



## SAMPLE TEACHING AND LEARNING OUTLINE

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**THE ARTS - DRAMA**  
**YEAR 3**

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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**

One hour of teaching per week for one school term (10 weeks)

### **Drama key concepts embedded**

- Ideas
- Skills
- Performance
- Response

### **Prior knowledge**

In previous years, students have explored personal events and fictional stories to create and perform structured drama. They have continued to develop both spontaneous and prepared improvisation skills, whilst exploring how to effectively use voice and movement in order to create characters and situations. Students have experienced being both a performer as well as an audience member.

### **Drama Skills**

Students extend their understanding of role and situation as they create improvised and devised drama. Students begin to experiment with selected forms and styles when improvising or devising drama. They continue to develop improvisation, voice and movement skills. Students are introduced to the elements of space, character and time.

Students experience drama as performers and audience members. They begin to use rehearsal processes to support audience engagement and continue to learn appropriate responses to the drama of others.

Across the year, different skills are emphasised in:

- Making **(M)**
- Responding **(R)**

***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.***

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
1–2	<p><b>I&gt;</b> Improvised and devised drama based on narrative structures in familiar drama styles</p> <p><b>S&gt;</b> Exploration and experimentation of seven (7) elements of drama when creating improvised or devised drama</p> <p><b>S&gt;</b> Improvisation skills to develop drama</p> <p><b>P&gt;</b> Demonstrate rehearsal processes and performance skills</p> <p><b>P&gt;</b> Performance skills and audience awareness (where performers use focus and control) when performing drama styles</p>	<p><b>R&gt;</b> Appropriate responses to, and respect for, drama of others as performers and audience members</p> <p><b>R&gt;</b> Responses that involve identifying and reflecting on the use of the elements of drama, using drama terminology</p> <p><b>R&gt;</b> Features of drama in different cultures and places</p>	<p>What needs to be clear in a story to allow the reader to understand it?</p> <p>What is dramatic tension?</p> <p>What is a tableau?</p> <p>What are the elements of drama?</p> <p>How do the elements of drama create meaning in a play?</p> <p>Why do we need to focus when creating character?</p> <p>How do we work collaboratively to structure our performance?</p> <p>How do we respond as an audience when watching performance?</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Through a published text, revise how a story is structured and outline the key elements that allow a story to have purpose and meaning.</li> <li>• Revise how a text can be manipulated into a live performance piece.</li> <li>• Revise tableau.</li> <li>• Revise the elements of drama as the building blocks to create meaning within a performance.</li> </ul> <p><b>LA 1</b></p> <ul style="list-style-type: none"> <li>• Teacher to ask students to identify their favourite stories.</li> <li>• Read a well-known fairy tale, such as <i>Cinderella</i>, to the class.</li> <li>• Pause throughout the story to highlight characters, roles, relationships, space and time.</li> <li>• Pause throughout the story to mimic voices (using lines from the text) and exaggerated movements (described in the text).</li> <li>• Students to identify the central characters. Teacher calls out each character and students respond by creating a character tableau. Through mime, the student is to walk through the space considering movement techniques. Additionally, the teacher can add voice by asking students to say ‘hello’ to passing characters. Repeat for each central character.</li> <li>• Discuss character personalities and begin to look at levels of status.</li> <li>• Students to identify the main settings in the story. Discuss how the stage, use of props and costume could be used to suggest the setting to an audience.</li> <li>• Please note: this could be extended by having a selection of appropriate prop pieces, stage blocks and set, which the class choose from and use to create a set for <i>Cinderella</i>. Placement on stage in relation to audience could be discussed as well as terminology for the parts of a stage.</li> <li>• Groups of students to identify five key moments in the story. Share with the class and make a final decision.</li> <li>• Teacher to model where each key moment sits on a dramatic tension graph.</li> <li>• Each group to be allocated one key moment and create a short improvisation.</li> </ul>

