

Year 9 Drama: Choices

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

By the end of Year 10, **students analyse the elements of drama, forms** and performance styles and **evaluate meaning and aesthetic effect in drama they devise, interpret, perform** and view. **They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.**

Students develop and sustain different roles and characters for given circumstances and intentions. **They perform devised and scripted drama in different forms, styles** and performance spaces. **They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama (role, relationship, situation, tension, space and time), narrative and structure** in directing **and acting to engage audiences.** They refine performance and expressive skills in voice and movement to convey dramatic action.

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

In this unit in Junior Drama, students will develop an understanding of the Elements of Drama and scripted performance through the concept of choices. By learning how to develop and sustain different roles and characters, students will present a scripted performance. Students will rehearse and refine a performance, using the elements of drama, narrative and structure to engage audiences through acting whilst exploring the concept of choices. Students will then watch a dramatic performance that explores the concept of choices and analyse and evaluate how this is represented through the elements of Drama. To further develop their understanding of this concept, students will use the elements of Drama analysed in the performance and the characters to create/extend a scene exploring choices.

Assessment Details:

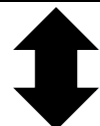
Task 1: Performance – In small groups students will present a scene from the play **Hating Alison Ashley** that explores the concept of choices.

Task 2: Dramatic Concept: students will watch a performance that explores the concept of choices, analysing and evaluating the dramatic languages. They will then use their analysis to develop a concept for a performance that explores the theme of choices.

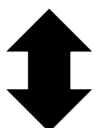


READING / VIEWING / LISTENING:
Core Text 1: **Compass** Performance

COMPREHENSION SKILL FOCUS:
Double Entry Diary – Concept Definition (Dramatic Languages)



THINKING:
Analysing, Evaluating,



WRITTEN / SPOKEN / MULTI-MODAL TEXT
Dramatic Concept – Annotated story board
HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Dramatic Languages, Implication Sequence, Evaluative Language

Priority Standards

4	I can evaluate how the directorial choices have communicated dramatic meaning to the audience.	I can make purposeful directorial choices in performances to convey dramatic action and meaning.
3	I can analyse the use of the elements of drama and conventions of style in creating dramatic action and meaning.	I can manipulate the elements of drama and conventions of style in performances to engage audiences.
2	<p>Describe the elements of drama such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Role <input type="checkbox"/> Character <input type="checkbox"/> Tension <input type="checkbox"/> Focus <input type="checkbox"/> Contrast <input type="checkbox"/> Mood <input type="checkbox"/> Language <input type="checkbox"/> Movement <input type="checkbox"/> Time <input type="checkbox"/> Place and Space <p>And the conventions of style such as:</p>	<p>I can use the elements of drama in performances such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Role <input type="checkbox"/> Character <input type="checkbox"/> Tension <input type="checkbox"/> Focus <input type="checkbox"/> Contrast <input type="checkbox"/> Mood <input type="checkbox"/> Language <input type="checkbox"/> Movement <input type="checkbox"/> Time <input type="checkbox"/> Place and Space <p>And conventions of style such as:</p>

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
	<ul style="list-style-type: none"> Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles 	<p>I can:</p> <ul style="list-style-type: none"> Develop realistic characters by manipulating the elements of drama through a realist performance Investigate and research starting points for drama, using analysis of a Realist performance exploring the concept of 'choices'
	<ul style="list-style-type: none"> Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements 	<p>I can:</p> <ul style="list-style-type: none"> Learn and apply how structure in a performance can engage an audience through manipulation of dramatic action Use the concept of choices to develop a structured extended scene manipulating dramatic action Focus and strengthen the dramatic action by manipulating pace in movement and dialogue, cues, vocal tone, physical proximity between characters and transitions in a Realist performance
	<ul style="list-style-type: none"> Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience 	<p>I can:</p> <ul style="list-style-type: none"> Collaborate as a member of a drama team by cohesively creating, rehearsing and performing a scripted dramatic scene Collaborate with others to extend a scene from a performed piece of drama that explores choices by making artistic and design choices. Perform roles using realist conventions
	<ul style="list-style-type: none"> Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect 	<p>I can:</p> <ul style="list-style-type: none"> Analyse how the elements of drama are manipulated in a realist performance to focus dramatic action for audiences and convey dramatic meaning in a written response Evaluate how the features and conventions of Realism and the concept of choices create dramatic meaning and theatrical effect and apply it a dramatic concept and improvised performance
	<ul style="list-style-type: none"> Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama 	<p>I can:</p> <ul style="list-style-type: none"> Learn and apply the key skills of improvisation and apply this to an extended scene Extend a scripted scene through planned improvisation that explores the concept of choices and follows a narrative structure.

Possible Habit of Mind: *Creating, Imagining and Innovating*

<p>Exploring Meaning of the HOM By the end of this unit students will be able to:</p> <p>Create a dramatic concept and polished performance explores the idea of choices</p>	<p>Expanding Capacity for using the HOM By the end of this unit students will be able to:</p> <p>Explain how their extended scene allows the audience to understand the concept of choices</p>	<p>Increasing Alertness for the HOM By the end of this unit students will be able to:</p> <p>Identify the personal and collaborative skills needed to create a dramatic performance</p>	<p>Extending Values of the HOM By the end of this unit students will be able to:</p> <p>Identify and explain which skills used in the creation of their performance could be applied to situations/tasks outside the realm of the Arts</p>	<p>Building Commitment towards the HOM By the end of this unit students will be able to:</p> <p>Select one skill to successfully integrate into their routine when presented with a task that required them to think inquiringly or creatively</p>
---	---	--	---	---

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

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

Cross Curriculum Priorities:

<ul style="list-style-type: none"> □ Aboriginal and Torres Strait Islander histories and cultures 	<ul style="list-style-type: none"> □ Asia and Australia's engagement with Asia 	<ul style="list-style-type: none"> □ Sustainability
---	--	---

Differentiation [for small groups or individuals]:

Reduced time on stage for individuals with ASD as required
Scaffolded writing and resources for students with learning support