

## SECONDARY DRAMA 2020 ACARA 7-10 SCOPE & SEQUENCE

YEAR 7	
<p><b>Let's Improvise!</b> <b>Unit Length: 10 weeks</b></p> <p>Students are introduced to the elements of drama as they participate in activities and exercises that promote the understanding and learning of drama. Students will respond to scenarios and neutral text as basis for improvisation work. Aspects of the actor's craft such as the use of voice and movement will be studied as students explore the dramatic elements such as space, time, status and human context. Students will work as an ensemble to create believable characterisations through the art of improvisation and reflect on their performances.</p> <p>Conventions studied are: given circumstances (developing action), improvisation, freeze frames, hot seating, stage blocking and writing in role.</p>	<p><b>Assessment:</b> Forming/Presenting: Improvisation (group – neutral text and scenario) Responding: Improvisation reflection short answer paper (Elements of Drama &amp; CROWS reflection)</p> <p><b>Formative Task:</b> Create a drama game (workshop with class) – written documentation TEEL paragraph Dramatic element quiz sheets</p> <hr/> <p><b>Focus Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (ACADRM040)</li> <li>• Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (ACADRM041)</li> <li>• Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect (ACADRM042)</li> <li>• Perform devised and scripted drama maintaining commitment to role (ACADRM044)</li> <li>• Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (ACADRR045)</li> </ul>
YEAR 8	
<p><b>From Page to Stage – Compass by Jessica Bellamy</b> <b>Unit Length: 10 weeks</b></p> <p>This unit allows students to extend their knowledge of the Elements of Drama and develop a understanding of realistic and believable acting techniques (maintaining role, use of space, motivation, attitude, purpose and status of a character).</p>	<p><b>Assessment:</b> Making Performing: Individual monologue performance Making Forming: Character questions and annotated script excerpt Responding: 400-600 words. Essay (extended piece of writing) in response to production/live recorded performance excerpts. Students are to analyse and evaluate how effectively the selected elements of drama were manipulated <b>by a leading cast member</b> to create dramatic meaning and purpose for a watching audience.</p> <p><b>Formative Task:</b> Create a drama game! Drama element quiz sheets YouTube clips – live recorded performance snippets – analyse and evaluate manipulation of drama elements in performance</p>

<p>This unit will aim to develop students' acting skills and stagecraft practices, through the reading and study of scripted text – <i>Compass</i> by Jessica Bellamy – students will rehearse a specific role within the published script, individually perform extracts of the published script and reflecting on their performance.</p>	<p><b>Focus Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (ACADRM040)</li> <li>• Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (ACADRM041)</li> <li>• Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect (ACADRM042)</li> <li>• Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists (ACADRM043)</li> <li>• Perform devised and scripted drama maintaining commitment to role (ACADRM044)</li> <li>• Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (ACADRR045)</li> <li>• Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR046)</li> </ul>
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**YEAR 9 (Semester 1)**

<p><b>Gothic Theatre</b>  <b>Unit Length: 10 weeks</b></p> <p>Revisit dramatic elements  Group activities – improvisation  Explore themes and dramatic conventions of Gothic Theatre  Read examples of Gothic Theatre plays eg <i>Children of the Black Skirt</i>  Rehearse and present script extracts</p>	<p><b>Assessment:</b>  Presenting: Performance (group) scripted text <i>Children of the Black Skirt</i>  Responding: Critiquing a piece of live theatre (essay 400-600 words) – analysing the effectiveness of the dramatic elements  OR  Demonstrating both TEEAL paragraph structures and knowledge of dramatic elements (200-300 words)</p> <p><b>Formative Task:</b>  Dramatic conventions and dramatic styles – research task  Critiquing drama short response paper - quiz questions  Element quiz sheets</p> <p><b>Focus Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)</li> <li>• Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)</li> <li>• Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)</li> <li>• Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (ACADRM050)</li> <li>• Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (ACADRM051)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)</li> <li>• Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)</li> </ul>
<p><b>Commedia Dell' Arte</b>  <b>Unit Length : 10 weeks</b></p>	<p><b>Assessment:</b>  Forming and Presenting: Practice-led project  (Part A): Directorial vision: 3-5 minutes of multimodal pitch (combining spoken word with digital visual presentation)  (Part B): Performance: 2-3 minutes of performance (all students must be actively engaged on stage for a minimum of 3 minutes)</p> <p><b>Focus Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)</li> <li>• Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)</li> <li>• Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)</li> <li>• Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (ACADRM050)</li> <li>• Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (ACADRM051)</li> <li>• Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)</li> <li>• Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)</li> </ul>
<p><b>YEAR 9 (Semester 2 – Full Year Study)</b></p>	
<p><b>Realism</b>  <b>Unit Length: 10 weeks</b></p> <p>Revisit dramatic elements  Group activities – improvisation  Explore themes and dramatic conventions of Realism - develop a practical understanding of realistic and believable acting techniques (maintaining role, use of</p>	<p><b>Assessment:</b>  Presenting: Performance (group) scripted text <i>Hating Alison Ashley, Two Weeks with the Queen</i>  Forming: Character questions, annotated script  Responding: Critiquing a piece of live theatre (essay 400-600 words) – analysing the effectiveness of the dramatic elements</p> <p><b>Focus Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)</li> </ul>

