

2020 Task Descriptions for Year 7 Drama

Rotation Dates:

Group 1 (01 Class lists – Tues 5, Wed 2, Thur 7) ERIN HUTCHINSON

First Rotation	Thursday 6 th February (Term 1)	Thursday 21 st May (Term 2)	Approx. 33 lessons
Second Rotation	Tuesday 26 th May (Term 2)	Wednesday 26 th August (Term 3)	Approx. 33 lessons
Final Rotation	Thursday 27 th August (Term 3)	Wednesday 2 nd December (Term 4)	Approx. 35 lessons

Group 2 (02 Class lists – Mon 3, Thu 1, Fri 6) LISA ANDREWS

First Rotation	Thursday 6 th February (Term 1)	Monday 18 th May (Term 2)	Approx. 32 lessons
Second Rotation	Thursday 21 st (Term 2)	Thursday 27 th August (Term 3)	Approx. 32 lessons
Final Rotation	Friday 28 th August (Term 3)	Thursday 3 rd December (Term 4)	Approx. 33 lessons

Note: All tasks are designed to be completed during class time.

Task Type	Task Description
Making	<p>Introduction to Drama Skills: This is a non-assessed short course. Through a series of workshops and activities, students will develop skills in: VOICE, MOVEMENT, CHARACTER, MIME, STAGING, IMPROVISATION. This will be followed by a study of MELODRAMA, PLAYBUILDING and PLAYWRITING and an introduction to REALISM.</p>
	<p>Task 1: Melodrama Practical Performance Students will explore through research and workshops, the historical style of Melodrama. Focus will be on developing an understanding of a presentational performance style. Students will examine conventions from the style including stock characters, asides, exaggerated movement and voice. The role of playwright will be studied and students will write a short Melodrama script using playwriting conventions.</p>
	<p>Task 3: Honey Spot – Scripted Performance Students will research, workshop, direct, rehearse and perform a memorised extract from the contemporary Australian play, <i>Honey Spot</i>. Focus will be on exploring the viewpoint of Aboriginal Australians. Students will examine how to effectively communicate subtext, dramatic tension and character relationships.</p>
Responding	<p>Task 2: Melodrama Oral Presentation After a study of the role of the costume designer, students will create a costume sketch (design) for a stock character from the historical style of Melodrama. Through an informal oral presentation, students will explain and justify how the use of 2 visual elements have been used to enhance meaning and convey context.</p>

Content to be covered:

1. Problem solving and collaborative skills
2. Importance of Team work
3. Concentration and Focus
4. Elements of drama
 - a. Role, character, relationships, situation, voice, movement, dramatic tension, space, time, language and texts, mood, atmosphere, symbol, audience
5. Devised and Scripted Drama
6. Play building skills
7. Linear narrative structure
8. Design elements and production components
9. Exploring performance from the role of Actor, Director, Playwright, Designer/s
10. Viewpoints – meanings can be generated from different viewpoints.

