

# Australian Curriculum: Drama — Years 7 to 8

By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

| CURRICULUM              | YEAR 7   | YEAR 8  |
|-------------------------|--|---|
|                         | 5 WEEKS  | TERM  |
|                         | Unit 1   | Unit 2  |
| <b>Unit name</b>        | Introduction to Drama  | Clowning  |
| <b>Unit description</b> | Students understand how the elements of drama are shaped to create dramatic meaning. They work on manipulating; situation, roles, relationships, movement, tension and focus within a scene. | Students learn about the history of clowning and mime. Students interpret and analyse a clowning performance. Students apply skills and create a clowning performance where they manipulate the elements of drama and clowning conventions in order to create dramatic meaning. |

| ASSESSMENT  |                     | YEAR 7  | YEAR 8   |  |
|---|---------------------|---|--|--|
|   |                     | 5 WEEKS   | TERM   |  |
|   |                     | Summative assessment task 1   | Summative assessment task 2  | Summative assessment task 3  |
| <b>Range and balance of summative assessment conventions</b>  | <b>Technique</b>    | Performance   | Examination  | Performance  |
|   | <b>Type of text</b> | Script  | Analysis & Evaluation  | Script   |
|   | <b>Mode</b>         | Speaking/performing   | Written response exam conditions   | Speaking/performing  |
|   | <b>Conditions</b>   | Supervised rehearsal sessions<br>Collaborative: In pairs or groups of 3.<br>Length: 30sec-1min.<br>Duration: 2 weeks class time<br>Resources: students provided with a script to interpret. | Individual<br>written responses 300–400 words<br>Duration: 70min<br>Resources: Students able to view recorded performance during the exam, and are able to refer back to it. | Supervised rehearsal sessions<br>Individual/Collaborative: students can choose to work individually or in small groups up to 3.<br>45 seconds–1½ minutes<br>Duration: 2 weeks class time<br>Resources: students provided with costumes and props to help develop character |
| <b>Aspects of the achievement standard</b>  |                     |   |  |  |
| 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                     |                     |   |  |  |

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

