

# 7 Creative Arts Academy- Term 1 the Creative Person

**Achievement Standard:** [insert year level achievement standard. Bold the statements that will be assessed in the unit]

By the end of Year 8, students **identify** and analyse how the elements of dram are used, combined and manipulated in different styles. **They apply this knowledge in drama they make and perform.** They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and **perform drama.** **They manipulate the elements of drama,** narrative and structure **to control and communicate meaning.** They apply different performance styles and conventions to convey status, relationships and intentions. **They use performance skills** and design elements **to shape and focus theatrical effect for an audience.**

## Unit Specific Information [various forms e.g. assessment focus, context, etc]

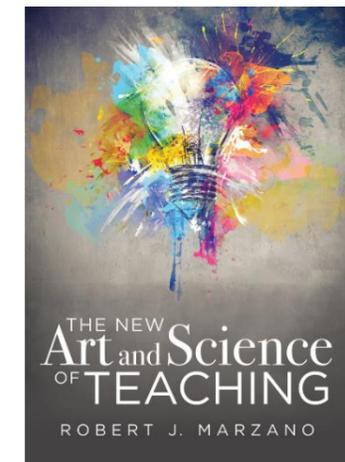
### Big picture learning goals:

- I can understand the elements of drama, role and character to convey my chosen Inspirational Creative Person.
- I can form a role based on my chosen Inspirational Creative Person.
- I can rehearse to develop the role and character of my chosen Inspirational Creative Person.
- I can perform the role of my chosen Inspirational Creative Person.

In this introductory unit, students will develop an understanding of what it means to be involved in the Creative Arts Academy at Kirwan State High School. They will explore characteristics of successful creative people and identify someone that they aspire to become. They will also begin to establish goals to guide them on their creative pathway.

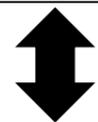
**Assessment Details:**

Forming and Performance of Inspirational Creative Person  
 Draft Due: Week 8  
 Due Date: Week 9

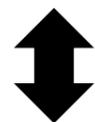


READING / VIEWING / LISTENING:  
 Reading- Informative Text based on Creativity, aspirational people, skills of acting, role models etc  
 Viewing- Ted Talks, You Tube Clips based on aspirational artists

COMPREHENSION SKILL FOCUS:  
 Determining Importance  
 Inferring



THINKING:  
 Identify, Infer, Use, Create



WRITTEN / SPOKEN / MULTI-MODAL TEXT  
 Presenting Task

HIGHLY VALUED LANGAUGE FEATURE FOCUS:  
 Implication Sequences

## Priority Standards

|   |  |
|---|--|
| 4 | Students apply and manipulate their knowledge of the elements of drama to form and perform as their chosen Inspirational Creative Person.  |
| 3 | Students determine the importance of key information about their chosen Inspirational Creative Person to form and perform as the character.  |
| 2 | <p><i>Identify-</i></p> <ul style="list-style-type: none"> <li>- Inspirational characteristics</li> <li>- Key events in characters life</li> </ul> <p><i>Infer-</i></p> <ul style="list-style-type: none"> <li>- Role and character (commitment to role, exploration of motivations of character)</li> </ul> <p><i>Use-</i></p> <ul style="list-style-type: none"> <li>- Elements of Drama (role, character)</li> <li>- Performance Skills (characterisation, focus)</li> </ul> <p><i>Create-</i></p> <ul style="list-style-type: none"> <li>- Role and character</li> <li>- Dramatic Action (driving force and forward motion to create meaning)</li> </ul> |