2020 Year 8 Drama Assessment Outline (Full Year Course)

Assessment type and weighting	Assessment task weighting	Week due	Assessment task
Making 80%	20%	Term 1 Week 6/7	Task 1: Mime Improvisation Students will create a prepared 1.5-2 minute mimed improvisation based on a given stimulus. Emphasis will be placed on conveying character and relationships, situation, space and time. Students will use a given piece of music to support the mood and dramatic tension in their performance.
	25%	Term 2 Week 7	Task 3: Devised Performance Students will explore both linear and non-linear dramatic forms through playbuilding and script work. Students will incorporate selective language and ideas to convey context, time and space. They will also examine the role of playwright.
	10%	Term 3 Week 5	Task 4: Sound Design Students will explore the role of sound designer and create a digital soundscape to enhance mood and atmosphere for a section of script from <i>So Much To Tell You</i> by John Marsden. Students will consider dramatic symbol and the Principles of Design within their digital sound design.
	25%	Term 3 Week 9	Task 6: <i>So Much to Tell You</i> – Scripted Performance Students will research, workshop, direct, rehearse and perform a memorised extract from the Australian play, <i>So Much to Tell You</i> by John Marsden. Emphasis will be placed on utilising realist approaches to characterisation and text interpretation. Students will also explore how to effectively communicate subtext, dramatic tension and character relationships.
Responding 20%	15%	Term 1 Week 8	Task 2: Short Answer Response for Mime Performance In the role of actor, students will explain and justify the movement choices made to communicate character traits for the character played in their Task 1 Mime Improvisation. Students will set their response out via a graphic organiser.
	5%	Term 3 Week 5	Task 5: Prompt Script In the role of stage manager, students are to create a prompt script that accurately indicates sound cues for the Task 4 sound design. The drama script must follow the ATAR guidelines for script layout.
	Non-assessed	Term 4 Week 7	Task 7: Students will study the role of the scenographer. They will then design a model box set for a production with a given setting and mood. Students will present a design plan and vision, describing the way visual elements and principles of design have been used to enhance meaning.
100%	100%		

Units Content:

1. Problem solving and collaborative skills
2. Importance of Team work
3. Concentration and Focus
4. Elements of drama –
 - a. Role, character, relationships, situation, voice, movement, dramatic tension, space, time, language and texts, mood, atmosphere, symbol, metaphor, audience
5. Devised and Scripted Drama
6. Play building skills
7. Linear and non-linear narrative dramatic forms
8. Design elements and production components
9. Exploring performance from the role of Actor, Director, Playwright, Designer/s
10. Audience interpretation.
11. Viewpoints – meanings can be generated from different viewpoints.
12. Explore the drama and influence of Aboriginal and Torres Strait Islander Peoples
13. Development of traditional and contemporary styles of drama.

2020 Yr 9 Drama Assessment Outline

Assessment type and weighting	Assessment task weighting	Week due	Assessment task
Making 80%	10%	Term 1, Week 5	Task 1: Dramatic Monologue (Poetry) Students are to memorise, direct and perform a contemporary poem in the form of a dramatic monologue. The focus of this task will be placed on voice and the use of space to create mood and meaning.
	25%	Term 2, Week 6	Task 3: Greek Theatre (<i>Medea</i>) Students will workshop, rehearse and perform extracts from <i>Medea</i> by Euripedes. The performance will demonstrate an understanding of the style and conventions of Greek Theatre. Through this task students will develop an appreciation for the historical and cultural context of Greek Theatre.
	30%	Term 3, Week 5	Task 5: Eclecticism – <i>Hoods</i> by Angela Betzien In small groups, students will workshop, rehearse and perform a brief scene from the adapted play <i>Hoods</i> by Angela Betzien. Emphasis will be placed on the conventions of Epic theatre and Realism. Students will be exposed to practitioners such as Bertolt Brecht, Jerzy Grotowski and Stanislavski.
	15%	Term 4, Week 4 Wednesday 4 th November	Task 9: Drama Performance Students are involved in a COMPULSORY , formal performance where they showcase their classwork to the public in a supportive environment. Students will plan, direct, produce and rehearse a short devised performance based on a given theme. Some emphasis will be placed on the inclusion of theatre technology and the role of stage manager and backstage etiquette.
Responding 20%	5%	Term 1, Week 7	Task 2: Short Answer Response (Poetry) Students will complete a short answer response in relation to their Dramatic Monologue (Poetry) Task. Emphasis will be placed on the role of the Actor and Director with a focus on the effective use of drama terminology.
	5%	Term 3, Week 4	Task 4: Character Profile (<i>Hoods</i>) Students will complete a character profile for their character played in the <i>Hoods</i> scripted performance. After detailed script analysis the students will reflect on how performance choices have been influenced by their Given Circumstances.
	5%	Term 3, Week 8	Task 6: Drama Analysis After viewing a live performance students will complete an analysis focusing on Elements of Drama and Drama terminology.
	5%	Term 4, Week 2	Task 7: Marketing Manager (Drama Performance) Student will explore the role of the publicist and will design a marketing campaign for their Drama Performance (Task 9). Students will analyse the way that they have used the visual elements and principles of design through an informal oral presentation.
	Non Assessed	Term 4, Week 3	Task 8: Non-assessed – Prompt Script After studying the role of the sound designer and stage manager, students will submit a marked script and cue sheet for their Drama Performance (Task 9)
100%	100%		

