

CURRICULUM	YEAR 7		YEAR 8	
	TERM 1-4		TERM 1 & 3	TERM 2 & 4
	Unit 1		Unit 1	Unit 2
Unit name	MELODRAMA & SOAP OPERA		ELEMENTS OF DRAMA	CHILDREN'S THEATRE
Unit description	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 soap opera 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.		Year 8 drama students are introduced to the dramatic languages, including the elements of drama with a focus on Realism and its associated conventions. Students learn basic skills of analysis including describing, interpreting and evaluating. 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.	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.

ASSESSMENT	YEAR 7		YEAR 8			
	SEMESTER 1 & 2		TERM 1 & 3	TERM 2 & 4		
	AT1 EXAM	AT2 SOAP OPERA	AT1 DRAMATIC LANGUAGES	AT2 SCRIPT	AT3 STORYTIME	
Range and balance of summative assessment conventions	Technique	Examination	Performance / Practical	Examination	Demonstration	Performance / Practical
	Type of text	Short response	Demonstration	Short response / Response to Stimulus	Script	Demonstration
	Mode	Written	Live performance	Written	Written	Live Performance
	Conditions	<ul style="list-style-type: none"> 70 minutes 100- 300 words 	<ul style="list-style-type: none"> 45 seconds – 1 and ½ minutes Individual within a group 	<ul style="list-style-type: none"> 70 minutes 100- 300 words 	<ul style="list-style-type: none"> 100-300 words Individual 	<ul style="list-style-type: none"> 45 seconds – 1 and ½ minutes Individual within a group on stage

Aspects of the achievement standard						
identify and analyse how the elements of drama are used, combined and manipulated in different styles	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			
apply this knowledge in drama they make and perform		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
evaluate how they and others from different cultures, times and places communicate meaning and intent through drama			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			
collaborate to devise, interpret and perform drama		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
manipulate the elements of drama, narrative and structure to control and communicate meaning				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
apply different performance styles and conventions to convey status, relationships and intentions				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
use performance skills and design elements to shape and focus theatrical effect for an audience		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

Term 1	Term 2	Term 3	Term 4	<input checked="" type="checkbox"/>	Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard
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