


# Years 7 and 8 band plan — Australian Curriculum: Drama

## Overview for planning with the Australian Curriculum: The Arts















This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

Ignatius Park College		
Australian Curriculum: The Arts		Band: Years 7–8
		Arts subject: Drama
Identify curriculum <sup>1</sup>	Course organisation	<p>The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.</p> <p>In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.</p> <p>In addition to the overarching aims of the Australian Curriculum: The Arts, Drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop:</p> <ul style="list-style-type: none"><li>• confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama</li><li>• knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning</li><li>• a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences</li><li>• knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.</li></ul> <p>Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.</p> <ul style="list-style-type: none"><li>• <i>Making</i> includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.</li><li>• <i>Responding</i> includes exploring, responding to, analysing and interpreting artworks.</li></ul> <p>Drama at Ignatius Park College is an ‘elective’ subject studied on a one term rotation basis with other elective subjects. Students study one term of Drama in Year 7 and one term in Year 8. Students study Drama for 7 x 50 minute lessons in a two-week cycle.</p>
	Phase curriculum focus	<p><b>Curriculum focus: Years 7 to 10</b></p> <p>As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and consider increasingly complex ideas. They are keen to explore the nature of evidence and the contestability of ideas, debating alternative answers and interpretations.</p> <p>In these years, learning in the Arts enables students to explore and question their own immediate experience and their understanding of the wider world. Learning through and about the Arts enables students to build on their own experiences and dispositions. Students explore and engage with artworks made by others. They make their own artworks drawing on their developing knowledge, understanding and skills.</p> <p>Students’ understanding of sustainability is progressively developed. They explore how the Arts are used to communicate about sustainability and also learn about sustainability of practices in the Arts.</p> <p>Students learn that Aboriginal and Torres Strait Islander Peoples have converted oral records to other technologies. As they explore forms, students learn that over time there has been development of different traditional and contemporary styles. Students explore Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement. They identify and explore the social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, reflected in developments of forms and styles in the Arts.</p> <p>Through the Australian Curriculum: The Arts, students in Years 7 to 10 pursue broad questions such as: What meaning is intended in an artwork? What does the audience understand from this artwork? What is the cultural context of the artwork and of the audience engaging with it? What key beliefs and values are reflected in artworks and how did artists influence societies of their time? How do audiences perceive and understand artworks? What does the advancement of technology mean to the presentation of, and audience engagement with, different artworks? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through exploration of past and present debates.</p>
	Band description	<p>In Years 7 and 8, learning in Drama builds on the experience of the previous band. It involves students making and responding to drama independently, and with their classmates, teachers and communities. They explore drama as an art form.</p>

<sup>1</sup> Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* — [www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1](http://www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1).