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
	<p><b>Teaching Concepts</b> tableaux, elements of drama, structure, dramatic tension, improvisation, group co-operation, reflection</p>			<ul style="list-style-type: none"> <li>Rehearse and then watch the performances in order to view the entire storyline.</li> <li>Please note: It is advised to repeat this lesson with a modern text to highlight differences in character types, situations, setting and moments of dramatic tension.</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>Verbally identify whether the situation, characters, setting and dramatic tension were clear in each performance.</li> </ul> <p><b>Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>Visually assess student interaction, input and focus.</li> <li>Visually assess student ability to understand the teaching concepts.</li> </ul>
3–6	<p><b>I&gt;</b> Improvised and devised drama based on narrative structures in familiar drama styles</p> <p><b>S&gt;</b> Exploration and experimentation of seven (7) elements of drama when creating improvised or devised drama</p>	<p><b>R&gt;</b> Appropriate responses to, and respect for, drama of others as performers and audience members</p> <p><b>R&gt;</b> Responses that involve identifying and reflecting on the use of the elements of drama, using drama terminology</p>	<p>What is the difference between spontaneous and prepared improvisation?</p> <p>What is a prop?</p> <p>What does stimulus mean?</p> <p>How will we work together to create a performance. What skills will we need?</p> <p>How do we respond as an audience when watching performance?</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>Revise the concept of spontaneous and prepared improvisation.</li> <li>Revise tableau.</li> <li>Revise the elements of drama as the building blocks to create meaning within a performance.</li> <li>Present students with a ‘Mystery Box’. Explain that each lesson the box will contain different stimuli to use as a starting point for devising drama.</li> <li>Suggestions for stimuli are images, famous quotes, props, poetry, storybooks, costume and song.</li> </ul> <p><b>Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>Anecdotal notes to assess students’ listening skills, group co-operation and giving of ideas throughout the rehearsal process.</li> <li>Visually assess student ability to understand the teaching concepts.</li> </ul>

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
	<p><b>S&gt;</b> Improvisation skills to develop drama</p> <p><b>P&gt;</b> Demonstrate rehearsal processes and performance skills</p> <p><b>P&gt;</b> Performance skills and audience awareness (where performers use focus and control) when performing drama styles</p> <p><b>Teaching Concepts</b> tableaux, elements of drama, play structure, stimuli, improvisation (spontaneous and prepared), thought-tracking, group co-operation, reflection</p>			<p><b>LA 2</b></p> <ul style="list-style-type: none"> <li>• ‘Mystery Box’ contains props, such as a camera, trophy, bell, bunch of flowers.</li> <li>• Teacher to call out each item and students to create an individual tableau to show a character using the item. Encourage use of levels and facial expression to enhance role.</li> <li>• Students to create a group of three to five and teacher to allocate one prop to each group. The group is to brainstorm ideas for a storyline, using the given prop as their stimulus. They must create a beginning, middle (dramatic tension) and ending.</li> <li>• Students to rehearse and perform to class audience.</li> </ul> <p><b>LA 3</b></p> <ul style="list-style-type: none"> <li>• ‘Mystery Box’ contains images, such as a storm, a mountain, a castle and outer space.</li> <li>• Each image is placed on the floor with an A3 sheet of paper next it. Students to circulate and write down a keyword that describes each of the images or an emotion that relates to the picture.</li> <li>• In groups, students are given the image and the brainstormed words. They are to create a tableau using both of the above as their stimulus. Emphasise use of space, levels and facial expression.</li> <li>• Thought-track each character, asking students to say a sentence that their character would say at this moment in time.</li> <li>• This tableau is to become the beginning of a scene. Students are to create a second tableau for the conflict and a third tableau for the ending.</li> <li>• Extend into a scene with voice and movement.</li> <li>• Students are to rehearse and perform to the class audience.</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Verbally identify the moment of dramatic tension in each piece.</li> <li>• Verbally identify use of space and levels.</li> </ul>

