

# Australian Curriculum: The Arts - DRAMA

## Year 9 AC 9 Band Plan - 2025

CURRICULUM	YEAR 9			
	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit name</b>	<b>ELEMENTS OF DRAMA &amp; REALISM</b>	<b>PROCESS DRAMA &amp; MONOLOGUES</b>	<b>CLOWNING &amp; SCREEN ACTING</b>	<b>COLLAGE DRAMA</b>
<b>Unit description</b>	Year 9 Drama students are reintroduced to the Elements of Drama, looking more specifically at the Elements of Drama through the style of Realism and its associated conventions. Students focus on beginning to utilise the vocabulary associated with analysing live theatre, specifically utilising evaluative language. Students demonstrate an understanding of the Elements of Drama as well as their ability to analyse live theatre using description of stage action, interpretation of dramatic meaning and evaluation of stagecraft and the actor's ability to create dramatic meaning.	Students are introduced to Process Drama as a theatrical form. Students participate in a series of Process Drama Workshops in order to learn how to write personal 'I statements', which reflect on feelings and thoughts. This knowledge and content is used as a pretext for students to write Stream of Consciousness Monologues in character for the presenting assessment. Students are required to memorise a monologue, select costumes, sets and props and present a polished performance, focusing on emotional truth and the realistic conventions of acting.	In this unit, students will study an introduction to conventions associated with non-realistic styles of acting. Focus is on the skills or tricks used in circus with the conventions of Clowning. They create short comedy routines in small groups, with circus tricks that become part of a class production performed to the Grade 4 classes, and can be added to the 'MMADDness' showcase in term 4. Drama students then learn and practice screen acting conventions, before working with Media students to perform in films for the Understory High Film Festival.	In this unit, students create a whole class 'Collage Drama' that is performed at Year 9 Show & Shine. After experimenting with the dramatic form and style as well as several different realistic and non-realistic conventions, students select a social issue that is used as the theme for the 'Collage Drama'. Individually, students create a script that can be used within collage drama, incorporating at least one non-realistic dramatic convention, such as the use of poetry, chorus or movement. Scripts are read and selected by groups to create small productions. Lessons involve rehearsal and the development of technical aspects of the productions.

ASSESSMENT		YEAR 9						
		SEMESTER 1			SEMESTER 2			
		AT1 Elements of Drama	AT2 Exploring Realism	AT3 Process Drama Inspired Monologues	AT4 Cirque Du Bentley	AT5 Understory Screen Acting	AT6a Inspired by Pictures	AT6b Performing Collage Drama
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Examination	Performance	Project – Devise Drama	Performance	Performance	Project – Devise Drama	Performance
	<b>Type of text</b>	Short response & response to stimulus	Demonstration	Response to stimulus - script	Demonstration	Demonstration	Response to stimulus	Demonstration
	<b>Mode</b>	Written	Practical	Written / Spoken Practical	Practical	Practical	Written	Practical
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>400 – 600 words</li> <li>2 in-class lessons</li> <li>Exam conditions</li> <li>Individual</li> </ul>	<ul style="list-style-type: none"> <li>1-3 minutes</li> <li>Assessed Individually</li> <li>Presented individually or as part of a group.</li> </ul>	Written: <ul style="list-style-type: none"> <li>400 – 600 words / 3 pages and</li> </ul> Spoken: <ul style="list-style-type: none"> <li>2-3 minutes</li> <li>Assessed Individually</li> <li>Presented individually</li> <li>May be audio or visually recorded</li> </ul>	<ul style="list-style-type: none"> <li>1-3 minutes</li> <li>Assessed Individually</li> <li>Presented individually or as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>1-3 minutes</li> <li>Assessed Individually</li> <li>Presented individually or as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>400-600 words</li> <li>Assessed Individually</li> </ul>	<ul style="list-style-type: none"> <li>1-3 minutes</li> <li>Assessed Individually</li> <li>Presented individually or as part of a group.</li> </ul>
<b>Aspects of the achievement standard</b>								
analyse how and why the elements of drama, performance skills and/or conventions are manipulated in drama they create, perform and/or experience.								
evaluate how drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and/or meaning.								
evaluate how drama is used to celebrate and challenge perspectives of Australian identity.								
work individually and/or collaboratively to shape and manipulate use of the elements of drama, conventions and/or dramatic structures to communicate ideas, perspectives and/or meaning.								
use performance skills relevant to style and/or form to sustain belief, roles and characters in performances of improvised, devised and/or scripted drama for 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