

# Level 7 plan — Victorian Curriculum: AP071 Performing Arts (Drama)



Implementation year: 2017

School name: Kyabram P-12 College

Identify Curriculum	<b>Curriculum Booklet Descriptor</b>	Students develop concentration and teamwork through a variety of drama games. They learn about basic workshop procedure and drama routines. Students study Role- Play emphasising creativity and basic performance skills. Students learn about basic mime and movement. The ability to focus and maintain a freeze is practised through a series of tableaux. A performance using these skills is created and performed to a small audience. Students study the history of Melodrama. Students learn about stock characters and basic melodramatic plot, then create and perform their own. Students evaluate their own work and other students' work. They view and write about one professional performance.	
	<b>Achievement standard</b>	<p>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.</p> <p>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.</p> <p>Source: Victorian Curriculum   14 September 2015 <a href="http://victoriancurriculum.vcaa.vic.edu.au/Copyright">http://victoriancurriculum.vcaa.vic.edu.au/Copyright</a></p>	
	<b>Reporting Descriptor</b>	Students developed concentration and teamwork through a variety of drama games. They learnt basic workshop procedures and drama routines. Students studied 'Role Play' and developed their imagination and creativity. Students were introduced to mime and movement. The performance style of 'Melodrama' was workshopped and students wrote and performed their own script. Students frequently performed to their peers and were encouraged to evaluate their own and others' work. They viewed and analysed a professional performance.	
Teaching and learning	<b>Unit Overview</b> Subject hours per year level: 25	<b>Unit 1</b>	<b>Unit 2</b>
		<p><b>Explore and Express Ideas</b> Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (<a href="#">VCADRE033</a>)</p> <p><b>Drama Practices</b> Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning (<a href="#">VCADRD035</a>)</p> <p><b>Respond and Interpret</b> Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (<a href="#">VCADRR038</a>)</p> <p><b>Personal and Social Capability</b> <u>Self-Awareness and Management</u> Describe how and why emotional responses may change in different contexts (<a href="#">VCPSCSE034</a>)</p> <p><b>Personal and Social Capability</b> <u>Self-Awareness and Management</u> Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (<a href="#">VCPSCSE037</a>)</p> <p><b>Personal and Social Capability</b> <u>Social Awareness and Management</u> Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed (<a href="#">VCPSCSO040</a>)</p>	<p><b>Explore and Express Ideas</b> Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (<a href="#">VCADRE034</a>)</p> <p><b>Drama Practices</b> Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions (<a href="#">VCADRD036</a>)</p> <p><b>Present and Perform</b> Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft (<a href="#">VCADRP037</a>)</p> <p><b>Respond and Interpret</b> Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making (<a href="#">VCADRR039</a>)</p> <p><b>Personal and Social Capability</b> <u>Self-Awareness and Management</u> Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement (<a href="#">VCPSCSE035</a>)</p> <p><b>Personal and Social Capability</b> <u>Social Awareness and Management</u> Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict (<a href="#">VCPSCSO042</a>)</p>

Develop assessment	Assessment	Unit 1	Unit 2
		Assessment	Assessment
		1. Tableaux Students are required to develop physical awareness and control through a series of workshops focussing on Tableau and utilising this as a performance technique. This task develops the skills of cooperation and negotiation through ensemble projects. Students use their whole body to convey emotion, action and character.	2. Role Play Students are required to take on a variety of roles and develop a basic character. All students participate in a whole class improvised Role Play and evaluate this process.
Make judgments and use feedback	Moderation		

**Level 7 Drama: review for balance and coverage of content descriptions.**

	1	2
<b>Explore and Express Ideas</b> Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (VCADRE033)	X	
<b>Explore and Express Ideas</b> Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (VCADRE034)		X
<b>Drama Practices</b> Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning (VCADRD035)	X	
<b>Drama Practices</b> Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions (VCADRD036)	X	
<b>Present and Perform</b> Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft (VCADRP037)		X
<b>Respond and Interpret</b> Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (VCADRR038)	X	
<b>Respond and Interpret</b> Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making (VCADRR039)		X

	1	2
<b>Personal and Social Capability</b> <i>Self-Awareness and Management</i> Describe how and why emotional responses may change in different contexts (VCPSCSE034)	X	X
<b>Personal and Social Capability</b> <i>Self-Awareness and Management</i> Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement (VCPSCSE035)	X	X
<b>Personal and Social Capability</b> <i>Self-Awareness and Management</i> Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)	X	
<b>Personal and Social Capability</b> <i>Social Awareness and Management</i> Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed (VCPSCSO040)	X	X
<b>Personal and Social Capability</b> <i>Social Awareness and Management</i> Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict (VCPSCSO042)	X	X