviews) and group presentation (e.g. scene work).

5. Values & Attitudes

- observe work ethics related to the industry and show enthusiasm and motivation;
- show positive attitudes and willingness to learn by keeping abreast of the latest theatre trend;
- recognise the importance of perseverance and transparency by recognizing that plagiarism and copying of play scripts or performance reviews without permission are inimical to creativity; and
- demonstrate self-confidence when presenting creative ideas (e.g. showing a character or speech-making) and receptive to advice or criticisms.