## Learning Goals:

| Australian Curriculum Content Descriptors  | Kirwan High Learning Goals:   |
|--|---|
| <ul style="list-style-type: none"> <li>Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions</li> </ul> | <ul style="list-style-type: none"> <li>I can understand the elements of drama, role and character to convey my chosen Inspirational Creative Person.</li> <li>I can effectively research and plan for my character</li> <li>I can use my research to structure my answers to the research questions</li> <li>I can form a role based on my chosen Inspirational Creative Person.</li> <li>I can rehearse to develop the role and character of my chosen Inspirational Creative Person.</li> <li>I can perform the role of my chosen Inspirational Creative Person.</li> <li>I can use peer and teacher feedback and when rehearsing, devising my performance</li> </ul> |
| <ul style="list-style-type: none"> <li><b>Plan, structure and rehearse drama, exploring ways to communicate</b> and refine dramatic meaning for theatrical effect</li> </ul>                   |   |
| <ul style="list-style-type: none"> <li><b>Perform devised</b> and scripted drama maintaining commitment to role</li> </ul>   |   |

## Possible Habit of Mind: Taking Responsible Risks

| Exploring Meaning of the HOM  | Expanding Capacity for using the HOM              | Increasing Alertness for the HOM   | Extending Values of the HOM                       | Building Commitment towards the HOM               |
|---|---|--|---|---|
| By the end of this unit students will be able to: <ul style="list-style-type: none"> <li>Develop confidence to perform in front of their peers</li> <li>Try new things</li> </ul> | By the end of this unit students will be able to: | By the end of this unit students will be able to: <ul style="list-style-type: none"> <li>Identify the importance of taking a responsible risk in the Creative Arts Industry</li> </ul> | By the end of this unit students will be able to: | By the end of this unit students will be able to: |

## General Capabilities: This unit provides opportunities for students to engage in following capabilities:

|   |  |  |
|---|--|--|
| <b>Literacy</b> <ul style="list-style-type: none"> <li>✓ Comprehending texts through listening, reading and viewing</li> <li>□ Composing texts through speaking, writing and creating</li> <li>□ Text knowledge</li> <li>□ Grammar knowledge</li> <li>□ Word knowledge</li> <li>✓ Visual knowledge</li> </ul> <b>Numeracy</b> <ul style="list-style-type: none"> <li>□ Estimating and calculating with whole numbers</li> <li>□ Recognising and using patterns and relationships</li> <li>□ Using fractions, decimals, percentages, ratios and rates</li> <li>□ Using spatial reasoning</li> <li>□ Interpreting statistical information</li> <li>□ Using measurement</li> </ul> | <b>ICT</b> <ul style="list-style-type: none"> <li>✓ Applying social and ethical protocols and practices when using ICT</li> <li>✓ Investigating with ICT</li> <li>✓ Creating with ICT</li> <li>✓ Communicating with ICT</li> <li>✓ Managing and operating ICT</li> </ul> <b>Critical and creative thinking</b> <ul style="list-style-type: none"> <li>✓ Inquiring - identifying, exploring and organising information and ideas</li> <li>✓ Generating ideas, possibilities and actions</li> <li>✓ Reflecting on thinking and processes</li> <li>✓ Analysing, synthesising and evaluating reasoning and procedures</li> </ul> | <b>Personal and social capability</b> <ul style="list-style-type: none"> <li>✓ Self-awareness</li> <li>✓ Self-management</li> <li>✓ Social awareness</li> <li>□ Social management</li> </ul> <b>Ethical understanding</b> <ul style="list-style-type: none"> <li>✓ Understanding ethical concepts and issues</li> <li>□ Reasoning in decision making and actions</li> <li>✓ Exploring values, rights and responsibilities</li> </ul> <b>Intercultural understanding</b> <ul style="list-style-type: none"> <li>✓ Recognising culture and developing respect</li> <li>✓ Interacting and empathising with others</li> <li>✓ Reflecting on intercultural experiences and taking responsibility</li> </ul> |
|---|--|--|

## Cross Curriculum Priorities:

|   |  |   |
|---|--|---|
| <input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures | <input type="checkbox"/> Asia and Australia's engagement with Asia | <input type="checkbox"/> Sustainability |
|---|--|---|

|   |
|---|
| <b>Differentiation [for small groups or individuals]:</b> |
|   |