

Years 7–8 Drama

Curriculum and assessment plan

Example B

Level description	Context and cohort considerations
<p>In this band, learning in Drama builds on each student's prior learning and experiences. Students learn in and through the practices of Drama: creating, performing and responding. They use drama processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.</p> <p>Students explore drama in local, regional, national and global contexts such as drama in countries or regions of Asia, including use of drama in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living performers and drama-makers, and expand their awareness of diverse drama practices, genres and/or styles.</p> <p>In this band, the focus is on students:</p> <ol style="list-style-type: none"> 1. exploring and responding to <ul style="list-style-type: none"> • drama works, performances, practices and contexts from a range of cultures, times and places; for example, through analysis of their own drama or the work of others, including professional work • the diversity of drama created and/or performed by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights 2. developing practices and skills <ul style="list-style-type: none"> • creative practices for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol and focus, and conventions relevant to selected forms and/or styles • critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, documenting ideas and intentions for devised drama, evaluating their own or others' responses to drama, reflecting on their own performances 3. creating drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play-building and devising, scripted drama/script interpretation; for example, interpretation of realism and/or non-realism, exploration of historic, contemporary or hybrid styles 4. presenting and performing drama in informal and/or formal settings; for example, performing for a specific target audience. 	<p>Students are introduced to Drama through two term units in Year 7 and two semester units in Year 8. These units are designed to build on the knowledge and skills from one unit to the next and provide a solid foundation for more in-depth study once Drama can be studied as an elective in Years 9 and 10.</p> <p>An incursion with a theatre company is booked for Year 7 students in Term 2 to align with an English narrative unit. This will be used as the basis of a responding task for Year 7 Drama.</p>

Unit 1 — What is drama?	Unit 2 — What is dramatic transformation?	Unit 3 — What is strength?	Unit 4 — What is a hero?
<p>Timing: Year 7 Duration: 10 weeks</p>	<p>Timing: Year 7 Duration: 10 weeks</p>	<p>Timing: Year 8 Duration: 20 weeks</p>	<p>Timing: Year 8 Duration: 20 weeks</p>
<p>Viewpoint question: How can the elements of drama be used to communicate the human context?</p> <p>The popularity of reality television and social media reflects society's love of sensationalised plots, and over-the top characters. In this unit, students explore melodramatic roles within contemporary scenarios.</p> <p>Students work with scripted text to experiment with the development of a role, tension, and narrative structure. They analyse stereotypes in current texts which may include popular culture television, social media, or movie characters. Students generate creative alternatives and adapt ideas as they participate in practical workshops to play a hero, villain, or victim in distress, to develop an understanding of how drama can convey the human context and reflect current issues.</p> <p>The focus shifts to students working collaboratively to devise and perform a melodrama for their peers. Their personal and social capability is enhanced through contributing to the achievement of group objectives. Students develop critical thinking as they reflect on and refine their performance skills (including exaggerated movement and vocalisation) with consideration of peer and teacher feedback.</p>	<p>Viewpoint question: How can stagecraft be used to transform a space into a new world?</p> <p>Creativity is an essential 21st century skill. Drama provides an opportunity for students to develop their creativity to experiment with ideas and to create atmosphere using language, voice, tension, space, and stagecraft.</p> <p>In this unit, students improvise and use scripted text to transform a space. Focusing on narrative and transformation of text, students experiment with soundscapes, movement, audience placement and symbol. Responding to a live theatre performance, students demonstrate critical thinking skills as they evaluate how a space was transformed and apply this understanding to inform their own performance.</p> <p>Drawing upon their classroom workshop experiences and insights gained from previous performances, students then work collaboratively to achieve the goals of their group as they portray their own character and stage a scene from a fable. Focusing on place, situation and mood, students use their creativity by predicting possibilities and testing consequences as they transform a space through manipulation of the elements of drama and stagecraft.</p>	<p>Viewpoint question: How can drama be used to reflect the human condition and our understanding of inner strength?</p> <p>Drama provides an opportunity to walk in someone else's shoes. Process drama enables the exploration of different perspectives, encouraging students to develop greater empathy. In this unit, through an immersive experience, students examine the concept of strength in their own and others' lives.</p> <p>Students analyse examples of characters demonstrating strength, including within performances by a local theatre company. They develop an understanding of how characters communicate their perspective through a monologue. To explore the concept of strength, students participate in a class process drama inspired by a First Nations Australian text, exploring the concept of respect. Using conventions of Greek Theatre including chorus and movement activities, students explore the human condition, developing ethical understanding about choices and consequences. Students devise a monologue in-role to communicate making a difficult choice. Students develop an understanding of respectful practices for responding to and devising drama.</p> <p>The focus shifts to exploring how humanity and overcoming challenges are portrayed in a text as explored in class. Working collaboratively, students use creative and critical thinking as they manipulate conventions of Greek Theatre and contemporary performance styles to shape meaning and perform a scene for their peers.</p>	<p>Viewpoint question: How can contemporary performance forms and styles be used to engage an audience and communicate meaning?</p> <p>Comic book movie franchises celebrate heroes in fictional realities; however, heroes can be found in everyday life. In this unit, students explore the concept of heroism in fiction and real life.</p> <p>Students use drama to celebrate and inform. Using contemporary performance styles and forms including physical theatre and collage drama, students examine the characteristics of a hero. Responding to a range of stimulus such as short films, music, fables, and folk stories, students creatively generate alternative possibilities as they devise scenes to communicate the impact of a hero using physical movement, gesture, and narration.</p> <p>Students demonstrate their understanding through analysis of a physical theatre excerpt in a written examination. As they prepare for this, they enhance their literacy skills by learning the terminology and features of effective dramatic analysis.</p> <p>The focus then shifts to students collaboratively workshopping scenes for their chosen real-life hero. They build on their personal and social capability as they contribute to group objectives. Students devise drama to communicate information about their hero to inspire a teenage audience. They refine their performance skills through ongoing critical thinking and reflection on peer and teacher feedback.</p>


