## YR 9 DRAMA (3 PERIOD) TERM 1 OUTLINE

WEEK		ACTIVITIES/RESOURCES	TASKS AND DUE DATE
1	Introductory activities focusing on collaboration, group work and team building.	Name learning games: <u>Name &amp; Action</u> Students stand in a circle. One at a time, each student states his name and makes an action that reflects his personality. In unison, the rest of the class repeats the student's name and action.	
		<u>Group Juggle</u> Students stand in a circle. Person holding the ball calls another student's name and throws them the ball. Continue until through the whole class. Repeat until confident then add more balls in different orders.	
		<u>Rhythm Name Call</u> Students sit in a circle. Clapping hands twice on knees then twice two claps. On knee claps, student says their name. On hand claps, the same student says the name of another student to go next. Repeat until rhythm is lost.	
		Zombie Students are spread across the room, standing in place. One student is chosen as a zombie. They walk around the space arms out towards whoever they choose. To avoid being touched by the zombie, the student they are aimed at has to call out the name of another student, who the zombie will head to instead of them. If they get touched by the zombie, they become the zombie. (The zombie cannot change direction unless the student calls out another's name.)	
	- Team Building, shape exploration	<ul> <li>Team Building, shape exploration         <u>Whole class alphabet</u>         As letters of the alphabet are called out, students must form the letter together,         keeping a link between all of them.         <u>Group Freezes</u>         In pairs – knife &amp; fork, soap &amp; dish, couch &amp; cushion, lamp that turns on &amp; off, dragon fly,         wrist watch, pair of glasses, boots with laces (done or undone)         In fours – fridge, windsurfing board &amp; sail, piano, lemon tree with lemons, grapes in a         bowl, cheese platter         Half class – horse, sailing boat, tent, inside of fridge, fish tank, Airplane         Whole class – students bedroom, Sydney harbor bridge, lounge room         </li> </ul>	

Explanation of curriculum	<ul> <li>What is covered in year 9/ what skills are required/ what equipment is required. Storage at back of space.</li> <li>What skills do students already know? Verbal, non-verbal, characterization, staging/ blocking brainstorm?</li> </ul>
Space/ Blocking workshops	<ul> <li>What can space convey? And how?</li> <li>Discuss &amp; Explore – situation, setting, relationships and status, tension, mood, proximity, masking, moving with motivation, not upstaging others (or yourself), incorporation of levels (dynamics and depth), use of depth and width of space, using variety of pattern, set pieces, sight lines, audience position</li> </ul>
	Groups of 5 Tableaux: Show
	<u>Setting</u> Cue for a big concert ticket
	The beach on a windy day
	Situation
	Escaping from a burning house
	Trying to break up a fight between two people
	Character & Relationships
	Two friends consoling each other in the school yard
	A new employee at their first staff function (feeling awkward)
	<u>Status</u>
	A school prefect reminding others about the school rules
	Action inside a police station
	Tension
	In a movie cinema
	At a sleep over
	Use examples to model adjusting for different stage formations/ audience placement.
	Challenges?

	Body Language	Get each group to use one of the scenarios to explore in a short rehearsed improvisation         (exposition, conflict, climax, denouement) Each to focus on a separate topic (eg/ status or situation)         Discuss effectiveness. How? Why? How was mood created?         Other Ideas:         Walking the space (mood, pace, setting – add in voice with a spoken line if wanted)         Stage Directions game         Body Language         How it conveys emotion, mood, meaning – brainstorm.         -       Sculpting partners: Pairs – love, giddy, misery, fear, power, sick, nervous, agony, tedium, merriment, cold, disgust, disguise, overjoyed, etc Groups in tableaux – use of levels, shape, audience, focus point, story
2	Exploring use of voice specific to character, text and situation.	<ul> <li>Exploring use of voice specific to character, text and situation.</li> <li>Voice Workshops <ul> <li>Voice in glossary – terminology.</li> <li>How voice impacts an audience – creates mood, meaning, shows setting, situation, relationships, etc.</li> <li>How we use the voice/ Vocal flexibility &amp; expression – shaping vowels, consonants and articulation, tongue twisters; and focusing on effect - volume, projection, pitch, pace, pause, modulation</li> <li>Vocal Characterisation</li> </ul> </li> <li>Unpack a text piece for voice and applying the conventions. Choose short sample piece to demonstrate.</li> <li>Choose short piece for students to work on in groups of 2 or 3. They are to work out where to place emphasis, use pause, change pitch, pace, volume, tone, etc. Present to class. Discuss effect on audience and improvements. Discuss how mood and meaning could be portrayed adding special elements.</li> </ul>
	Distribute Task 1 Outline and poem booklets	Distribute Task 1 Outline (end of week 2)

Choose Poem	
Rehearsal strategies – interpretation, beats, movement	
Choose Poem	
Rehearsal strategies for actors	
Rehearsal and refining of poem	
- Direct a friend	
Performance	Task 1: Dramatic
	Monologue Performance
Structure of a short answer response:	Performance
Drafting and editing	
In class response submitted	Task 2: Short
	Answer Response
Introduction to chorus work through game activities	
Unpacking Greek Theatre	
- Chorus workshops	
AWAY ON CAMP	
Mask workshops	
Read Medea	
	Rehearsal strategies – interpretation, beats, movement         Choose Poem         Rehearsal strategies for actors         Rehearsal and refining of poem         - Direct a friend         Performance         Structure of a short answer response:         • Addressing key aspects of the question         • Using Drama terminology         • Quoting specifics         • Drafting and editing         In class response submitted         Introduction to chorus work through game activities         Unpacking Greek Theatre         • Historical and cultural context         • Style and conventions         • Chorus workshops