

Years 7–8 Drama

Curriculum and assessment plan

Example A

Level description	Context and cohort considerations
<p>In this band, learning in Drama builds on each student's prior learning and experiences. Students learn in and through the practices of Drama: creating, performing and responding. They use drama processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.</p> <p>Students explore drama in local, regional, national and global contexts such as drama in countries or regions of Asia, including use of drama in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living performers and drama-makers, and expand their awareness of diverse drama practices, genres and/or styles.</p> <p>In this band, the focus is on students:</p> <ol style="list-style-type: none"> 1. exploring and responding to <ul style="list-style-type: none"> • drama works, performances, practices and contexts from a range of cultures, times and places; for example, through analysis of their own drama or the work of others, including professional work • the diversity of drama created and/or performed by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights 2. developing practices and skills <ul style="list-style-type: none"> • creative practices for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol and focus, and conventions relevant to selected forms and/or styles • critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, documenting ideas and intentions for devised drama, evaluating their own or others' responses to drama, reflecting on their own performances 3. creating drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play-building and devising, scripted drama/script interpretation; for example, interpretation of realism and/or non-realism, exploration of historic, contemporary or hybrid styles 4. presenting and performing drama in informal and/or formal settings; for example, performing for a specific target audience. 	<p>Students are introduced to Drama through a term unit in Year 7 and a semester unit in Year 8.</p> <p>These units are designed to provide a solid foundation for more in-depth study once Drama can be studied as an elective in Years 9 and 10.</p>

Unit 1 — Building the tension	Unit 2 — Inside on the outside
<p>Timing: Year 7 Duration: 10 weeks</p>	<p>Timing: Year 8 Duration: 20 weeks</p>
<p>Viewpoint question: How can tension be communicated through manipulating the elements of drama?</p> <p>Drama enables students to explore alternate perspectives. Walking in someone else's shoes allows students to develop empathy and build the social, critical and creative capacity to understand others.</p> <p>Through practical exploration, students learn and manipulate the elements of drama, shaping dramatic action which is driven by dramatic tension. They experiment with movement and voice to develop role and character. Students improvise and interact with one another in character, building confidence and capacity to sustain belief and extend ideas.</p> <p>The unit then moves to experiencing and understanding the four different types of tension (task, relationship, surprise and mystery) by working with scripted drama and improvisation. Students relate the tension types to their own world and experiment with characterisation in scenarios based on real-life situations. Students develop collaboration skills by reflecting upon their communication and creations, appreciating diverse perspectives and developing negotiation skills to devise drama. Students discuss the skills needed to be respectful before working in an ensemble. They describe how they have been a respectful group member throughout the devising process. Students develop skills of acting including energy level, focus and working as an ensemble. Working with blank scripts, they manipulate the elements of drama, specifically tension, to shape and sustain character and dramatic action. Through rehearsal and responding to draft feedback, they refine their performance skills. Students perform for one another in an informal class setting.</p>	<p>Viewpoint question: How can a monologue be used to communicate a character's perspective and explore identity?</p> <p>As a creative outlet for expression, Drama provides teenagers an opportunity to explore inner thoughts, opinions and emotions. Focussing on the structure and purpose of a monologue deepens students' understanding of character, role and perspectives.</p> <p>In this unit, students use popular shows and stories to explore different roles from children to teenagers. Exploring contrasting worlds and characters, students participate in class activities including process drama. Students experience situations from a character's perspective and express their feelings and responses to scenarios. Activities include hot seating, conscience alley and journal writing, role-playing, freeze frames of key moments of character's life through to collaborative class activities.</p> <p>By analysing characters and their relationships from a range of texts including plays, animations, television shows and live theatre or musical theatre comparisons, students explore how to develop a character and respond in-role to scenarios and complications. Examining how language is used to communicate emotion and how to structure a monologue, students analyse and evaluate a range of monologue examples. Students apply their understanding of a monologue and respond to a seen stimulus in an examination.</p> <p>The focus then shifts to students reflecting on a previous attachment they had to an object (e.g. toy) when they were younger. Students experiment with developing a character for this object to communicate how the object feels about the change from being used and loved to being abandoned. They generate ideas and create possibilities for devising a monologue and experiment with ways of communicating emotion and evoking responses from the audience. Students devise a monologue to reflect on the relationship they used to have. They refine their performance skills to present or perform their monologue for their peers.</p>

	Unit 1 — Building the tension	Unit 2 — Inside on the outside
Moderation	<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>

Content descriptions	Units		Content descriptions	Units		Content descriptions	Units		Content descriptions	Units	
	1	2		1	2		1	2		1	2
Exploring and responding			Developing practices and skills			Creating and making			Presenting and performing		
investigate ways the elements of drama and/or conventions are used to communicate ideas, perspectives and/or meaning in drama created and/or performed across cultures, times, places and/or other contexts ACADR8E01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	develop performance skills relevant to selected drama styles and/or forms AC9ADR8D01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	improvise and devise drama and/or interpret scripted drama, manipulating elements of drama and applying conventions relevant to the style/form AC9ADR8C01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	rehearse and perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions relevant to style and/or form AC9ADRP01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
investigate the diversity of drama created and/or performed by First Nations Australians, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights AC9ADR8E02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	reflect on their own and others' drama to inform choices when manipulating elements of drama and/or conventions to shape dramatic action AC9ADR8D02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	evaluate and refine use of elements of drama and/or conventions to shape and sustain dramatic action and/or communicate ideas, perspectives and/or meaning AC9ADR8C02	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

General capabilities	Units	
Unit	1	2
Critical and creative thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units	
Unit	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>

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