

Merbein P-10 College - Scope & Sequence – The Arts (Drama)

GRADE PREP	EXPLORE & EXPRESS IDEAS	DRAMA PRACTICES	PRESENT & PERFORM	RESPOND & INTERPRET
GRADE 1	EXPLORE & EXPRESS IDEAS	DRAMA PRACTICES	PRESENT & PERFORM	RESPOND & INTERPRET
GRADE 2	EXPLORE & EXPRESS IDEAS	DRAMA PRACTICES	PRESENT & PERFORM	RESPOND & INTERPRET
GRADE 3	EXPLORE & EXPRESS IDEAS	DRAMA PRACTICES	PRESENT & PERFORM	RESPOND & INTERPRET

GRADE 4	EXPLORE & EXPRESS IDEAS	DRAMA PRACTICES	PRESENT & PERFORM	RESPOND & INTERPRET
GRADE 5	EXPLORE & EXPRESS IDEAS	DRAMA PRACTICES	PRESENT & PERFORM	RESPOND & INTERPRET
GRADE 6	EXPLORE & EXPRESS IDEAS	DRAMA PRACTICES	PRESENT & PERFORM	RESPOND & INTERPRET

YEAR 7	EXPLORE & EXPRESS IDEAS	DRAMA PRACTICES	PRESENT & PERFORM	RESPOND & INTERPRET
	<p>Students will: Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Stagecraft <u>Unit:</u> Putting on a play <u>Unit:</u> Mime</p>	<p>Students will: Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Stagecraft <u>Unit:</u> Putting on a Play <u>Unit:</u> Mime <u>Unit:</u> Talking about Theatre</p>	<p>Students will: Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft.</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Putting on a Play <u>Unit:</u> Stagecraft <u>Unit:</u> Mime</p>	<p>Students will: Identify and connect specific features and purposes of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander Peoples to explore viewpoints and enrich their drama making</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Telling Stories <u>Unit:</u> Talking about Theatre</p>
<p>UNIT: STAGECRAFT Students gain confidence and knowledge of stagecraft vocabulary and develop their understanding of the Dramatic Elements through structured improvised and devised drama activities. Students begin to develop the performance skills of; focus, timing, presence, energy, confidence, and actor-audience connections, as well as expressive skills, including voice, movement, gesture, and facial expression. Students develop the ability to give positive, constructive feedback about performance to their peers.</p> <p>UNIT: MIME Students learn about a different style of theatre and its practitioners. Students learn to develop character consistent with dramatic form and a specific performance style and develop non-verbal performance skills, which encourages them to develop and refine physical expressive skills. Students explore ways to communicate dramatic meaning through movement and become more aware of a variety of ways in which they can use their bodies in performance.</p> <p>UNIT: TALKING ABOUT THEATRE Students view and analyse a piece of live theatre (or film, if appropriate live theatre is unavailable). Students learn to talk about drama using appropriate vocabulary. Students write a short theatre review, developing skills in writing about drama.</p>				

UNIT: TELLING STORIES

Students are exposed to stories from different cultures and times, including those of Aboriginal and Torres Strait Islander Peoples, which they use to explore viewpoints and enrich drama making. Students are introduced to monologue performances and develop and refine expressive skills (voice and movement) in storytelling, with a focus on making connections with the audience. Students devise a non-scripted drama, for which they develop character, and identify and connect specific features of drama in stories.

UNIT: PUTTING ON A PLAY

Students present and perform scripted drama. Students develop skills in stagecraft throughout the page-to-stage process, and explore ways to communicate and refine dramatic meaning. Students develop character, continue to refine expressive skills, and explore concepts of commitment to a role. Students work as part of an ensemble to read and annotate a script, as well as plan, structure, rehearse, and perform drama.