Units Content:

1. Problem solving and collaborative skills
2. Importance of Team work
3. Concentration and Focus
4. Elements of drama -
 - a. Role, character, relationships, situation, voice, movement, dramatic tension, space, time, language and texts, mood, atmosphere, symbol, metaphor, audience
5. Devised and Scripted Drama
6. Play building skills
7. Linear and non-linear (Episodic) narrative dramatic forms.
8. Use devices such as contrast and juxtaposition
9. Design elements and production components – explore the power of lighting, sound, props, costumes, multimedia and staging equipment
10. Exploring performance from the role of Actor, Director, Playwright, Dramaturg, Designer/s
11. Audience interpretation.
12. Viewpoints – meanings can be generated from different viewpoints.
13. Draw on drama from a range of cultures, times and locations
14. Social cultural and historical influences of drama (Forces).
15. Development of traditional and contemporary styles of drama.

Year 10 2Period DRAMA – Assessment Outline 2020

Assessment type and weighting	Assessment task weighting	Week due	Assessment task
Making 80%	25%	Term 1 Week 9	Task 1: Eclectic Theatre Scripted Performance – <i>Disconnected</i> extracts Students will research the style of eclecticism. They will gain an understanding of the theatrical conventions of this style through a series of workshops and will perform scenes from Donna Hughes' play <i>Disconnected</i> . Emphasis will be placed on Realism and the approaches of Stanislavski and Adler.
	30%	Term 2 Week 9	Task 3: Devised Performance After the study of Surrealism (Artaud Theatre of Cruelty), Grotowski's Poor Theatre, and conventions of physical theatre (with an emphasis on the work of Frantic Assembly) students will plan, direct, produce, rehearse and refine a 3-5 minute performance based on a given stimulus. Focus will be placed on use of presentational conventions and non-linear narrative structures.
	5%	Term 2 Week 8	Task 4: Sound Design for Devised Students will explore the role of sound designer and create a digital soundscape (for Task 5) to enhance and extend mood and atmosphere. Emphasis will be placed on shaping sound design elements to unify dramatic meaning for and audience. Students will consider dramatic symbol within their soundscape. To be completed by end of Week 8 for rehearsal (and assessed Week 9).
	15%	Term 3 Week 9	Task 5: Scripted Duologue Students will be exposed to physical approaches to rehearsing text, drawing upon techniques used by Laban, Lecoq, Brecht and Grotowski. Influenced by these approaches, they will analyse, design, direct and perform a short extract from Australian play <i>Ruby Moon</i> .
	10%	Term 4 Week 2	Task 7: Showcase Performance – Wednesday 21st October Students are involved in a formal performance where they showcase their classwork to the public in a supportive environment. Focus will be placed on the study of theatre technology including the role of stage manager, sound and lighting operators and backstage etiquette.
Responding 20%	10%	Term 1 Week 10	Task 2: Interview – <i>Scripted Performance</i> Students respond to 2 theoretical questions through a formal interview process. Questions will focus on the role of actor in relation to their Task 1 Scripted Performance.
	10%	Term 3 Week 10	Task 4: Unseen Short Answer Response Students will study the role of the director and complete a short answer response focusing on the Principles of Design and Visual Elements.
100%	100%		

