

# Year 7 Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

## Year Level Description

In Year 7, Drama students will be given an opportunity to plan, develop and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be improvised, or taken from appropriate, published script excerpts (e.g. Australian or world drama), using selected drama forms and styles (Note: students will have an opportunity to present a scripted drama and improvisation performance at least once over Year 7 and Year 8). Student work in devised and/or scripted drama is the focus of informal reflective processes using generalised drama terminology and language.

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

Drama forms and styles for Year 7: restoration comedy, circus, Kathakali, medieval theatre or [ritual theatre](#).

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## Making

### VOICE AND MOVEMENT

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Voice and movement techniques for selected drama forms and styles ([ACADRM043](#))

## Responding

### DRAMA REFLECTIONS

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Reflective processes on their own and others' work, the impact on meaning of the use of the [elements of drama](#) in performance and

- 📖 Literacy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

Preparation techniques for voice and movement for selected drama forms and styles ([ACADRM043](#))

- 📖 Literacy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

Mime techniques (creating objects using shape and weight) in drama ([ACADRM043](#))

- 🧠 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 exploration of one or more elements of drama (role, character and relationships; voice and movement; space, time and

general drama terminology and language ([ACADRM045](#))

- 👤 Information and Communication Technology (ICT) capability
  - 🧠 Critical and creative thinking
  - ⚖️ Ethical understanding
  - 🌐 Intercultural understanding
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situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and action-audience relationships


([ACADRM042](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Approaches to characterisation (adapting archetypes)

([ACADRM041](#))

 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 create mood and reinforce themes ([ACADRM040](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Extended improvisation exploring personal themes based on research and selected drama forms and styles ([ACADRM040](#))

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

## DRAMA CONVENTIONS

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Drama structures based on episodic structures and non-linear dramatic storytelling ([ACADRM042](#))

 Literacy

 Critical and creative thinking





 Personal and social capability

 Ethical understanding





 Intercultural understanding

Drama conventions for selected drama forms and styles

## (ACADRM043)







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

Improvisation conventions  
(establishing scenarios and  
role/character) (ACADRM043)

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

## SPACES OF PERFORMANCE

Levels and status in making drama  
(ACADRM041)

-  Literacy
-  Information and Communication  
Technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

Stage geography, blocking notation  
and the impact of thrust stages

## (ACADRM044)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Imaginary spaces created by stage components and properties, the elements of drama and audience

## (ACADRM044)

 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 support dramatic meaning and create smooth transitions (ACADRM044)

 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  
(problem-solving, listening skills) in  
drama ([ACADRM042](#))

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

Safe practices in drama (   
backstage management to ensure  
safe movement ) ([ACADRM044](#))

 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 make use of processes, including improvisation and role preparation, and some elements of drama to create devised or scripted

drama. They demonstrate, on occasion, awareness in performance of a selected drama performance style and/or spaces of performance to present dramatic meaning.

Students use specified reflective processes to outline links between choices made in performance and dramatic meaning or audience responses. They use generalised drama terminology.

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