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				<ul style="list-style-type: none"> <li>Verbally identify how voice and movement were used to create and show a character.</li> <li>Reflection can be done after each performance or at the completion of all performances.</li> </ul>
7	<p><b>P&gt;</b> Demonstrate rehearsal processes and performance skills</p> <p><b>I&gt;</b> Improvised and devised drama based on narrative structures in familiar drama styles</p> <p><b>S&gt;</b> Exploration and experimentation of seven (7) elements of drama when creating improvised or devised drama</p> <p><b>S&gt;</b> Improvisation skills to develop drama</p> <p><b>P&gt;</b> Rehearsal processes</p>	<p><b>R&gt;</b> Appropriate responses to, and respect for, drama of others as performers and audience members</p> <p><b>R&gt;</b> Responses that involve identifying and reflecting on the use of the elements of drama, using drama terminology</p>	<p>When creating a devised play, what do we need to include?</p> <p>Why is voice so important to demonstrate character and feelings?</p> <p>What does our choices in movement tell an audience about our character?</p> <p>What is our role as an audience?</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>Revise how to structure a devised performance.</li> <li>Revise the term ‘stimulus’ and its purpose when creating improvisations</li> <li>Recap voice techniques (loud, soft, varying loud and soft; pitch variation; pace; volume) and movement (facial expressions and gestures to create belief in character and situation).</li> </ul> <p><b>Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>Anecdotal notes to assess students’ understanding of the teaching concepts in preparation for introducing the Summative Assessment.</li> </ul> <p><b>LA 4</b></p> <ul style="list-style-type: none"> <li>‘Mystery Box’ contains three different types of stimulus, e.g. a straw hat, an image of a suitcase and a handkerchief.</li> <li>Model an example of how to combine the stimuli in order to create a storyline.</li> <li>In groups, the students need to plan (on a sheet, in a journal, individual whiteboards) the structure of their piece, using the stimuli to inspire their imagination.</li> <li>Students need to focus on time, place, character, situation and structure.</li> <li>Once a written plan has been created, time is given to block and rehearse the piece, using voice and movement to create character.</li> <li>Please note: if scaffolding is required, the students could create three tableau images first to demonstrate they understand the structure of the piece before adding the voice and movement.</li> <li>Perform to class audience.</li> </ul>

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
	<p><b>P&gt;</b> Performance skills and audience awareness (where performers use focus and control) when performing drama styles</p> <p><b>Teaching Concepts</b> elements of drama, stimuli, group co-operation, improvisation, blocking, dramatic tension, reflection</p>			<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Provide students with an evaluation card. These cards have an evaluation starter on them such as, 'I liked it when...', 'My favourite part was...', 'It was clear that the conflict was when...', 'I observed that', 'The group could have...'</li> <li>• Choose a group of students to evaluate each performance group.</li> </ul>
8–10	<p><b>I&gt;</b> Improvised and devised drama based on narrative structures in familiar drama styles</p> <p><b>S&gt;</b> Exploration and experimentation of seven (7) elements of drama</p>	<p><b>R&gt;</b> Appropriate responses to, and respect for, drama of others as performers and audience members</p> <p><b>R&gt;</b> Responses that involve identifying and reflecting on</p>	<p>How will you combine the stimuli to create an idea?</p> <p>How is your group going to work in order to achieve a successful performance?</p> <p>How will you demonstrate your character?</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Revise performance skills and drama terminology.</li> </ul> <p><b>Assessment: Summative</b></p> <ul style="list-style-type: none"> <li>• Each group is to receive their own 'Mystery Box'. Inside, each box there will be a set of stimuli that is different to the other groups.</li> <li>• Students are to complete the planning stages, then block and rehearse their piece for assessment. All skills and techniques learnt throughout the unit are to be demonstrated in a performance and are clearly outlined on the marking key.</li> <li>• All final performances to be recorded for evidence.</li> </ul>



Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
	<p>when creating improvised or devised drama</p> <p><b>S&gt;</b> Improvisation skills to develop drama</p> <p><b>P&gt;</b> Rehearsal processes</p> <p><b>P&gt;</b> Performance skills and audience awareness (where performers use focus and control) when performing drama styles</p> <p><b>Teaching Concepts:</b> elements of drama, stimuli, group co-operation, improvisation, blocking, dramatic tension, reflection</p>	<p>the use of the elements of drama, using drama terminology</p>	<p>How will we reflect on each performance as well as our own?</p>	<p><b>Reflection</b></p> <p>Students complete a peer and self-reflection.</p>