Note: 2020

Year 10 Camp - Term 3, Week 4

Year 10 Exams – Term 4, Week 6

Year 10 Work Experience – Term 4, Week 7

2020 Year 10 DR4 Assessment Outline

Assessment type and weighting	Assessment task weighting	Week due	Assessment task
Making 70%	15%	Term 1 Week 6	Task 1: Scripted Performance – <i>The Merry Go Round in the Sea</i> The Play by Dickon Oxenburgh & Andrew Ross After extensive dramaturgical research, the study of the conventions of realist drama and the processes of Stanislavski and Adler, students will perform a realistic extract from <i>The Merry-Go-Round in the Sea, adapted from the novel by Randolph Stow</i> . Emphasis will be placed on effectively realising physical and psychological aspects of characters and communicating relationships. Students will develop an understanding of the historical context and cultural/social values of the World War II era in Australia. This task encourages the students to analyse the text using critical frameworks.
	5%	Term 1 Week 10	Task 3: Solo Improvisation After an exploration of the structure and conventions of improvisation students are to perform a spontaneous solo improvisation (1-2mins duration) based on a stimulus provided.
	5%	Term 2 Week 8	Task 5: Sound Design - Devised Students will explore the role of sound designer and create a digital soundscape (for Task 7) to enhance and extend mood and atmosphere. Emphasis will be placed on shaping sound design elements to unify dramatic meaning for and audience. Students will consider dramatic symbol within their soundscape. To be completed by end of Week 7 for rehearsal (and assessed in the Week 8 performance).
	20%	Term 2 Week 8	Task 7: Devised Performance After a study of Surrealism (Artaud Theatre of Cruelty), Grotowski's Poor Theatre and conventions of physical theatre (with an emphasis on the work of Frantic Assembly) students will plan, direct, produce, rehearse and refine a 3-5 minute performance, based on a given stimulus. Focus will be placed on non-linear narrative structures and use of presentational conventions.
	15%	Term 3 Week 7	Task 8: Ruby Moon Students will analyse the playwright's intention and direct and perform a scene from the Australian play <i>Ruby Moon</i> by Matt Cameron. Emphasis will be placed on how the elements of drama can be manipulated to convey meaning and impact on an audience. Students will also be exposed to physical approaches to rehearsing text, drawing upon techniques used by Laban, Lecoq, Brecht and Grotowski.
	10%	Term 4 Week 2	Task 10: Showcase Performance – Wednesday 21st October Students are involved in a COMPULSORY , formal performance where they showcase their classwork to the public in a supportive environment. Focus will be placed on the study of theatre technology including the role of stage manager, sound and lighting operators and backstage etiquette.

2020 Year 10 DR4 Assessment Outline

Responding 30%	10%	Term 1 Week 8	Task 2: Extended Response – <i>The Merry Go Round in the Sea</i> In role as Actor, students will write an extended response critiquing how the realistic approach (Adler, Stanislavski) for the <i>The Merry Go Round in the Sea</i> performance (combinations of the Elements of Drama) created meaning for an audience.
	5%	Term 1 Week 10	Task 4: Interview based on Solo Improvisation task 3 Students will respond to one interview question based on their solo improvisation performance. The focus will be on the use of the elements of drama and application of drama terminology.
	Hand in for feedback purposes only	Term 2 Week 7	Task 6: Sound Prompt Script and Cue Sheet – Devised Performance After studying the role of the sound designer and stage manager, students will individually submit a sound prompt script and cue sheet that effectively outlines all sound cues for their Surrealistic devised performance (Task 5). To be handed in a week before the practical task. To be completed by end of Week 5 for rehearsal (and assessed Week 6).
	5%	Term 3 Week 8	Task 9: Unseen Short Answer Response – <i>Ruby Moon</i> Students will study the role of the set designer and complete a short answer response focusing on the Principles of Design and Visual Elements.
	10%	Term 4 Week 6	Task 11: Exam Students will complete a written examination.
100%	100%		

Note: 2020

Year 10 Camp - Term 3, Week 4

Year 10 Exams – Term 4, Week 6

Year 10 Work Experience – Term 4, Week 7