

# Australian Curriculum: The Arts

## Year 10 Drama Band plan 2023

CURRICULUM	YEAR 10			
	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit name</b>	<b>AUSTRALIAN GOTHIC THEATRE</b>	<b>IMPROVISATION</b>	<b>DOCUMENTARY DRAMA</b>	<b>REALISM &amp; DIRECTING</b>
<b>Unit description</b>	<p>Year 10 drama students focus on developing 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. Students develop an Australian Gothic Theatre storyboard for the play "Falling Petals" with explanatory paragraphs and annotations that document your dramatic ideas. They photograph 10-12 images of dramatic action for the storyboard blending realism with the supernatural, developing tension and establishing a tense mood. 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"> <li>working quickly in groups to interpret stimulus material,</li> <li>being creative</li> <li>utilising conventions of realistic and non – realistic drama.</li> </ul> <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. 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>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 someone'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 create a script concept in the form of a skeleton script, which describes possible sections of the performance and the conventions used. The class then selects one student's script and concept.</p> <p>Lessons in the final stage of the unit involve rehearsal and the development of technical aspects for the production.</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. Read a script selected for FA1 the following year to 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. Then, in small groups, students select a director to block short scenes to present at MMADness.</p>

ASSESSMENT	YEAR 10							
	Semester 1			Semester 2				
	AT1 Falling Petals	AT2 Children of The Black Skirt	AT3 Improvisation	AT4a Doco Drama Pitch	AT4b Doco Drama Performance	AT5 I'm the Director	AT6 I'm the Actor	
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Practical	Extended Response	Performance Actor	Demonstration	Performance	Performance Director	Performance Actor
	<b>Type of text</b>	Photographic Storyboards	Analytical Review	Performance	Skeleton script and pitch	Performance	Directorial Vision	Annotated Script & Performance
	<b>Mode</b>	Multimodal	Written	Live	Multimodal	Live	Oral Presentation	Live
	<b>Conditions</b>	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	Making - Devising 1-2 minutes Individual	Making Performing 1-2 minutes Individual within a Group

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints		<input checked="" type="checkbox"/>					
develop and sustain different roles and characters for given circumstances and intentions	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
perform devised and scripted drama in different forms, styles and performance spaces					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
collaborate with others to plan, direct, produce, rehearse and refine performances	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		
select and use the elements of drama, narrative and structure in directing and acting to engage audiences			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
refine performance and expressive skills in voice and movement to convey dramatic action			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>