YEAR 8	EXPLORE & EXPRESS IDEAS	DRAMA PRACTICES	PRESENT & PERFORM	RESPOND & INTERPRET
	<p>Students will: Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Improvisation and Theatre Sports <u>Unit:</u> Stage Fighting <u>Unit:</u> Page-to-Stage <u>Unit:</u> Solo and Duo Performance</p>	<p>Students will: Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Improvisation and Theatre Sports <u>Unit:</u> Page-to-stage <u>Unit:</u> Solo and Duo Performance</p>	<p>Students will: Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft.</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Improvisation and Theatre Sports <u>Unit:</u> Page-to-Stage <u>Unit:</u> Stage Fighting <u>Unit:</u> Solo and Duo Performance</p>	<p>Students will: Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Analysing Theatre <u>Task:</u> Students respond regularly to each other's performances, both verbally (positive/constructive feedback) and written (rubric)</p>

UNIT: IMPROVISATION AND THEATRE SPORTS

Students explore the art of improvisation, and its links with Theatre Sports. Students explore and develop issues, ideas and themes, while developing characters consistent with situation and style and working in small ensemble groups. Students learn about the conventions and rules of Theatre Sports, participating in Theatre Sports games, culminating in a competition within the class. Students participate in informal reflection discussion throughout the process, as well as producing a final written reflection at the end of the unit.

UNIT: ANALYSING THEATRE

Students view and analyse a piece of live theatre (or film, if appropriate live theatre is unavailable). Students discuss and write about theatre, extending their subject-specific vocabulary, and further developing skills in writing about theatre. Students write a short theatre analysis for assessment.

UNIT: STAGE FIGHTING

Students view and discuss examples of choreographed fight sequences in film before learning skills and techniques required to safely create a choreographed fight sequence. Students work collaboratively to write a script and create a cue sheet for a choreographed fight sequence. Students rehearse and present short plays based around a choreographed fight sequence. Students participate in informal reflection discussion throughout the process as well as writing a short self-evaluation of their performance, ensemble work, and technique at the end of the unit.

UNIT: PAGE-TO-STAGE

Students present and perform a scripted drama and further develop skills in stagecraft throughout the page-to-stage process exploring ways to communicate and refine dramatic meaning. Students develop character, continue to refine expressive skills, and explore concepts of commitment to a role. Students work as part of an ensemble to read and notate a script, as well as plan, structure, rehearse, and perform drama.

UNIT: SOLO AND DUO PERFORMANCE **New Unit!**

By the end of Level 8, students devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills, stagecraft and design elements to shape and focus relationships with an audience.

Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama.

YEARS 9 and 10	EXPLORE & EXPRESS IDEAS	DRAMA PRACTICES	PRESENT & PERFORM	RESPOND & INTERPRET
	<p>Students will: Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Group Production</p> <p>Students will: Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles</p>	<p>Students will: Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Group Production</p> <p>Students will: Structure drama to engage an audience through manipulation of dramatic action, forms and</p>	<p>Students will: Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Group Production</p>	<p>Students will: Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Production Report</p> <p>Students will: Analyse a range of drama from contemporary and past times, including the drama of</p>

	<p>and characters consistent with intentions in dramatic forms and performance styles</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Group Production <u>Unit:</u> Individual Study</p>	<p>performance styles and by using design elements</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Group Performance</p>		<p>Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints and develop understanding of drama practice across local, national and international contexts</p> <p>Students will complete tasks as outlined in the following units of study: <u>Unit:</u> Theatre Analysis <u>Unit:</u> Individual Study</p>
<p>UNIT: GROUP PRODUCTION Students work towards presenting a production (devised or scripted) for an external audience. During this process, students cover the following topics: stagecraft, technical theatre requirements, rehearsal processes, direction, scripting/script notation, ensemble work, character, performance technique, costuming, makeup.</p> <p>UNIT: PRODUCTION REPORT Students complete a written reflection in the form of a production report, which is completed after their final group performance. Students are expected to keep a folio of work during the production process.</p> <p>UNIT: THEATRE ANALYSIS Students analyse a theatre production (subject to availability) or an appropriate film. Students continue to improve skills in discussing and writing about theatre using appropriate vocabulary.</p> <p>UNIT: INDIVIDUAL STUDY Students learn about elements of the history of theatre in more detail, focusing on influential theatre practitioners and genres, as relevant to the styles being studied. Students present a short report on a theatre practitioner/style/era, which has had an impact on how theatre is presented today.</p>				
<p>By the end of Level 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning. Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use experiences of drama practices from different cultures, places and times to evaluate drama.</p>				