

Year Level Plan		Year 10		The Arts - Drama			
Semester 1		Semester 2		Semester 1		Semester 2	
Unit 1 - Reveal New Faces Scripted Cinematic Drama		Unit 2 - Face the Facts Documentary Drama		Unit 3 - Egg on your Face Commedia dell'arte		Unit 4 - Facing Physical Theatre	
<p>Students will engage in the study of realism and cinematic theatre, through the exploration of a scripted text. They will identify and analyse the themes present and discuss the relevance to a teen audience. Students will collaborate to create a polished scripted scene.</p> <p><b>In Drama, students:</b></p> <ul style="list-style-type: none"> <li>refine and extend their understanding and use of role, character, relationships and situation</li> <li>extend the use of voice and movement to sustain belief in character</li> <li>maintain focus and manipulate space and time, language, ideas and dramatic action</li> <li>experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences</li> <li>draw on drama from a range of cultures, times and locations as they experience drama</li> <li>explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region</li> <li>learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies</li> <li>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</li> <li>explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama</li> <li>evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform</li> <li>maintain safety in drama and in interaction with other actors</li> <li>build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances</li> </ul>		<p>Students will explore a multitude of theatre styles and practitioners that are relevant to the style of Documentary Drama. They will collaborate in the creative process of developing a student devised piece of theatre and will perform this to a group of their peers.</p> <p><b>In Drama, students:</b></p> <ul style="list-style-type: none"> <li>refine and extend their understanding and use of role, character, relationships and situation</li> <li>extend the use of voice and movement to sustain belief in character</li> <li>maintain focus and manipulate space and time, language, ideas and dramatic action</li> <li>experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences</li> <li>draw on drama from a range of cultures, times and locations as they experience drama</li> <li>explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region</li> <li>learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies</li> <li>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</li> <li>explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama</li> <li>evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform</li> <li>maintain safety in drama and in interaction with other actors</li> <li>build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.</li> </ul>		<p>Students will refine their improvisation skills through the study of Commedia dell'arte. They will learn the origins of the style, explore the many stock characters and play with basic scenarios, before performing a piece of primarily improvised Commedia dell'arte.</p> <p><b>In Drama, students:</b></p> <ul style="list-style-type: none"> <li>refine and extend their understanding and use of role, character, relationships and situation</li> <li>extend the use of voice and movement to sustain belief in character</li> <li>maintain focus and manipulate space and time, language, ideas and dramatic action</li> <li>experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences</li> <li>draw on drama from a range of cultures, times and locations as they experience drama</li> <li>explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region</li> <li>learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies</li> <li>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</li> <li>explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama</li> <li>evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform</li> <li>maintain safety in drama and in interaction with other actors</li> <li>build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances</li> </ul>		<p>Students will explore a variety of physical performance styles from other cultures. They will focus on using their bodies to convey meaning and will collaborate in the creative process to produce a polished and effective piece of physical theatre.</p> <p><b>In Drama, students:</b></p> <ul style="list-style-type: none"> <li>refine and extend their understanding and use of role, character, relationships and situation</li> <li>extend the use of voice and movement to sustain belief in character</li> <li>maintain focus and manipulate space and time, language, ideas and dramatic action</li> <li>experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences</li> <li>draw on drama from a range of cultures, times and locations as they experience drama</li> <li>explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region</li> <li>learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies</li> <li>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</li> <li>explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama</li> <li>evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform</li> <li>maintain safety in drama and in interaction with other actors</li> <li>build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.</li> </ul>	
Assessment Tasks							
<p><b>Task 1: Elements of a Scene Exam</b> (Individual Written Responding Task)</p> <ul style="list-style-type: none"> <li>Identifying and discussing the Elements of Drama and Dramatic Meaning after viewing a given scene</li> </ul> <p>Extended Writing Length: 300-400 words</p> <p><b>Task 2: Scripted Text Performance</b> (Ensemble Making: Performing Task)</p> <ul style="list-style-type: none"> <li>Small ensemble performance of a scene from 'Compass' script by Jessica Bellamy</li> </ul> <p>Length: 1-2 minutes</p>		<p><b>Task 3: Puppetry Performance Concept</b> (Individual Making: Creating Task)</p> <p>Length: 300-400 words</p> <p><b>Task 4: Puppet Show Performance</b> (Small Ensemble Making: Performing Task)</p> <ul style="list-style-type: none"> <li>Small ensemble performance of a student devised concept in puppetry style.</li> </ul> <p>Length: 3-5 minutes</p>		<p><b>Task 1: Stagecraft Seminar</b> (Pairs Practical Responding Task)</p> <ul style="list-style-type: none"> <li>Research based seminar examining one theatre role/ occupation, using the studied text as a basis.</li> </ul> <p>Length: 2-3 minutes per person</p> <p><b>Task 2: Scripted Text Performance</b> (Small Ensemble Making: Performing Task)</p> <ul style="list-style-type: none"> <li>Small ensemble performance of a scene from 'Boy Overboard' script by Patricia Cornelius.</li> </ul> <p>Length: 1-2 minutes</p>		<p><b>Task 3: Written Fairytale / Creation Myth Script</b> (Individual Making: Creating Task)</p> <ul style="list-style-type: none"> <li>Student devised script based on an existing fairytale or creation myth.</li> </ul> <p>Length: 300-400 words</p> <p><b>Task 4: Fairytale / Creation Myth Performance</b> (Ensemble Making: Performing Task)</p> <ul style="list-style-type: none"> <li>Small ensemble performance of a fairy-tale or creation myth suitable for a primary school audience.</li> </ul> <p>Length: 3-5 minutes</p>	