

Australian Curriculum: Drama — Year 10

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 to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

CURRICULUM	YEAR 10			
	SEMESTER 1		SEMESTER 2	
	Unit 3	Unit 4	Unit 5	Unit 6
Unit name	Greek Theatre & Physical Theatre	Realism & Indigenous Story Telling	Transforming Realism	Commedia
Unit description	In this unit, students will be introduced to the techniques and conventions of the specific theatre form of Greek theatre, transitioning into physical theatre. They will develop their understanding of how to devise and perform a physical theatre artwork, using Greek theatre as their stimulus. They will also respond to a live Greek theatre performance.	In this unit, students will be introduced to the conventions of storytelling, with the context of Indigenous storytelling. Students will then explore the techniques and conventions of realism, compare, and contrast them to storytelling. Students study the history and context of realism in the first half of the unit and then go on to present a realism text honouring the style and context of the original play.	In this unit, students integrate other forms of theatre with realism to transform and modernize a scene from the play studied in term 2. They learn to make directorial decisions and reflect on them, by themselves and in groups.	In this unit, students study the history, origins and purpose of <i>Commedia</i> . They will workshop different types of movement in groups and by themselves. They will also experiment with different clowning characters. Students will work in groups to devise a clowning performance and take on different roles within the performance.

ASSESSMENT	YEAR 10					
	SEMESTER 1			SEMESTER 2		
	Summative assessment task 4	Summative assessment task 5	Summative assessment task 6	Summative assessment task 7	Summative assessment task 8	
Range and balance of summative assessment conventions	Technique	Performance	Extended Response	Performance	Project	Performance
	Type of text	Imaginative; stimulus script	Analytical	Imaginative: script	Imaginative: script	
	Mode	Devising	Exam: written response	Scripted performance	Directing Task and reflection	Presenting
	Conditions	Devising (group task) 2-3 minutes per person	Exam Conditions Responding to work of others written responses 400–500 words	Performance 2-3 minutes per person Rehearsal journal, diary entries	Devising through directing (individual task) 1-2 minutes Documentation required – students required to submit annotated script and directing journal – 300-400 words	Student devised performance 2-3 minutes Rehearsal journal
Aspects of the achievement standard						
analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view						
use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints						
develop and sustain different roles and characters for given circumstances and intentions						
perform devised and scripted drama in different forms, styles and performance spaces						
collaborate with others to plan, direct, produce, rehearse and refine performances						
select and use the elements of drama, narrative and structure in directing and acting to engage audiences						
refine performance and expressive skills in voice and movement to convey dramatic action						





Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

