

Year Level Plan		Year 9		The Arts - Drama	
Semester 1		Semester 2			
Unit 1 - Playing the Stage Scripted Drama	Unit 2 - Controlling the Stage Puppetry	Unit 3 - Developing the Stage Scripted Drama	Unit 4 - Tales on Stage Children's Theatre		
<p>Students will develop their knowledge, understanding and ability to recognise the Elements of Drama. They will examine a script utilising the Elements of Drama. Students will explore how to develop a character from the page and work collaboratively to perform a polished scripted scene.</p> <p>In Drama, students:</p> <ul style="list-style-type: none"> refine and extend their understanding and use of role, character, relationships and situation extend the use of voice and movement to sustain belief in character maintain focus and manipulate space and time, language, ideas and dramatic action experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences draw on drama from a range of cultures, times and locations as they experience drama explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies 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, as they explore drama forms explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform maintain safety in drama and in interaction with other actors build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances. 	<p>Students will explore the world of puppetry, with a focus on character and story development, and vocal skills. Students will have the opportunity to work with a variety of puppet styles and may make their own puppets. In small groups, students will develop a puppet show performance.</p> <p>In Drama, students:</p> <ul style="list-style-type: none"> refine and extend their understanding and use of role, character, relationships and situation extend the use of voice and movement to sustain belief in character maintain focus and manipulate space and time, language, ideas and dramatic action experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences draw on drama from a range of cultures, times and locations as they experience drama explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies 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, as they explore drama forms explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform maintain safety in drama and in interaction with other actors build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances 	<p>Students will research the various roles/occupations and responsibilities involved in developing a theatre production from script to a public performance. Using their knowledge of stage roles/occupations and a studied text, students will present a stagecraft seminar and develop a polished scripted scene for performance.</p> <p>In Drama, students:</p> <ul style="list-style-type: none"> refine and extend their understanding and use of role, character, relationships and situation extend the use of voice and movement to sustain belief in character maintain focus and manipulate space and time, language, ideas and dramatic action experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences draw on drama from a range of cultures, times and locations as they experience drama explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies 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, as they explore drama forms explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform maintain safety in drama and in interaction with other actors build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances. 	<p>Students will explore the concept of story-telling through the creation of student-devised scripts based on children's story books. Students will develop their knowledge and understanding of script writing and apply performance aspects to their performance. This unit will enhance the students understanding of the elements of drama and skills of performance.</p> <p>In Drama, students:</p> <ul style="list-style-type: none"> refine and extend their understanding and use of role, character, relationships and situation extend the use of voice and movement to sustain belief in character maintain focus and manipulate space and time, language, ideas and dramatic action experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences draw on drama from a range of cultures, times and locations as they experience drama explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies 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, as they explore drama forms explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform maintain safety in drama and in interaction with other actors build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances. 		
Assessment Tasks					
<p>Task 1: Scene Analyse (Individual Written Responding Task) Essay assignment (Viewing a scene from a filmed performance, respond to how the Elements of Drama are used to highlight teenage issues within the play)</p> <p>Task 2: Scripted Text Performance (Ensemble Making: Performing Task) Ensemble Performance of Scene/s from <i>Juice</i> script.</p>	<p>Task 3: Performance Concept for a scene (Individual Making: Creating Task) Creation of a documentary drama scene for a student devised performance based on an issue.</p> <p>Task 4: Student Devised Performance (Making: Performing Task) Ensemble Performance of a student devised Documentary Drama script based on a social, environmental or political issue.</p>	<p>Task 1: Improvised Performance (Small Ensemble Making: Performing Task) Small ensemble performance of an improvised Commedia dell 'Arte scene</p>	<p>Task 2: Physical Theatre Seminar (Practical Responding Task) Research based seminar on physical theatre styles.</p> <p>Task 3: Student Devised Performance Concept (Making: Creating Task) Written student devised performance concept based on visual and aural stimulus.</p> <p>Task 4: Physical Theatre Style Ensemble Making: Performing Task) Ensemble student devised physical theatre performance using Making-Creating task performance concept.</p>		