


# Years 10 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.













| School name:                     |                        |   |
|----------------------------------|------------------------|---|
| Australian Curriculum: The Arts  |                        | 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 during Year 7 and Year 8. Students then choose to study the subject as an elective in Year 9 and Year 10. Students study Drama for 6 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> |

<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).

|  |   |   |  |   |  |
|--|---|---|--|---|--|
|  | <b>Band description</b>   | <p>In Years 9 and 10, learning in Drama builds on the experience of the previous band. It involves students making and responding to drama independently and in small groups, and with their teachers and communities. They explore drama as an art form through improvisation, scripted drama, rehearsal and performance.</p> <p>Students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences.</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 and that dramatists can be identified through the style of their work.</p> <p>As they make and respond to drama, students explore meaning and interpretation, forms and elements and social, cultural and historical influences of drama. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform.</p> <p>Students maintain safety in drama 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 10, students <b>analyse</b> the elements of drama, forms and performance styles and <b>evaluate</b> meaning and aesthetic effect in drama they devise, <b>interpret</b>, perform and view. They use their experiences of drama practices from different cultures, places and times to <b>evaluate</b> drama from different viewpoints.</p> <p>Students <b>develop</b> and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They <b>select</b> and use the elements of drama, narrative and structure in directing and acting in order to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.</p>   |  |   |  |
|  | <b>Content descriptions</b>   | <p>For this unit:</p> <ul style="list-style-type: none"> <li>• Improvise with the <b>elements of drama</b> and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (<a href="#">ACADRM047</a>)</li> <li>• Manipulate combinations of the <b>elements of drama</b> to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic <b>forms</b> and performance styles (<a href="#">ACADRM048</a>)</li> <li>• <b>Practise</b> and refine the expressive capacity of voice and movement to communicate ideas and <b>dramatic action</b> in a range of <b>forms</b>, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (<a href="#">ACADRM049</a>)</li> <li>• Structure drama to engage an <b>audience</b> through manipulation of <b>dramatic action</b>, <b>forms</b> and performance styles and by using <b>design elements</b> (<a href="#">ACADRM050</a>)</li> <li>• Perform devised and scripted drama making deliberate artistic choices and shaping <b>design elements</b> to unify <b>dramatic meaning</b> for an <b>audience</b> (<a href="#">ACADRM051</a>)</li> <li>• Evaluate how the <b>elements of drama</b>, <b>forms</b> and performance styles in devised and scripted drama convey meaning and <b>aesthetic</b> effect (<a href="#">ACADRR052</a>)</li> <li>• Analyse a range of drama from contemporary and past times to explore differing <b>viewpoints</b> 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 (<a href="#">ACADRR053</a>)</li> </ul>  |  |   |  |
| <b>Teaching and learning</b>   | <b>Viewpoints<sup>2</sup></b><br>  | <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. 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> <table border="0"> <tr> <td> <b>Key questions: Years 9 and 10</b> <ul style="list-style-type: none"> <li>• Context as artist and audience: <ul style="list-style-type: none"> <li>– What culturally symbolic features are evident in drama?</li> <li>– What historical forces and influences are evident in drama?</li> <li>– How is drama reflective of the social context in which it was created?</li> <li>– How is the representation of dramatic ideas a reflection of performer/director viewpoints?</li> </ul> </li> </ul> </td><td> <ul style="list-style-type: none"> <li>• Knowledge as artist and audience: <ul style="list-style-type: none"> <li>– How do people manipulate elements of drama to enhance the physical and psychological aspects of roles in a variety of styles?</li> <li>– What artistic choices do people make to shape design elements for dramatic meaning and aesthetic effect?</li> <li>– What expressive skills are used to communicate ideas and dramatic action in a range of forms, performance styles and performance spaces?</li> <li>– How is subtext explored in drama?</li> </ul> </li> </ul> </td><td> <ul style="list-style-type: none"> <li>• Evaluations and judgments as artist and audience: <ul style="list-style-type: none"> <li>– What philosophical, ideological and/or political perspectives evident in drama affect an audience's interpretation of it?</li> <li>– How do actors and directors succeed in conveying playwrights' intent?</li> <li>– How do design elements enhance drama?</li> <li>– How do global trends in drama style/form influence Australian drama?</li> </ul> </li> </ul> </td></tr> </table> | <b>Key questions: Years 9 and 10</b> <ul style="list-style-type: none"> <li>• Context as artist and audience: <ul style="list-style-type: none"> <li>– What culturally symbolic features are evident in drama?</li> <li>– What historical forces and influences are evident in drama?</li> <li>– How is drama reflective of the social context in which it was created?</li> <li>– How is the representation of dramatic ideas a reflection of performer/director viewpoints?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge as artist and audience: <ul style="list-style-type: none"> <li>– How do people manipulate elements of drama to enhance the physical and psychological aspects of roles in a variety of styles?</li> <li>– What artistic choices do people make to shape design elements for dramatic meaning and aesthetic effect?</li> <li>– What expressive skills are used to communicate ideas and dramatic action in a range of forms, performance styles and performance spaces?</li> <li>– How is subtext explored in drama?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Evaluations and judgments as artist and audience: <ul style="list-style-type: none"> <li>– What philosophical, ideological and/or political perspectives evident in drama affect an audience's interpretation of it?</li> <li>– How do actors and directors succeed in conveying playwrights' intent?</li> <li>– How do design elements enhance drama?</li> <li>– How do global trends in drama style/form influence Australian drama?</li> </ul> </li> </ul> |
| <b>Key questions: Years 9 and 10</b> <ul style="list-style-type: none"> <li>• Context as artist and audience: <ul style="list-style-type: none"> <li>– What culturally symbolic features are evident in drama?</li> <li>– What historical forces and influences are evident in drama?</li> <li>– How is drama reflective of the social context in which it was created?</li> <li>– How is the representation of dramatic ideas a reflection of performer/director viewpoints?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge as artist and audience: <ul style="list-style-type: none"> <li>– How do people manipulate elements of drama to enhance the physical and psychological aspects of roles in a variety of styles?</li> <li>– What artistic choices do people make to shape design elements for dramatic meaning and aesthetic effect?</li> <li>– What expressive skills are used to communicate ideas and dramatic action in a range of forms, performance styles and performance spaces?</li> <li>– How is subtext explored in drama?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Evaluations and judgments as artist and audience: <ul style="list-style-type: none"> <li>– What philosophical, ideological and/or political perspectives evident in drama affect an audience's interpretation of it?</li> <li>– How do actors and directors succeed in conveying playwrights' intent?</li> <li>– How do design elements enhance drama?</li> <li>– How do global trends in drama style/form influence Australian drama?</li> </ul> </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).

