Years 9&10 Achievement Standard – Drama:
By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop 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 select 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.

<table>
<thead>
<tr>
<th>ESTABLISHED GOALS</th>
<th>Transfer</th>
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<tbody>
<tr>
<td>Knowledge and skills of Drama:</td>
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Commencement to resolution

- Voice
- Conventions
- Role & Character
- Commitment to role
- Improvisation

Planning structure & rehearsal

Genres
Understanding and use of:
  Form, Expression,
  Meaning & Viewpoints
Contemporary, Historical
  and Cultural
  comparisons especially
  A&TSIC
Devised & Scripted –
  analysis, interpretation,
  performance
Technology – light and
  sound & ICT software to
  create recorded voice &
  video of performance –
  (garage band & iMovie)

Online learning programs to
  facilitate knowledge
  acquisition – Accent,
  mime, gesture, monologue.

Students will be able to independently use their learning to…
Perform both solo and ensemble drama integrating the *Elements of Drama*
Analyse Drama from different styles, genres and time periods understanding and use of: *Form, Expression, Meaning & Viewpoints*
Recognize and describe the different features of the *Elements of Drama* in script and viewed performance.
Students will be able to use the Elements of Drama to *improvise* performances and create in the styles, genres and time periods
Students will be able to demonstrate creativity, skill and innovation in their performances and compositions

<table>
<thead>
<tr>
<th>UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
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<tr>
<td><strong>Meaning</strong></td>
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Students will understand …
- working in groups can be both challenging and rewarding
- that the elements of Drama are manipulated to create and deliver a narrative and can be carried through particular genres/styles.
- how **Form, Expression, Meaning & Viewpoints** can be used in performance

Students will keep considering …
- How does each Element of Drama contribute to a deeper knowledge of drama?
- How does the use of each Element of Drama contribute to a more competent performance?
- How are the Elements of Drama combined to create a completely different dramatic results?
- How is interaction through rehearsal important to reach a satisfying end?

**Acquisition**

**Students will know…**
- The purpose and function of **Tension**
- How **dramatic action** – works from the commencement to resolution of the drama
- How **Voice** is a vital tool of the actor
- Some of the **Conventions** which exist in different **cultural theatre forms**
- What **Role & Character** are
- How **Commitment to role** is central to performance
- How **Improvisation** can be fun and helps to **Plan & structure** a performance for an audience
- about different **Genres**
- the use of **Form, Expression, Meaning & Viewpoints** in developing drama
- **Contemporary and Historical knowledge** of theatre particularly **A&TSI Cultural knowledge**
- how to **Devis e** performances, how to interpret Script be familiar with **light and sound Technology**
- the use of **ICT** to research and complete theory in drama

**Students will be skilled at…**
- **creating** dramatic works using the elements of drama through improvising and using scripts (ACADRM040) and also at **developing roles and characters** with a focus on status, relationships and intentions (ACADRM041)
- **planning, structuring and rehearsing** drama, to communicate and refine dramatic meaning for theatrical effect (ACADRM042). This includes developing and refining expressive skills in voice and movement to communicate ideas including cultural awareness, particularly contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander (A&TSI) dramatists (ACADRM043)
- **performing** solo and in ensemble [through practice and rehearsal of a variety of scripts and improvisations] (ACADRM044)
- **reflecting and analyzing** how the elements of drama are combined (ACADRR045) and identifying specific features and purposes of drama; and
- **exploring historical and current viewpoints** starting with drama in Australia particularly the drama of Aboriginal and Torres Strait Islander Peoples (ACADRR046).
Understand that groups can be both challenging and rewarding
Present narratives in performance using a range of genres/styles.
Improvise performances using your own and others ideas
Develop performances using themes and ideas.
Show form, expression, meaning & viewpoints in performance
Analyze and explain the structures and techniques used in viewed performances
Reflect on and analyse one’s own work

### Achievement Standard:

By the end of Year 10, students:

- **identify and analyse** how the elements of drama are used, combined and manipulated in different styles.
- **apply** this knowledge in drama they make and perform.
- **evaluate** how they and others from different cultures, times and places communicate meaning and intent through drama.
- **collaborate** to devise, interpret and perform drama.
- **manipulate** the elements of drama, narrative and structure to control and communicate meaning.
- **apply** different performance styles and conventions to convey status, relationships and intentions.
- **use** performance skills and design elements to shape and focus theatrical effect for an audience.