		<p>Students build on their understanding of role, character and relationships. They use voice and movement to sustain character and situation. They use focus, tension, space and time to enhance drama. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. They shape drama for audiences using narrative and non-narrative dramatic forms and production elements.</p> <p>As they experience drama, students draw on drama from a range of cultures, times and locations. They explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore drama forms, students learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists.</p> <p>As they make and respond to drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension. They consider social, cultural and historical influences of drama. They evaluate the directors' intentions and expressive skills used by actors in drama they view and perform.</p> <p>Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse performances.</p>
	<b>Achievement standard</b>	<p>By the end of Year 8, students <b>identify</b> and <b>analyse</b> how the elements of drama are used, combined and manipulated in different styles. They <b>apply</b> this knowledge in drama they make and perform. They <b>evaluate</b> how they and others from different cultures, times and places communicate meaning and intent through drama.</p> <p>Students collaborate to devise, <b>interpret</b> and perform drama. They <b>manipulate</b> the elements of drama, narrative and structure to control and communicate meaning. They <b>apply</b> different performance styles and conventions to convey status, relationships and intentions. They use performance skills and <b>design</b> elements to shape and focus theatrical effect for an audience.</p>
	<b>Content descriptions</b>	<p>For this unit:</p> <ul style="list-style-type: none"> <li>Combine the <b>elements of drama</b> in devised and scripted drama to explore and develop issues, ideas and themes (<a href="#">ACADRM040</a>)</li> <li>Develop roles and characters consistent with situation, dramatic <b>forms</b> and performance styles to convey status, relationships and intentions (<a href="#">ACADRM041</a>)</li> <li>Plan, structure and rehearse drama, exploring ways to communicate and refine <b>dramatic meaning</b> for theatrical effect (<a href="#">ACADRM042</a>)</li> <li>Develop and refine <b>expressive skills</b> in voice and movement to communicate ideas and <b>dramatic action</b> in different performance styles and <b>conventions</b>, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists (<a href="#">ACADRM043</a>)</li> <li>Perform devised and scripted drama maintaining commitment to <b>role</b> (<a href="#">ACADRM044</a>)</li> <li>Analyse how the <b>elements of drama</b> have been combined in devised and scripted drama to convey different <b>forms</b>, performance styles and <b>dramatic meaning</b> (<a href="#">ACADRR045</a>)</li> <li>Identify and connect specific features and purposes of drama from contemporary and past times to explore <b>viewpoints</b> and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACADRR046</a>)</li> </ul>
<b>Teaching and learning</b>	<b>Viewpoints<sup>2</sup></b> 	<p>The Australian Curriculum: The Arts outlines a range of viewpoints — a collection of perspectives, lenses or frames through which artworks can be explored and interpreted. These perspectives, lenses and frames include the contexts, knowledge and evaluations students consider when both making and responding to artworks.</p> <p>Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures</p> <p>In both Making and Responding, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique drama as actors, directors and audiences, they may ask and answer questions to interrogate the playwrights' and actors' meanings and the audiences' interpretations. Meanings and interpretations are informed by social, cultural and historical contexts, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about their own drama and the drama they see as audiences. The complexity and sophistication of such questions will change across Foundation to Year 10. In the later years, students will consider the interests and concerns of artists and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.</p>
		<p><b>Key questions Years 7 and 8</b></p> <ul style="list-style-type: none"> <li>Context as artist and audience: <ul style="list-style-type: none"> <li>What is the social and cultural context of drama and what does it signify?</li> <li>How do different audiences respond to drama?</li> <li>How do social, cultural and historical forces influence dramatic issues, ideas and themes?</li> <li>What are the appropriate protocols for viewing Aboriginal drama and Torres Strait Islander drama and other culturally specific performance?</li> </ul> </li> <li>Knowledge as artist and audience: <ul style="list-style-type: none"> <li>How do people manipulate elements of drama and dramatic form to convey dramatic meaning?</li> <li>How have design elements been used and why?</li> <li>What characterises a particular performance style?</li> </ul> </li> <li>Evaluations and judgments as artist and audience: <ul style="list-style-type: none"> <li>What are the intentions in the drama?</li> <li>How does a director succeed in expressing intent clearly to an audience?</li> <li>How well do particular performers create role or character and use expressive skills in drama?</li> </ul> </li> <li>Why do you prefer particular styles/forms of drama?</li> </ul>

<sup>2</sup> Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts — Drama: Rationale and Learning in Drama*, [www.australiancurriculum.edu.au/the-arts/drama/rationale](http://www.australiancurriculum.edu.au/the-arts/drama/rationale).