Unit 1 — What is drama?		Unit 2 — What is dramatic transformation?		Unit 3 — What is strength?		Unit 4 — What is a hero?	
Assessment 1 — Melodrama project	Term/week	Assessment 2 — Live theatre review	Term/week	Assessment 4 — Strength project	Term/week	Assessment 6 — Hero examination	Term/week
Description: Using blank scripts, students manipulate the elements and conventions of drama to communicate a melodrama character and scenario in a contemporary context. Students perform their drama for an audience of their peers. Technique: Project Mode: Practical Conditions: <ul style="list-style-type: none"> 1–2 minutes (active engagement in the performance) presented as part of a group assessed individually 	Term 1, Week 8	Description: Students choose one scene from the live performance incursion to analyse and evaluate how elements of drama and stagecraft were used to create mood/atmosphere (e.g., movement and music, voice, and costume). Students record their response as a podcast segment for their peers. Technique: Spoken/signed Mode: Practical Conditions: <ul style="list-style-type: none"> approximately 1–2 minutes (submitted as an mp3) individual response 	Term 3, Week 5	Description: Students respond to the class process drama, which was inspired by a First Nations Australian text by: <ul style="list-style-type: none"> devising a monologue in response to choices made in the drama in their role of choice describing how the activities in the process drama demonstrated respectful approaches. Technique: Project Part A — Monologue script Mode: Written Conditions: <ul style="list-style-type: none"> up to 400 words or 2 pages (script) individual response Part B — Reflection Mode: Written Conditions: <ul style="list-style-type: none"> 50–150 words completed in a single allocation of class time individual response 	Term 1, Week 9	Description: Students analyse how the elements of drama and relevant physical theatre conventions have been used to create dramatic meaning in an excerpt from a live or recorded piece of physical theatre. Technique: Examination Mode: Written Conditions: <ul style="list-style-type: none"> 200–400 words up to 70 minutes, plus 10 minutes planning over a single allocation of time under supervised conditions 	Term 3, Week 8
		Assessment 3 — Dramatic transformation performance Description: In small groups, students use performance skills (e.g., voice, movement, focus, space, conventions, and stagecraft) to perform a scene from a fable explored in class workshops, to communicate a dramatic transformation of place, situation, and mood. Technique: Performance Mode: Practical Conditions: <ul style="list-style-type: none"> 1–2 minutes (active engagement in the performance) assessed individually presented as part of a group 		Term 3, Week 8		Assessment 5 — Strength performance Description: Students perform a scene from a text explored in class, using performance skills (movement, voice, stagecraft) to communicate strength and reflect the human condition. Technique: Performance Mode: Practical Conditions: <ul style="list-style-type: none"> 1–2 minutes (active engagement in the performance) assessed individually presented as part of a group 	

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Achievement standard	<p>By the end of Year 8, students analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience. They evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.</p> <p>Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.</p>	<p>By the end of Year 8, students analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience. They evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.</p> <p>Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.</p>	<p>By the end of Year 8, students analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience. They evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.</p> <p>Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.</p>	<p>By the end of Year 8, students analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience. They evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.</p> <p>Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.</p>
Moderation	<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Exploring and responding	1	2	3	4	Developing practices and skills	1	2	3	4	Creating and making	1	2	3	4	Presenting and performing	1	2	3	4
investigate ways the elements of drama and/or conventions are used to communicate ideas, perspectives and/or meaning in drama created and/or performed across cultures, times, places and/or other contexts ACADR8E01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	develop performance skills relevant to selected drama styles and/or forms AC9ADR8D01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	improvise and devise drama and/or interpret scripted drama, manipulating elements of drama and applying conventions relevant to the style/form AC9ADR8C01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	rehearse and perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions relevant to style and/or form AC9ADRP01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
investigate the diversity of drama created and/or performed by First Nations Australians, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights AC9ADR8E02	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	reflect on their own and others' drama to inform choices when manipulating elements of drama and/or conventions to shape dramatic action AC9ADR8D02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	evaluate and refine use of elements of drama and/or conventions to shape and sustain dramatic action and/or communicate ideas, perspectives and/or meaning AC9ADR8C02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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