### Assessment Evidence

**PERFORMANCE TASK(S):**

*Students will show that they really understand by evidence of …*

- Maintaining role; showing a character’s attitude
- Role-relationships in the drama
- Shows belief in character and situation during performance
- Uses some of the 5 p’s to focus voice usage for performance
- Uses movement & gesture with confidence performance
- Set written tasks
- Set Audio-visual tasks
- Builds tension through using physical &/or vocal strategies &/or props
- Demonstrates knowing when and where to move on stage in performance
- Improvising with/adapting materials to establish setting &/or time-frame
- Shows focus &/or ideas/themes in performance
- Creates feeling or sense of the **space** created by the set &/or performance
- ‘Capturing’ the audience
- Maintains cooperation with **team** and works to build group success

### OTHER EVIDENCE:

Class discussion with commitment and enthusiasm.
Pre-assessment:

- Cooperation Games to build relationships and understanding between students and to develop skills in solo and shared problem solving.

- Create, develop and build solo and class ensemble performances pieces to develop usage of the 5 w’s (who, what, where, when & why) and 5 p’s (pace, pause, pitch, pronunciation & placement).

- Study the history of drama and the language used to describe the tolls and spaces used in creating performance.

Summary of Key Learning Events and Instruction:

Cooperation Games - Cavaliers, Rope house,
Team building games - cross the river, jigsaw blindfold. ASSESSMENT – ongoing throughout year.

IMPROVISATION
- Revise 5 w’s. Circle of chairs – Stepping into role {NO HUMOUR}
- Responding to stimulus and scaffolded learning intentions; Scenarios – Story / narrative building with the 5 ‘W’S
- Add a character and carry on. … and then the doctor arrived and...The police came with… Ref: ‘Found’ Barillo

DRAMATIC METHODS & ELEMENTS
- Understanding Tension as the central vehicle
- Adapt and discuss strategies from a selection of props provided, build a story which connects with preceding groups’ work – Develop a sequence of linked narratives
  - DRAMATIC METHOD – Comedy script study; Understanding Narrative structure- situation, complication, development, climax, tension, resolution.
  - Tension theory– Written task

GENRE STUDY
- Tragedy- R&J, Notebook; Othello; Titanic; Million Dollar Baby

ASSESSMENT - DEVELOPING THEMES
- loss, old-age, grief, bullying, racism / bigotry;
- Scenarios; tasks - limited props- chairs, Phone, household items, walking aids,

SPEECH AND VOICE DEVELOPMENT
- Soundscape Revise.
- 5P’s revision - Shakespearean Insults
- DUOLOGUE: Selection & rehearsal of short script - problem solving; refinement

ASSIGNMENT / PROJECTS - Actor / Director study – record to mp3 files
- MONOLOGUE
- Provide a range of pieces for students to select, learn and present to group.
- Develop radio play – Discussion problem solving; refinement – record to mp3 files

Games and activities which challenge and support growth

- Tchr modeling of expectations.
- Videos of performances for students to review their skills and knowledge gaps

Reflective opportunities to discuss and write about the experience.

Performance - Verbal feedback during rehearsal

Making – during process, provide guidance and feedback about the good qualities presented and what actions / ideas might enhance the work.

Responding and reflecting
Discussion – during rehearsal and after performance
Written – journaling reflection of classes in response to stimulus questions
- Develop radio play
  – Discussion problem solving; refinement – record to mp3 files

VOICE - COSTUME AND PROPS ASSIGNMENT
- Accents and ‘Costume voices’, “…What sort a voice would you expect from this…”?

VOICE ASSESSMENT
- Recording scripted works on iPads

MAJOR PERFORMANCE
- Script distribution of long scripted performance
- Auditions and Rehearsals
- Rehearsals for long scripted performance
- Stage design, style, theme and era
- Individual Focussed task. Costume design for specific role. Face makeup for a specific role / age / character
- Lighting and set & Technical Rehearsals
- Costume, props and makeup – final prep for main play

ASSESSMENT - PERFORMANCE OF SCRIPTED PLAY

MUSIC & MOVEMENT [DANCE] TASKS AND CHALLENGES
- Relaxation - Body awareness
- Balancing solo, in pairs, different poses, Dance;
- Tableaux, gesture & group presentation
- Juxtaposition /Body Language. Action and response - Refinement - Theme focus

ROLE-PLAY AND ROLE EXERCISES.
- Mum can I go Out? Master servant Disaster.
- Play Building - Death in a minute;
- Tension / Suspense and resolution

MIME AND GESTURE.
- Marcel Marceaux viewing Face-staring out, happy, sad, angry
- Refining Gesture and mime skills. Mime and gesture with accuracy
- Use M&G to build a narrative- use of facial and vocal expression to communicate in performance within a narrative.

