



SAMPLE TEACHING AND LEARNING OUTLINE

THE ARTS – DRAMA
YEAR 7

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Time allocation on which the sample teaching and learning outline is based

Two hours of teaching per week for one school semester (20 weeks)

Drama key concepts embedded:

- Ideas
- Skills
- Performance
- Response

Prior knowledge

In previous years, students have used the elements of drama to explore narratives and communicate meaning. They recognise appropriate formatting and conventions of scripts. They continued to develop their performance skills through selected forms and styles. Students have been given the opportunity experience drama as a performer and audience member.

Students have examined the factors that influence drama in different cultures, times and contexts.

Across the year, different key concepts are emphasised in:

- Making
- Responding

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy. It is recommended that in Year 7 and Year 8, 80% of the assessment program focuses on Making and 20% of the assessment program focuses on Responding.

Drama Teaching and Assessment Outline – Year 7 Improvisation and Circus

Week	Drama Syllabus Content	Activities/Resources	Tasks & Due Date
1–2	<ul style="list-style-type: none"> Preparation techniques for voice and movement for selected drama forms and styles Drama processes through exploration of one or more elements of drama (role, character and relationships; voice and movement; space, time and situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and action-audience relationships Approaches to characterisation (adapting archetypes) Mime techniques (creating objects using shape and weight) in drama 	<p>Students will be introduced to/reminded about the importance of voice and body preparation for drama, the role of imagination and the need for co-operation in drama activities and lessons.</p> <p>Students will develop a repertoire of non-competitive drama activities that foster effective voice and movement techniques, awareness of the space and others and the need for engaging imagination in their drama practice.</p> <p>Students will become aware of the need for generosity, give and take, and varying energy levels when engaging in creative challenges.</p> <p>Web resource: http://improvcyclopedia.org/categories//Warm-up.html.</p> <p>Students will be introduced/reminded about the drama conventions of appropriate audience awareness throughout the term.</p> <p>Students will participate in mime workshops, to learn its application in spontaneous improvisations.</p> <p>Students will be encouraged to reflect informally on the work undertaken and the relevance of particular drama experiences to their learning.</p> <p>Student workshops on the fundamental tools and rules of spontaneous improvising:</p> <ul style="list-style-type: none"> offering accepting extending saying yes breaking the routine endowing. 	
3–6	<ul style="list-style-type: none"> Preparation techniques for voice and movement for selected drama forms and styles Voice and movement techniques for selected drama forms and styles 	<p>Students will view extracts from the US, UK and Australian variations on live improvisation challenges. Students will focus on the various skills demonstrated by the performers and the role of the audience in these improvisation challenges.</p> <p>Students will be encouraged to explore improvisation games in the context of fun, with a focus on small groups and non-competitive drama making.</p> <p>Students will be given three opportunities to explore different improvisation games with a focus on establishing scenarios and role/character, as well as effectively accepting and extending peer offers of dramatic ideas in performance.</p>	

Week	Drama Syllabus Content	Activities/Resources	Tasks & Due Date
	<ul style="list-style-type: none"> • Drama conventions for selected drama forms and styles • Improvisation conventions (establishing scenarios and role/character) • Levels and status in making drama • Imaginary spaces created by stage components and properties, the elements of drama and audience • Reflective processes on their own and others' work, the impact on meaning of the use of the elements of drama in performance and general drama terminology and language 	<p>Improvisations will include explorations of the status and levels of characters, and how this is communicated to an audience and can change in a performance.</p> <p>Students will explore in improvisation ways they can use their voice and body to create imaginary spaces in performance. Students will discuss the ways stage properties may support these performances to establish situation.</p> <p>Web resources: http://improvincyclopedia.org/categories//Audience_Participation.html https://www.youtube.com/watch?v=ZIIJ7PNpXCc https://www.youtube.com/watch?v=Vjs0hjA64GM</p> <p>Students will reflect using a series of prompt questions about how well they engaged with the improvisation games and how well their fellow students responded to the challenges.</p>	<p>Task 1: Improvisation games completed. Week 6</p> <p>Task 2: Short reflection on Task 1 using prompt questions. Week 6 (in class)</p>
7–9	<ul style="list-style-type: none"> • Voice and movement techniques for selected drama forms and styles • Preparation techniques for voice and movement for selected drama forms and styles • Drama processes through exploration of one or more elements of drama (role, character and relationships; voice and movement; space, time) 	<p>Students will be introduced to extended improvisations as an extension of the earlier work on spontaneous improvisation.</p> <p>Students will discuss and present examples of 'personal themes' that affect them and their peers.</p> <p>Students will view examples of comedy and drama that explore personal themes and consider the impact of these on a live audience.</p> <p>Students will participate in a short workshop using some of the processes developed by Cecily O'Neill and 'Process Drama' based on the text <i>Woolvs in the Sitee</i> by Margaret Wild. Students will make a list of the activities explored in the workshop.</p> <p>Web resources: https://www.youtube.com/watch?v=0A-dG7rubly https://artsedge.kennedy-center.org/educators/how-to/from-theory-to-practice/process-drama.aspx</p>	

