













Australian Curriculum: DRAMA

Years 7 to 8 AC 9 Band Plan 2025

CURRICULUM	YEAR 7		YEAR 8	
	TERM 1 - 4		TERM 1 & 3	TERM 2 & 4
	Unit 1		Unit 1	Unit 2
Unit name	MELODRAMA		ELEMENTS OF DRAMA	CHILDREN'S THEATRE
Unit description	<p>Year 7 drama is a promotional subject for year 8 drama. Students are introduced to the dramatic languages and elements of drama through the conventions of Melodrama. Students learn basic script writing skills. Students learn basic acting skills. Students learn to work as an ensemble cast and perform in a Melodrama class production written and directed by the classroom teacher. Students perform their production as part of the year 7 culminating activity "Show & Shine", held in week 9 of the term.</p>		<p>Year 8 drama students are introduced to the dramatic languages, including the elements of drama within a selection of styles of drama and the associated conventions. Students learn basic skills of analysis including to describe, interpret and evaluate drama excerpts. Students develop skills of performance and stagecraft reflecting on their own skills and the skills of others. Students complete an in-class exam. Students demonstrate an understanding of the Elements of Drama as well as their ability to analyse live theatre using description of stage action and interpretation of dramatic meaning.</p>	<p>This unit's focus is to provide the students with the skills of drama in the making dimensions of drama, and to introduce students to non-realistic styles and forms of theatre through interpreting children's books using narration, chorus and physical theatre. Students learn to read published play texts, write scripts, work in small groups to create improvisations, and to devise concepts for performance. They also learn to use their bodies in non-realistic ways to represent literal and abstract objects and ideas. They experiment with their voice in order to enhance the mood of a performance and to help establish context and character. In groups, students select a children's story to develop and present a polished performance considering the acting style and conventions necessary to entertain a specific target audience. Each group, under the guidance of the teacher, is responsible for interpreting the story into a performance. While students perform, images from the publication are projected onto screen to assist with the creation of dramatic meaning for the Grade 3 audience.</p>

ASSESSMENT		YEAR 7		YEAR 8		
		SEMESTER 1 & 2		TERM 1 & 3	TERM 2 & 4	
		AT1 CHARACTER DESIGN	AT2 SOAP OPERA	AT1 DRAMATIC LANGUAGES	AT2 SCRIPT	AT3 STORYTIME
Range and balance of summative assessment conventions	Technique	Project – Devise Drama	Performance	Examination	Project – Devise Drama	Performance
	Type of text	Character brief set and costume design	Performance of a devised or scripted drama	Response to questions relevant to provided stimulus	script character brief set or costume design	Performance of a devised or scripted drama.
	Mode	Written	Practical	Written	Written	Practical
	Conditions	<ul style="list-style-type: none"> • 200 - 400 words • 1-8 images with annotations 	<ul style="list-style-type: none"> • 1-2 minutes (active engagement in the performance) • Assessed individually • Presented individually or as part of a group 	<ul style="list-style-type: none"> • Up to 70 minutes • 10 minutes planning time • Over a single or several lessons under supervised conditions • Short response 50-200 words per question up to 400 words total OR • Extended response 200-400 words 	<ul style="list-style-type: none"> • 200-400 words • 1-8 images with annotations • 2 pages (script) 	<ul style="list-style-type: none"> • 1-2 minutes (active engagement in the performance) • Assessed individually • Presented individually or as part of a group

Aspects of the achievement standard

analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience.			 		
evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning.			 		
describe respectful approaches to creating, performing and/or responding to drama.			 		
work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama.				 	
employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.					 

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