<p>space, motivation, attitude, purpose and status of a character).  Read examples of Gothic Theatre plays eg <i>Hating Alison Ashley, Two Weeks with the Queen</i>  Rehearse and present script extracts</p>	<ul style="list-style-type: none"> <li>• Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)</li> <li>• Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)</li> <li>• Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (ACADRM050)</li> <li>• Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (ACADRM051)</li> <li>• Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)</li> <li>• Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)</li> </ul>
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<p><b>Verbatim Theatre</b>  <b>Unit Length : 10 weeks</b></p>	<p><b>Assessment:</b>  Presenting: Group scripted performance  Responding: Critiquing a piece of live theatre (essay 600 words) – analysing the effectiveness of the dramatic elements</p> <p><b>Formative Task:</b>  Research stories  Writing in role/diary entry</p>
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YEAR 10	
<p><b>Realism</b>  <b>Unit Length: 10 weeks</b></p> <p>Revisit dramatic elements  Group activities - improvisation  Explore themes and dramatic conventions of Realism - develop a practical understanding of realistic and believable acting techniques (maintaining role, use of space, motivation, attitude, purpose and status of a character).  This unit will aim to develop students' acting skills and stagecraft practices, through the reading and study of appropriate Australian scripts – rehearsing roles within a published script, performing extracts of a published script.</p>	<p><b>Assessment:</b>  Presenting: Performance (small group) scripted text <i>Juice, Fly-In Fly-Out, Choices</i>  Forming: Annotated Script and Stanislavski Actor Questions</p> <p><b>Formative Task:</b>  Dramatic conventions and dramatic styles – research task  Writing in role/diary entry  Element quiz sheets</p> <hr/> <p><b>Focus Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)</li> <li>• Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)</li> <li>• Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)</li> <li>• Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (ACADRM050)</li> <li>• Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (ACADRM051)</li> <li>• Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)</li> <li>• Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)</li> </ul>
<p><b>Collage Drama &amp; Epic Theatre</b>  <b>Unit Length: 10 weeks</b></p> <p>Revisit dramatic elements  Group activities - improvisation  Learn how to structure a collage/documentary drama  In groups devise a present a documentary drama which communicates and important message  Learn how to incorporate technology into performance work</p> <p>'Boy Girl Wall' – DVD recording stimulus</p>	<p><b>Assessment:</b>  Forming: Project: Dramatic Concept  (Part A) Analysis &amp; Evaluation (minimum 300 – maximum 400 words)  How was a convention of Epic Theatre manipulated to contribute to the communication of a clear purpose and context? <b>To be completed in exam conditions</b>  (Part B) My Concept (minimum 400 – maximum 600 words, 10–12 images)</p> <ul style="list-style-type: none"> <li>– identify a chosen purpose and context</li> <li>– make specific reference to the original chosen convention of Epic Theatre and other relevant conventions for this style</li> <li>– argue how the dramatic languages have been used to communicate dramatic action and meaning</li> <li>– develop a storyboard with explanatory paragraphs and annotations to document your ideas.</li> </ul> <p>Responding: Critiquing a piece of live theatre (essay 600-800 words) – analysing the effectiveness of the dramatic elements/particular convention (fluid-double characterisation)</p>

	<p><b>Formative Task:</b> Brecht Quiz Sheet Video Upload – Article Task</p>
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<p><b>Shakespeare and Physical Theatre</b> <b>Unit Length: 20 weeks</b></p> <p>Revisit dramatic elements Group activities - improvisation Explore a Shakespearean play - Macbeth Learn physical theatre techniques eg Suzuki Walk, Cause and Effect Devise and present a performance combining Shakespearean text and physical theatre techniques</p> <p>Zen Zen Zo – Viewpoints Workshop</p>	<p><b>Assessment:</b> Forming and Presenting: Practice-led project (Part A): Directorial vision: 3-5 minutes of multimodal pitch (combining spoken word with digital visual presentation) (Part B): Performance: 2-3 minutes of performance (all students must be actively engaged on stage for a minimum of 2 minutes). Presenting a group members’ pitch and utilising physical theatre techniques to explore physical metaphor reflecting themes present within the text - ambition, power, gender, guilt, the supernatural, good and evil, trust and betrayal, actions and their consequences, power and the abuse of power. Responding: Critiquing Zen Zen Zo’s Romeo and Juliet (live recorded DVD) - essay 600-800 words – analysing the effectiveness of the dramatic elements, languages, conventions</p> <p><b>Formative Task:</b> Shakespeare research question sheets – homework activities Critiquing drama short response paper – quiz questions</p> <p><b>Focus Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)</li> <li>• Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)</li> <li>• Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)</li> </ul>

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