

Australian Curriculum: The Arts

Year 10 Drama Band plan 2025

CURRICULUM	YEAR 10			
	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	DOCUMENTARY DRAMA	AUSTRALIAN GOTHIC THEATRE	IMPROVISATION	REALISM & DIRECTING
Unit description	<p>In this unit students create a whole class 'Documentary Drama' that is performed to the year 10 cohort.</p> <p>After experimenting with the dramatic style of Documentary Drama as well as several different realistic and non-realistic conventions, students are individually responsible for researching a concept for performance.</p> <p>This documentary concept may tell the story of a historically important person's life, a particular historical event, or a news story that can educate an audience. Students will practice creating scenes from historical events</p> <p>Students will also practice using visual and technological conventions of Documentary Drama, Ethno Drama and Verbatim Theatre.</p> <p>Individually, students work in the role as director to present a directorial vision as a multimodal pitch, combining spoken word with a digital visual presentation that includes moving or still images. The class then selects one student's directorial vision and concept.</p> <p>The presentation must include 10-15 pictures or short videos, lay out the scenes and motifs, while showing how the event affected the world. Lessons in the final stage of the unit involve rehearsal and the development of technical aspects for the production.</p>	<p>Year 10 drama students continue to develop their understanding of the dramatic languages required for senior studies.</p> <p>Students explore Australian Gothic Theatre, which is a contemporary theatre style combining multiple realistic and non-realistic conventions. Australian Gothic Theatre is a style often selected for senior assessments.</p> <p>Students specifically learn the conventions of Gothic Theatre and Australian Gothic Theatre.</p> <p>Students study "Falling Petals" by Ben Ellis and "Children of the Black Skirt" by Angela Betzien.</p> <p>Develop an Australian Gothic Theatre storyboard for the play "Falling Petals" with explanatory paragraphs and annotations that document your dramatic ideas.</p> <p>Photograph 10-12 images of dramatic action for the storyboard blending realism with the supernatural, developing tension and establishing a tense mood.</p> <p>There is a focus on using technology such as projections, lighting and sound to assist in the development of this mood. Students respond to a recorded live theatre performance of "Children of the Black Skirt", exploring how tension and mood has been created. They will also have a chance to perform a scene from the play.</p>	<p>Improvisation is a core component to creative making in Drama and is used as a tool to develop understanding of the Dramatic Languages and Elements of Drama.</p> <p>Skills included in the unit are:</p> <ul style="list-style-type: none"> working quickly in groups to interpret stimulus material, being creative utilising conventions of realistic and non – realistic drama. <p>Students learn to participate in a Theatre Sports Competition based on those that are presented by drama organisations in Australia.</p> <p>The competition is given a theme. Students create a team name and introduce their team in a 1 minute rehearsed role-play.</p> <p>Teams are given extra points for best costumes and best entrance. Following this, teams go head-to-head in a series of Theatre Sports games, where the teacher or a panel of judges gives them points out of 10 for each performance.</p> <p>Eventually the teams with the highest number of points face off in a grand final where one team is announced as the winner.</p> <p>The Theatre Sports Competition could be presented at lunchtime or after school with an invited audience.</p>	<p>This unit develops the understanding of the dramatic languages associated with Realism through the lens of a director.</p> <p>In-class activities explore performance, devising and responding skills. They focus on how a director manipulates the Elements of Drama to create dramatic meaning.</p> <p>Students demonstrate an ability to "block" the Dramatic Action, manipulate mood and tension, provide insight into characters and relationships, manipulate the space to reinforce understanding, encourage effective dialogue with actors and communicate artistic intentions to serve the playwrights intent.</p> <p>They will utilise the director's checklist, throughout the unit, to consider their directorial skills.</p> <p>Read the realistic script 'Juice' and analyse the playwright's intent, as well as the context and characters.</p> <p>Under exam conditions, students individually direct a small section of the play demonstrating their understanding of the Dramatic Languages.</p>

ASSESSMENT		YEAR 10						
		Semester 1				Semester 2		
		Doco Drama Directorial Vision AT 1a	Doco Drama Performance AT 1b	Children of The Black Skirt AT2	Falling Petals AT3	Improvisation Competition AT 4	I'm The Director AT5	Realism Juice AT6
Range and balance of summative assessment conventions	Technique	Demonstration	Performance	Extended Response	Practical	Performance Actor	Performance Director	Performance Actor
	Type of text	PowerPoint Presentation and Speech	Performance	Analytical Review	Photographic Storyboards	Performance	Directorial Vision	Annotated Script & Performance
	Mode	Multimodal	Live	Written	Multimodal	Live	Oral Presentation	Live
	Conditions	Making - Devising 1-2 Minutes Individual	Making - Devising & Performing 1-2 Minutes Individual within a group	400-500 words Individual	400-500 words Individual	Making - Devising & Performing Time lengths as defined by improv challenges Individual within a Group	Making - Devising 1-2 minutes Individual	Making Performing 1-2 minutes Individual within a Group
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						☑		

Term 1 Term 2 Term 3 Term 4



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

