


# Years 9 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> 	<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>
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<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> The Australian Curriculum assumes that students in Years 9 and 10 will have the opportunity to specialise in one or more Arts subjects. Schools decide which units of study per subject to complete, and how and when. This band plan provides one potential unit.	<b>Term 1 – World Theatre</b> <p>Throughout this unit students will practically explore a range of performance styles and contexts.</p> <p>Styles include:</p> <ul style="list-style-type: none"> <li>Indigenous – corroboree style dance drama.</li> <li>Greek Period – first plays ceremonies for the gods.</li> <li>Medieval Period – need to educate an illiterate populous of Religion. Mystery/morality/Miracle plays.</li> <li>Elizabethan Period – patronage, Shakespeare and contemporaries.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Where did Drama originate?</li> <li>How has Drama evolved throughout the ages?</li> <li>What performance skills are needed when performing different styles?</li> <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> </ul> <p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>Engage in the aesthetic and skills of various styles.</li> <li>Identify the major developments in Western Drama.</li> <li>Manipulate dramatic languages and conventions to create dramatic action and meaning.</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.</li> <li>Perform scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience.</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.</li> </ul>	<b>Term 2 – Comedy/Clowning</b> <p>Throughout this unit students will explore varying styles of comedy including: Commedia dell'arte, Clowning and Comedy of Manners.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is comedy?</li> <li>What different styles of comedy exist?</li> <li>What is the the historical context of these comedy styles?</li> <li>What skills of performance are required in comedy?</li> <li>What are the similarities and differences between comedy styles?</li> <li>How can the elements of drama been manipulated to engage an audience?</li> </ul> <p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of the different styles of comedy and how to entertain and engage an audience within that style.</li> <li>Improvise with the elements of drama to develop dramatic action.</li> <li>Manipulate combinations of the elements of drama to develop and convey roles and characters consistent with the comedy style.</li> <li>Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in comedy.</li> <li>Perform devised and scripted drama making deliberate artistic choices</li> <li>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect</li> <li>Analyse a range of comedy styles from contemporary and past times to explore differing viewpoints and enrich their drama making.</li> </ul>	<b>Term 3 – Storytelling: Collage Drama</b> <p>Students will explore the style of Collage Drama. They will develop an understanding of how to use different forms and styles to educate and inform an audience about a certain issue or topic.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How can we educate our audience through performance?</li> <li>How can we use a variety of performance styles to create action and meaning?</li> <li>How can we combine the elements of drama to engage an audience?</li> <li>What artistic choices can we make to shape design elements for dramatic meaning and aesthetic effect?</li> </ul> <p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>Structure dramatic action, both individually and in groups, using elements and conventions appropriate to the selected dramatic form, style and purpose.</li> <li>Students present selected roles using performance skills appropriate to the selected dramatic form, style and purpose.</li> <li>Students identify and evaluate the application of dramatic elements and conventions used in their own work and that of others, communicating an awareness of the selected form, style and purpose.</li> </ul>	<b>Term 4 – Design</b> <p>Students will explore how design elements can enhance drama. They will explore set, costume and lighting design conventions and concepts. They will explore Cinematic Theatre style. They will be exposed to a variety of contemporary design companies and designers including: Markwell Presents and Robert Lepage.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <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 do design elements enhance drama?</li> <li>What are the different styles of design?</li> <li>How can design be used to enhance dramatic action and meaning?</li> <li>Who are the leaders in design?</li> <li>What artistic choices do people make to shape design elements for dramatic meaning and aesthetic effect?</li> </ul> <p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>Manipulate combinations of the elements of drama within design to develop and convey roles and characters consistent with intentions in dramatic forms and performance styles.</li> <li>Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements</li> <li>Making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience</li> <li>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect</li> </ul>
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	<b>General capabilities</b>	 Literacy  Critical and creative thinking  Personal and social capability  Intercultural understanding	 Literacy  Critical and creative thinking  Personal and social capability  Intercultural understanding	 Literacy  Critical and creative thinking  Personal and social capability  Intercultural understanding	 Literacy  Critical and creative thinking  Personal and social capability  Intercultural understanding
	<b>Cross-curriculum priorities</b>	 Aboriginal and Torres Strait Islander histories and cultures  Asia and Australian Engagement with Asia  Sustainability	 Sustainability	 Sustainability	 Sustainability
<b>Develop assessment</b>	<b>Assessment</b> 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: <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>Presenting – Folio of work</b> Throughout the term students will develop a folio of work as they explore the different styles of world theatre. Students will explore a diverse range of styles through a variety of small script excerpts. Students are required to use the elements of drama to help shape dramatic action and meaning.  <b>Responding - Analytical Essay</b> Students will view a live theatre performance or a video recording of a live theatre performance and respond in an analytical essay. They will unpack how the elements of drama help to contribute to the style and create dramatic meaning.	<b>Forming and Presenting – Folio of work</b> Throughout the term students will develop a folio of work as they explore the different styles of Comedy. In small groups, students are to create a clowning routine relying on slapstick. In pairs, students are to create an improvised scene in the style of Commedia dell'arte. In pairs, students are to prepare an excerpt from a Comedy of Manners text.	<b>Forming and Presenting – Devised</b> In small groups students work through a playbuilding process to create a short drama to present to a specific target audience. The purpose of the performance is to educate the audience about a contemporary issue through the style of Collage Drama. Students will combine the elements of drama to help develop dramatic action and meaning.	<b>Responding – Multimodal Presenting</b> <i>(Design with a performance moment filmed)</i>  Students will present a design pitch for a performance of a selected playtext through a multimodal presentation. They will explore how to manipulate design elements to reinforce dramatic meaning in a chosen playtext.
<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>			