CROSS CULTURAL STUDY
- Focus study of Australian playwrights; Class work
- reading and discussion full length indigenous scripts
- detailed study of scripted short play –The Honey Spot Jack Davies

CHARACTER STUDY
- Theory and written exercise

REVIEWING VIEWED PERFORMANCE
- Excursion GYC College Musical

ASSIGNMENT / PROJECTS
- Actor / Director study
- Theatre Design And Era
- Parts of theatre places and movements. Blocking - Language of the stage; cues and prompts.
- Identify the use of sound – theatre and film/tv

HISTORY OF THEATRE
**HISTORY OF THEATRE**
- Medieval – Shakespeare
- Absurdism

**JOURNAL** – Ongoing reflection of class work.

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**General Capabilities:**
- Literacy
- Numeracy
- Information and communication technology
- Critical and Creative thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

**Cross Curriculum Priorities:**
- Aboriginal and Torres Strait Islander histories and cultures
- Australia’s engagements with Asia
- Sustainability

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**SUCCESS CRITERIA and EXEMPLARS**

<table>
<thead>
<tr>
<th>Action</th>
<th>Red Flags</th>
<th>To rescue</th>
<th>At or above standard</th>
<th>To extend</th>
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</thead>
<tbody>
<tr>
<td><strong>To rescue</strong></td>
<td><strong>Sub standard</strong></td>
<td><strong>SUCCESS CRITERIA</strong></td>
<td><strong>Green Flags</strong></td>
<td><strong>Action</strong></td>
</tr>
<tr>
<td>Demonstrate &amp; provide exercises that practice - gesture, voice, face, Lack of confidence attitude</td>
<td>Improvised acting</td>
<td>Confident role-play</td>
<td>Challenge specific trait-gesture, voice, face, gait, focus, emotion, attitude</td>
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<tr>
<td>Explicitly encourage group to include all</td>
<td>Cooperative Games and exercises</td>
<td>Confident interaction</td>
<td>Add extra restriction that will challenge the group</td>
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<tr>
<td>Reiterate instr. w/ scaffolded task - explain</td>
<td>Improvised Methods &amp; Elements (M&amp;E) scenarios to develop Tension</td>
<td>Tension created &amp; felt by audience</td>
<td>Demonstrate suggested refinements</td>
<td></td>
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<tr>
<td>Reiterate instr. w/ scaffolded task – demonstrate options</td>
<td>Improv M&amp;E scenarios to develop Mime &amp; gesture</td>
<td>Sufficient Mime &amp;/or gesture to communicate intention</td>
<td>Demonstrate suggested refinements</td>
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<tr>
<td>Reiterate instr. w/ scaffolded task for the focus element</td>
<td>Improv M&amp;E scenarios to develop Voice – 5 p’s</td>
<td>Sufficient use of 5p’s of voice to communicate intention</td>
<td>Demonstrate suggested refinements</td>
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<tr>
<td>Reiterate instr. w/ scaffolded task</td>
<td>Improv M&amp;E scenarios to develop Face and attitude</td>
<td>Sufficient facial expression &amp;/or attitude to communicate intention</td>
<td>Demonstrate suggested refinements</td>
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<tr>
<td>Reiterate instr. Demonstrate suggestions</td>
<td>Improv M&amp;E scenarios to develop Split scene</td>
<td>Effective timing and focus shift</td>
<td>Demonstrate suggested refinements</td>
<td></td>
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<tr>
<td>Suggest appropriate changes – reduce task</td>
<td>Monologue</td>
<td>Good use of 5’ps &amp;/or gesture &amp;/or facial expression</td>
<td>Demonstrate suggested refinements</td>
<td></td>
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<tr>
<td>Reduce task to appropriate level or present simpler sample</td>
<td>Script used for performance</td>
<td>Observant or insightful comments made about characters and actions</td>
<td>Demonstrate suggested refinements or provide more challenging script</td>
<td></td>
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<tr>
<td>Reduce task to appropriate level or present simpler sample</td>
<td>Script used for character analysis</td>
<td>Successful interpretation and delivery of voice and gesture</td>
<td>Demonstrate suggested refinements</td>
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<tr>
<td>Shorten / simplify task</td>
<td>Observant or insightful comments made about characters and actions</td>
<td>Explain &amp;/or Demonstrate suggested refinements</td>
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<tr>
<td>Provide clear scaffolded instructions</td>
<td>Role Play</td>
<td>Insightful and task focused entries</td>
<td>Suggest further refinements</td>
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<tr>
<td>Provide clear scaffolded instructions</td>
<td>Drama Journal</td>
<td>Detailed responses</td>
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<thead>
<tr>
<th>Requirement</th>
<th>Issue</th>
<th>Solution</th>
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<tr>
<td>Provide clear scaffolded instructions</td>
<td>Insufficient responses to task set</td>
<td>Theatre History studies</td>
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<tr>
<td>Explain requirements and provide clear scaffolded instructions</td>
<td>Poor structure in the narrative</td>
<td>iMovie Trailer</td>
</tr>
<tr>
<td>Detailed responses to assigned tasks</td>
<td>Successful flow in the narrative sequence of shots</td>
<td>Advise of refinements</td>
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<tr>
<td>Indicate suggested refinements</td>
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