

# Australian Curriculum: The Arts

## Year 9 Drama Band Plan 2023

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>COLLAGE DRAMA</b>	<b>COMEDY &amp; CLOWNING</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 '1 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 create a whole class 'Collage Drama' that is performed at a year 9 and 10 Drama Showcase. 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 the 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 the class and placed together to create a class production. Lessons involve rehearsal and the development of technical aspects of the production.	In this unit, students will study an introduction to conventions associated with non-realistic styles of acting. Focus is on the conventions of comedy and they use the television show 'Lano and Woodley' as a model for performance. Students identify conventions associated with other comedic styles including Clowning, Street Theatre and Stand-up Comedy. They create short comedy routines in small groups that become part of a class production performed to the Grade 4 classes, and can be added to the 'MMADDness' showcase in week 8. Students reflect on their performance in the whole class production by completing reflective journal entries throughout the production and performance process.

ASSESSMENT	YEAR 9								
	SEMESTER 1				SEMESTER 2				
	AT1 Elements of Drama	AT2 Exploring Realism	AT3a Process Drama Inspired Monologues	AT3b Performing Monologues	AT4a Inspired by Pictures	AT4b Performing Collage Drama	AT5 Analysing Comedy	AT6 Cirque Du Bentley	
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Examination	Performance	Extended Response	Performance	Extended Response	Performance	Extended Response	Performance
	<b>Type of text</b>	Short response & response to stimulus	Demonstration	Response to stimulus	Demonstration	Response to stimulus	Demonstration	Response to stimulus	Demonstration
	<b>Mode</b>	Written	Live Performance	Written	Live performance	Written	Live performance	Written	Live Performance
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>200 – 400 words</li> <li>2 in-class lessons</li> <li>Exam conditions</li> <li>Individual</li> </ul>	<ul style="list-style-type: none"> <li>1-2 minutes</li> <li>Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Making – Devising 1-2 minutes Individual</li> </ul>	<ul style="list-style-type: none"> <li>Making – Performance 1-2 minutes - Individual</li> </ul>	<ul style="list-style-type: none"> <li>Making – Devising 1-2 minutes Individual</li> </ul>	<ul style="list-style-type: none"> <li>Making – Performance 1-2 minutes Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>300 – 400 words</li> <li>Class time provided</li> <li>Individual</li> </ul>	<ul style="list-style-type: none"> <li>Making – Performance 1-2 minutes - Ensemble</li> </ul>

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"/>							<input checked="" type="checkbox"/>	
develop and sustain different roles and characters for given circumstances and intentions				<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"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<b>collaborate with others</b> to plan, direct, produce, rehearse and refine performances		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<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"/>		
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"/>		<input checked="" type="checkbox"/>

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