

THE ARTS

CONSULTATION CURRICULUM

Scope and sequence 7–10 Drama

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DRAMA YEARS 7–10

DRAMA	Years 7 and 8	Years 9 and 10
Drama achievement standard		
	<p>By the end of Year 8 students analyse ways drama practitioners combine and manipulate elements of drama and conventions to communicate meaning. They discuss how drama can be used to maintain, continue and revitalise cultures.</p> <p>Students collaborate to improvise, devise, interpret and perform drama. They manipulate elements of drama and apply conventions to shape dramatic action. They structure, rehearse and refine drama to convey intended effects and communicate meanings. They present performances employing expressive and performance skills and evaluate responses to the drama.</p>	<p>By the end of Year 10 students evaluate ways drama practitioners working in specific styles or contexts can communicate ideas and meanings and interact with audiences. They discuss how drama is used across cultures to celebrate, entrench or challenge ideas.</p> <p>Students develop and sustain roles and characters in performances of devised and scripted drama. They collaborate with others to plan, produce, rehearse and refine performances using available spaces and resources. They shape and manipulate use of the elements of drama, conventions and dramatic structures to communicate ideas and meanings. They employ performance and expressive skills to convey dramatic action and create effects. They evaluate and compare their own responses to the drama with responses from audiences.</p>
Strand	Content description <i>Students learn to:</i>	
Exploring and connecting	analyse ways drama practitioners explore and develop issues, ideas and themes for different purposes across time, place and contexts (AC9ADR8E01)	evaluate ways drama communicates ideas, intentions and meanings using the elements of drama, conventions and performance styles and collaboration (AC9ADR10E01)
	research and apply best practice for selecting and using material in arts works considering copyright laws and Indigenous Cultural and Intellectual Property protocols (AC9ADR8E02)	evaluate the ways that contemporary arts and cultural expressions challenge, entrench and celebrate multiple perspectives of Australian identity over time (AC9ADR10E02)
Developing skills, practice and ideas	develop expressive skills in voice and movement to communicate ideas and dramatic action (AC9ADR8P01)	develop and communicate the physical and psychological aspects of roles and characters consistent with intentions (AC9ADR10P01)
	develop roles and characters to communicate intended emotions, status or relationships (AC9ADR8P02)	practise and refine expressive skills in voice and movement to communicate ideas, intentions and dramatic action (AC9ADR10P02)
Creating	interpret and structure dramatic forms and use elements of drama and conventions to communicate ideas and intentions (AC9ADR8C01)	devise, structure and interpret drama using elements of drama, performance styles and conventions to shape and manipulate dramatic action and convey intended meanings and aesthetic effects (AC9ADR10C01)
	rehearse and refine drama using collaboration and conventions to create effects and communicate intended meaning (AC9ADR8C02)	collaborate to produce, rehearse and refine drama making deliberate aesthetic choices to unify dramatic meaning (AC9ADR10C02)
Sharing and communicating	present devised and scripted drama to audiences, using performance skills and conventions to communicate intentions and meanings, and analyse responses to the drama (AC9ADR8S01)	present devised and scripted drama to audiences, using performance skills, techniques and conventions to shape artistic choices and communicate intended meanings, and evaluate responses to the drama (AC9ADR10S01)