	Unit overview	Unit 1 (Year 7) — Once Upon A Time: Storytelling through Drama	Unit 2 (Year 8) – Heroes vs. Villains: Melodrama
		<p>In this introductory study, students will engage with the inner makings of storytelling through different styles and genres. Students will examine the ways stories are used to convey culturally significant understandings, rules and behaviours. They will begin exploring the elements of drama and how they influence the creation of dramatic meaning through Forming, and Responding tasks.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is storytelling and in what ways can stories be told e.g., fables, fairytales, dreamtime, musicals, ghost stories, nursery rhymes</li> <li>What makes a good story? e.g., dramatic structure, characters and tension</li> <li>How is dramatic meaning embedded in storytelling? e.g., moral messages, creation stories</li> <li>How can elements of drama be used in the development and performance of stories?</li> <li>What is storytelling in the Aboriginal and Torres Strait Islander culture?</li> </ul> <p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>Understand the elements of drama and how they can be manipulated to develop style</li> <li>Apply their understanding of the elements of drama through practical performance</li> <li>Demonstrate their understanding of the skills of performance</li> <li>Develop roles and characters consistent with situation, dramatic forms and chosen drama performance styles to convey status, relationships and intentions.</li> <li>Analyse how the elements of drama have been combined in drama to convey different forms, performance styles and dramatic meaning.</li> <li>Evaluate how they and others from different cultures, times and places communicate meaning and intent.</li> <li>Collaborate to devise, interpret and perform drama.</li> <li>Manipulate the elements of drama, narrative and structure to control and communicate meaning.</li> <li>Apply different performance styles and conventions to convey status, relationships and intentions.</li> <li>Use performance skills and design elements to shape and focus theatrical effect for an audience</li> <li>Develop an appreciation for Aboriginal and Torres Strait Islander culture, people and their stories.</li> </ul>	<p>In this study, students will explore the dramatic style of Melodrama through the lens of Superheroes and Villains. They will examine the conventions of style specific to superheroes including characters and structure. They will explore the elements of drama and how they can be manipulated to create dramatic meaning through Presenting and Responding tasks.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is melodrama?</li> <li>Where did melodrama originate?</li> <li>What are the contemporary versions of melodrama?</li> <li>What are the dramatic conventions of melodrama? e.g – situation, character, relationship, symbol, movement, language</li> <li>What is status and how is it demonstrated in drama?</li> </ul> <p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>Understand the elements of drama and how they can be manipulated to develop style</li> <li>Apply their understanding of the elements of drama through practical performance</li> <li>Demonstrate their understanding of skills of performance</li> <li>Develop roles and characters consistent with situation, dramatic form and performance style to convey status, relationships and intentions.</li> <li>Analyse how the elements of drama have been combined drama to convey form, performance style and dramatic meaning.</li> <li>Evaluate how they and others from different cultures, communicate meaning and intent.</li> <li>Collaborate to devise, interpret and perform drama.</li> <li>Manipulate the elements of drama, narrative and structure to control and communicate meaning.</li> <li>Apply different performance styles and conventions to convey status, relationships and intentions.</li> <li>Use performance skills and design elements to shape and focus theatrical effect for an audience.</li> </ul>
	General capabilities	 Literacy understanding  Critical and creative thinking  Personal and social capability  Intercultural understanding  Ethical Understanding	 Literacy understanding  Critical and creative thinking  Personal and social capability  Intercultural understanding
	Cross-curriculum priorities	  Aboriginal and Torres Strait Islander histories and cultures  Sustainability	 Asia and Australian Engagement with Asia  Sustainability
Develop assessment	Assessment	<p><b>Forming/Performing Task:</b></p> <p>In groups of 3-4 students use the Aboriginal and Torres Strait Islander story provided as a stimulus to transform the story to into a dramatic performance. Groups are required to identify and record the exposition, rising action, climax, falling action and resolution of the story. Then, they devise and rehearse a practical performance of the story using the skills developed throughout the term and the conventions of the indigenous theatre style.</p> <p><b>Responding Task:</b></p> <p>Individually students reflect on their performance answering a series of questions in which they are to identify, analyse and reflect on their use of the elements of drama and the use of the indigenous storytelling conventions.</p>	<p><b>Presenting Task:</b></p> <p>In groups of 3-4 choose a section from the play <i>Superhero Support Group</i>. Students rehearse and develop a polished performance of their chosen section of the play which will be presented to the class. Students are encouraged to create their own costume and mask using recycled materials for the performance.</p> <p><b>Forming Task:</b></p> <p>Individually students are to devise, write and present a Melodramatic script based on superheroes and villains. They will then present these scripts as “Reader’s Theatre” to the class.,</p>
Make judgments and use feedback	Consistency of teacher judgments	<ul style="list-style-type: none"> <li>Make judgments of student achievements using the relevant achievement standards and task-specific standards.</li> <li>Identify opportunities to moderate samples of student work to reach consensus and consistency.</li> </ul>	

