

# Year 9 Syllabus

The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.

## Year Level Description

In Year 9, Drama students will be given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script excerpts (e.g. Australian drama pre-1960 or world drama), using selected drama forms and styles. Student work in devised and scripted drama is the focus of reflective and responsive processes supported through scaffolded frameworks using drama terminology and language.

Teachers are required to address knowledge and skills in Drama through one or more of the forms and styles below. Other forms and styles may be used in addition to teach knowledge and skills in Drama.

Drama forms and styles for Year 9: melodrama, neoclassical drama, multi-formed devised drama, commedia dell'arte, or Kabuki theatre.

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## Making

### VOICE AND MOVEMENT

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Voice and movement techniques for selected drama forms and styles ([ACADRM050](#))

 Literacy


 Critical and creative thinking

## Responding

### DRAMA REFLECTIONS

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Reflective writing, on their own and others' work, evaluating the impact of choices in drama making and using specific drama terminology and language ([ACADRR052](#))

 Personal and social capability

 Intercultural understanding

Preparation techniques for voice and movement for selected drama forms and styles ([ACADRM050](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Mime techniques (isolation of body parts; clear signalling of engaging with, or releasing, objects) in drama ([ACADRM050](#))

 Critical and creative thinking

 Personal and social capability

 Ethical understanding


 Intercultural understanding

## DRAMA PROCESSES AND THE ELEMENTS OF DRAMA

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Drama processes through shaping one or more elements of drama (role, character and relationships; voice and movement; time, space and situation; mood, atmosphere and dramatic tension) to shape dramatic meaning and engage

 Literacy

 Critical and creative thinking

 Ethical understanding

 Intercultural understanding

## DRAMA RESPONSES

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Analytical writing on viewed live performances (live or digital copies of live performances) focusing on the elements of drama to make meaning ([ACADRR053](#))

 Literacy

 Critical and creative thinking

 Ethical understanding

 Intercultural understanding

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audiences in different relationships

([ACADRM049](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking


 Personal and social capability

 Ethical understanding

 Intercultural understanding

Approaches to characterisation  
suited to the demands of the text  
or devised drama ([ACADRM048](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

## DRAMA FORMS AND STYLES

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Script interpretation of a scene or  
section through the [elements of  
drama](#) to shape and manipulate  
mood and communicate themes to  
audience ([ACADRM047](#))

 Literacy

 Critical and creative thinking

 Personal and social capability


 Ethical understanding


 Intercultural understanding

Devised drama exploring national themes based on research and selected drama forms and styles  
([ACADRM047](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

## DRAMA CONVENTIONS

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Drama structures based on the 'well-made play' approach  
([ACADRM049](#))

 Literacy





 Critical and creative thinking

 Personal and social capability





 Ethical understanding

 Intercultural understanding

Drama conventions controlled for selected drama forms and styles  
([ACADRM050](#))

-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding






Improvisation conventions  
(creating dramatic tension, building  
to a climax) ([ACADRM050](#))

-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

## SPACES OF PERFORMANCE

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Levels, status, proxemics and  
focus in making drama  
([ACADRM048](#))

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

Stage geography, blocking notation  
and the impact of promenade and  
traverse stages ([ACADRM051](#))

-  Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Imaginary spaces controlled by stage components and properties; the **elements of drama** and audience ([ACADRM051](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

## DESIGN AND TECHNOLOGY

Design and technology to emphasise dramatic tension and mood ([ACADRM051](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Ethical understanding

Design principles (balance, contrast, repetition) used to make meaning and add to the experience of theatre ([ACADRM051](#))

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

#### SELF-MANAGEMENT AND GROUP MANAGEMENT SKILLS AND PROCESSES

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Effective group work processes (giving and receiving critical feedback) in drama ([ACADRM049](#))

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Safe practices in drama (audience area planning and monitoring during performance)([ACADRM051](#))

Information and Communication

Technology (ICT) capability

Critical and creative thinking

👤 Personal and social capability

⚖️ Ethical understanding

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## Achievement standard

At Standard, students select processes, including improvisation and rehearsal, to shape appropriate elements of drama for devised and scripted drama. They demonstrate awareness, in performance, of a selected drama performance style, spaces of performance and specified design and technologies appropriate to dramatic meaning and to engage with an audience.

Students use reflective and analytical processes to describe choices made in performance and their effect on dramatic meaning. They accurately use generalised drama terminology in responses.

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