|  | <b>Unit overview</b><br>The Australian Curriculum assumes that students in Years 9 and 10 will have the opportunity to specialise in one or more Arts subjects.<br>Schools decide which units of study per subject to complete, and how and when. This band plan provides one potential unit. | <b>Term 1 – The Elements of Drama</b><br><br>Introduction to The Elements of Drama.<br>Students will explore the Elements of Drama individually and through collaboration in groups. They will be exposed to a variety of play texts and styles. The framework of this is based on the texts <i>Dramawise</i> and <i>Dramawise Reimagined</i> . The elements will be explored practically through improvisation, script work and process drama.<br><br>This will culminate into a script in which they are marked on their ability to use the elements of drama effectively.<br><br><b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What are the elements of drama?</li> <li>• How are the elements of drama manipulated to create dramatic action and meaning?</li> <li>• How can the elements of drama be used to convey character in different forms and styles?</li> </ul> <b>By the end of this unit students will:</b> <ul style="list-style-type: none"> <li>• Identify the Elements of Drama.</li> <li>• Learn to manage the Elements of Drama in improvisation and scripted performance.</li> <li>• Analyse the Elements of Drama and how they are used in performance.</li> </ul> | <b>Term 2 – Conflict through the ages</b><br><br>Students will explore the history of war throughout the ages via a diverse selection of different performance techniques, forms and styles.<br><br>This will culminate into a folio of work that explores conflict through a series of different performance forms and styles.<br><br>For example students will explore voice and language through <i>Bravehart</i> , Slow Motion fight inspired by <i>Gladiator</i> , scripted performance of <i>Balck Diggers</i> , Improvisation of the <i>Trans-Siberian Express</i> , Mime of an Escape from <i>Colditz Castle</i> , Forming role play of <i>Zero Dark Thirty</i> and a musical theatre performance of <i>Les Miserables</i> .<br><br><b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How can different performance styles and forms be used in Drama?</li> <li>• How can performance forms be used to convey action and meaning?</li> <li>• How can the elements of drama be manipulated to convey action and meaning?</li> <li>• What expressive skills are used to communicate ideas and dramatic action?</li> <li>• What historical forces and influences are evident in drama?</li> <li>• How do people manipulate elements of drama to enhance the physical and psychological aspects of roles in a variety of styles?</li> <li>• What philosophical, ideological and/or political perspectives evident in drama affect an audience's interpretation of it?</li> </ul> <b>By the end of this unit students will:</b> <ul style="list-style-type: none"> <li>• Develop a diverse range of performance skills and capabilities to ensure the creation of dramatic meaning.</li> <li>• Students understand how to sustain different roles and characters for given circumstances and intentions.</li> <li>• Collaborate with others to plan, direct, produce, rehearse and refine performances.</li> <li>• Refine performance and expressive skills in voice and movement to convey dramatic action.</li> </ul> | <b>Term 3 – Physical Theatre</b><br><br>Students will study a broad variety of physical theatre styles. Styles explored include: Laban, Viewpoints, Suzuki and Noh Theatre. Students will learn how to transform text and stimulus into physical theatre performances pieces.<br><br><b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What is physical theatre?</li> <li>• What is the difference between styles of physical theatre?</li> <li>• How can meaning be created through the body?</li> <li>• How is drama reflective of the social context in which it was created?</li> <li>• How is the representation of dramatic ideas a reflection of performer/director viewpoints?</li> <li>• What culturally symbolic features are evident in drama?</li> <li>• How do people manipulate elements of drama to enhance the physical and psychological aspects of roles in a variety of styles?</li> <li>• What artistic choices do people make to shape design elements for dramatic meaning and aesthetic effect?</li> <li>• What philosophical, ideological and/or political perspectives evident in drama affect an audience's interpretation of it?</li> </ul> <b>By the end of this unit students will:</b> <ul style="list-style-type: none"> <li>• Understand how to use the body expressively to develop dramatic meaning.</li> <li>• Understand how to transform text into physical theatre performance.</li> <li>• Understand how to structure dramatic action to entertain an audience.</li> <li>• Collaborate with others to plan, direct, produce, rehearse and refine performances.</li> <li>• Refine performance and expressive skills in voice and movement to convey dramatic action.</li> </ul> | <b>Term 4 - Contemporary Australian Drama</b><br><br>Students will study are variety of contemporary Australian texts and styles of performance.<br><br>Students will have the opportunity to study Australian Gothic Theatre in depth through the play text <i>Jasper Jones</i> .<br><br><b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What is Australian drama?</li> <li>• What is Gothic Theatre?</li> <li>• What issues and themes are explored in Australian texts?</li> <li>• What performance skills are used in Gothic Theatre?</li> <li>• How can the elements of drama be manipulated to create meaning in Australian texts?</li> <li>• How is drama reflective of the social context in which it was created?</li> <li>• How is subtext explored in drama?</li> <li>• What philosophical, ideological and/or political perspectives evident in drama affect an audience's interpretation of it?</li> <li>• How do actors and directors succeed in conveying playwrights' intent?</li> </ul> <b>By the end of this unit students will:</b> <ul style="list-style-type: none"> <li>• Develop an understanding of Australian Drama.</li> <li>• Develop an understanding of the style of Gothic Theatre.</li> <li>• Identify the elements of drama and dramatic meaning in a play text.</li> <li>• Refine performance and expressive skills in voice and movement to convey dramatic action.</li> </ul> |
|--|---|--|---|--|---|
|--|---|--|---|--|---|

