

Australian Curriculum: Drama — Year 9

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 9	
	SEMESTER 1	
	Unit 1	Unit 2
Unit name	Magical Realism and Australian Gothic Theatre	Collage Drama
Unit description	Students will explore the different dramatic conventions and styles within Magical Realism and Australian Gothic theatre. Students will explore Aboriginal and Torres Strait Islander story telling and dramatist as they transition to contemporary Australian theatre within Magical Realism and Australian Gothic Theatre. Students will develop their performance skills along with their self-evaluation skills throughout the rehearsal process.	Students explore different styles of theatre and dramatic conventions through a Collage Drama play building unit. Students will work in large groups to create a performance based on theme or issue decided by the class. Students will experiment with, practical roleplay, writing in role, improvisation, play building, journal documenting, storyboarding, and other devising techniques. Students will present a class/large group collage drama piece at the end of the unit.

ASSESSMENT	YEAR 9		
	SEMESTER 1		
	Summative assessment task 1	Summative assessment task 2	
Range and balance of summative assessment conventions	Technique	Performance	Project
	Type of text	Imaginative: Script	Analytical
	Mode	Speaking/performing	Speaking/performing Multimodal
	Conditions	Performance Length – 1-2 minutes Rehearsal time – 2-3weeks Documentation required – students required to submit annotated script and rehearsal journal.	Performance Length – 1-2min per person Rehearsal time – 2-3weeks Group – large groups/class Multimodal Length: 300words (*multimodal evaluation, not a spoken presentation) Due 1 week after performance
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

