

Year 8 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 8, Drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles (Note: students will have an opportunity to present a scripted drama and improvisation performance at least once over Years 7 and 8). Student work in devised and/or scripted drama is the focus of informal reflective processes using more detailed drama terminology.

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 8: readers theatre, children's theatre, naturalism or realism.

Making

VOICE AND MOVEMENT

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

 Literacy

Responding

DRAMA REFLECTIONS

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

- 🎧 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 (mapping the imaginary space before the performance and for audience during the performance) in drama ([ACADRM043](#))

- 🎧 Critical and creative thinking
- 👥 Personal and social capability
- ⚖️ Ethical understanding
- 🌐 Intercultural understanding

DRAMA PROCESSES AND THE ELEMENTS OF DRAMA

Drama processes through exploration of one or more elements of drama (role, character and relationships; voice and movement; space, time and

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

- 📖 Literacy
 - 🎧 Critical and creative thinking
 - ⚖️ Ethical understanding
 - 🌐 Intercultural understanding
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situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and impact on audience ([ACADRM042](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Approaches to characterisation
(creating believable characters)
([ACADRM041](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding


DRAMA FORMS AND STYLES

Script interpretation of a scene or section through the **elements of drama** to highlight mood and reinforce selected themes

(ACADRM040)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

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

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

DRAMA CONVENTIONS


Drama structures based on action/reaction and moving to a resolution ([ACADRM042](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding


 Intercultural understanding

Drama conventions for selected
drama forms and styles

([ACADRM043](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Improvisation conventions
(extending the action, responding
to conflicts in the narrative)

([ACADRM043](#))

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

SPACES OF PERFORMANCE

Levels, status and proxemics in
making drama ([ACADRM041](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding


 Intercultural understanding

Stage geography, blocking notation and the impact of proscenium arch stages ([ACADRM044](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Imaginary spaces shaped 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 impact and audience enjoyment of the theatrical experience ([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

Effective group work processes (providing constructive feedback) in drama ([ACADRM042](#))

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Safe practices in drama (use of safety features of drama design and technology) ([ACADRM044](#))

Information and Communication

Technology (ICT) capability

Critical and creative thinking

👤 Personal and social capability

⚖️ Ethical understanding

Achievement standard

At Standard, students engage in processes, including improvisation and role preparation, to shape appropriate elements of drama for devised or scripted drama. They usually demonstrate awareness, in performance, of a selected drama performance style and spaces of performance to present dramatic meaning and to engage with an audience.

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

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