|  |  |   |  |   |   |
|--|--|---|--|---|---|
|  | <b>General capabilities</b>  |  Literacy  Critical and creative thinking<br> Personal and social capability<br> Intercultural understanding  Ethical Understanding  |  |   |   |
|  | <b>Cross-curriculum priorities</b>   |  Sustainability  Sustainability<br> Aboriginal and Torres Strait Islander histories and cultures  Asia and Australian Engagement with Asia<br> Sustainability  Aboriginal and Torres Strait Islander histories and cultures<br> Sustainability |  |   |   |
| <b>Develop assessment</b>              | <b>Assessment</b><br>The <i>Years 7 to 10 The Arts: Australian Curriculum in Queensland — assessment and reporting advice and guidelines</i> brings together advice about assessment, making judgments and reporting in a single document:<br><a href="http://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr7-10.pdf">www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr7-10.pdf</a> | <b>Forming – Scriptwriting (<i>Practical</i>)</b><br>Individually students develop a character and write a script based on one moment from that character's life. Students are required to use the elements of drama to help frame their scene. Students will then perform this moment as a practical piece.  | <b>Presenting – Folio of work</b><br>Students will explore war through the ages through a variety of performance forms and styles. Folio of work includes; mime, improvisation, student devised, voice work, movement, design and script work.<br><br><b>Responding – Essay</b><br>Students will watch a live theatre performance or a video recording of a live theatre performance and respond in an analytical essay. | <b>Forming – Devised Performance</b><br>In small groups students will use a variety of physical theatre techniques and transform a stimulus or play text into a physical theatre performance. | <b>Presenting - Scripted</b><br>Students will read an Australian play text and in pairs or small groups they will perform an excerpt to a public audience.<br><br><b>Responding – Exam</b><br>Practice exam for ATAR. Students will watch a small section of an Australian play and respond in exam conditions. |
| <b>Make judgments and use feedback</b> | <b>Consistency of teacher judgments</b>  | <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 at a school or cluster level to reach consensus and consistency.</li> <li>• Make consistent and comparable judgments by matching characteristics of the student work and qualities in the achievement standards.</li> </ul>   |  |   |   |