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	<p>and situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and action-audience relationships</p> <ul style="list-style-type: none"> Extended improvisation exploring personal themes based on research and selected drama forms and styles Drama structures based on episodic structures and non-linear dramatic storytelling Design and technology to support dramatic meaning and create smooth transitions Effective group work processes (problem-solving, listening skills) in drama 	<p>In groups of four, students will select and investigate relevant examples which relate to their chosen personal theme.</p> <p>Students will select and rehearse four scenes, with a focus on one process drama activity for each scene. Each scene should feature clear links to the personal theme and effective choices about the elements of drama.</p> <p>Structuring of scenes is discussed with students as they can be either episodic or non-linear.</p> <p>Students will only need to wear theatre blacks for their performances, but will be encouraged to use one prop each in a variety of literal and non-literal ways.</p> <p>Students will be encouraged to include all group members' suggestions and to document their ideas through appropriate note taking.</p>	
10	<ul style="list-style-type: none"> Effective group work processes (problem-solving, listening skills) in drama 	<p>Students will present to their peers a final version of their personal theme as an extended improvisation with clear demonstration of process drama activities and choices about the elements of drama.</p> <p>Students will be reminded about their role as audience members and to pay close attention to examples of effective drama practice in performance.</p>	<p>Task 3: Extended improvisation based on a personal theme completed. Week 10</p>

Week	Drama Syllabus Content	Activities/Resources	Tasks & Due Date
11–12	<ul style="list-style-type: none"> Script interpretation of a scene or section through the elements of drama to create mood and reinforce themes Voice and movement techniques for selected drama forms and styles Preparation techniques for voice and movement for selected drama forms and styles 	<p>Students will explore, as a short activity, a section of drama text such as <i>Us and Them</i> by David Campton, to recognise the key features of a play script and the role of the ensemble in its interpretation. It will be emphasised that script interpretation will be the focus of work in Year 8.</p> <p>Students will review examples of circus, past and present, to draw conclusions about the approaches to the elements of drama, design and technology and audience.</p> <p>Web resources:</p> <p><i>Greatest Showman</i> trailer https://www.youtube.com/watch?v=4zOeiLhcgPo</p> <p>Cirque du Soleil https://www.youtube.com/watch?v=Bp8f2hRJBdk</p> <p>Slapstick clowning https://www.youtube.com/watch?v=BVSuq-1Y9Sc</p> <p>Acrobatics https://www.youtube.com/watch?v=jYiEBFh0_OU</p> <p>Students will learn how to make their own juggling balls using rubber balloons and rice. The challenge will be to learn to juggle two then three balls using simple strategies. The goal is to get to 50 throws and to add one variation.</p> <p>How to juggle three balls https://www.youtube.com/watch?v=kCt1bmSASCI</p>	
13–14	<ul style="list-style-type: none"> Voice and movement techniques for selected drama forms and styles Preparation techniques for voice and movement for selected drama forms and styles Approaches to characterisation (adapting archetypes) Drama processes through exploration of one or 	<p>Students will participate in a series of workshops that will introduce and extend their understanding of the skills and techniques of various circus roles and acts. These include juggling, acrobatics, stilt and unicycle work (if equipment is available) and clowning, including some stage fighting and archetype roles.</p> <p>Web resources:</p> <p>Handstand for beginners https://www.youtube.com/watch?v=Y3LiE0cW_zA</p> <p>Tumbling for beginners https://www.youtube.com/watch?v=V3UJZqXTN_U</p> <p>Tumbling extended https://www.youtube.com/watch?v=-YnIX7FH68c</p>	

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	<p>more elements of drama (role, character and relationships; voice and movement; space, time and situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and action-audience relationships</p> <ul style="list-style-type: none"> • Drama conventions for selected drama forms and styles • Safe practices in drama (backstage management to ensure safe movement) 	<p>It is important to note that teaching these skills requires training and an awareness of occupational safety and health relevant to circus.</p> <p>Students will have opportunities to explore all aspects of the circus program and then nominate which aspect of circus they wish to focus their performance work.</p> <p>Students will form into groups of three to develop a performance situation for showcasing their developing circus skills.</p>	
15–16	<ul style="list-style-type: none"> • Voice and movement techniques for selected drama forms and styles • Preparation techniques for voice and movement for selected drama forms and styles • Drama processes through exploration of one or more elements of drama (role, character and relationships; voice and movement; space, time and situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and 	<p>Students will present their showcase of their performance ideas without design and technology to one other group. The other group will provide feedback about energy, skills showcased and audience awareness. A summary of notes and discussions will be shared with the whole class.</p> <p>Teacher will collate notes on student progress and provide further support for the development of each group’s performances.</p> <p>Web resources:</p> <p>https://www.youtube.com/watch?v=MjbScmY0zEg</p> <p>https://www.youtube.com/watch?v=J9iW76N3aRQ</p> <p>https://www.youtube.com/watch?v=LZvp_9mDh6E</p> <p>https://www.youtube.com/watch?v=jLy-nZCqqfc</p> <p>Students will continue to explore and develop their skills and experiment with ways of weaving each group’s performance together to create a class circus performance.</p> <p>Students will discuss the placement of audience in circus performance and be taught the configuration of the thrust stage. Each group is to revisit their blocking to allow for audience awareness and sightlines pertaining to the conventions of thrust stage.</p>	

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	<p>action-audience relationships</p> <ul style="list-style-type: none"> • Design and technology to support dramatic meaning and create smooth transitions • Effective group work processes (problem-solving, listening skills) in drama 	<p>The class will also discuss a possible theme for the performance and a motif that can be woven into the performance to highlight that theme.</p> <p>Students will investigate and discuss options for creating colourful and affordable costumes and the role of colourful circus make-up for performers in a circus.</p>	
17–18	<ul style="list-style-type: none"> • Drama structures based on episodic structures and non-linear dramatic storytelling • Design and technology to support dramatic meaning and create smooth transitions 	<p>Students will nominate a representative from each group to participate in a discussion of the sequence of showcases to create an appropriate flow and variety in the circus performance. The final sequence will be presented for discussion with the whole class.</p> <p>Students will present a design plan for their role in the circus performance.</p> <p>Students will provide two suggestions for music to accompany the introduction to their performance, and in the background of their performance if appropriate.</p> <p>Students will explore how to create a manageable and safe backstage space and the role of groups supporting one another with transitions and other design roles.</p>	<p>Task 4: Design plan submitted for assessment. Week 17</p>
19–20	<ul style="list-style-type: none"> • Reflective processes on their own and others' work, the impact on meaning of the use of the elements of drama in performance and general drama terminology and language 	<p>Students will participate in a technical and dress rehearsal for the final circus showcase.</p> <p>Students will present their final performance to an invited audience.</p> <p>Students will view the circus performance on video and take notes for an in-class review of the impact of the final performance.</p>	<p>Task 5: Circus performance in small groups with design elements. Week 20</p> <p>Task 6: Reflective writing on a close viewing of the final performance. Week 20</p>