ACiQ v9.0

Years 7–8 Drama Curriculum and assessment plan

Example A

Level description	Context and cohort considerations
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.	Students are introduced to Drama through a term unit in Year 7 and a semester unit in Year 8.
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.	These units are designed to provide a solid foundation for more in-depth
In this band, the focus is on students: 1. exploring and responding to	study once Drama can be studied as an elective in Years 9 and 10.
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 developing practices and skills 	
• 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.	





Unit 1 — Building the tension Unit 2 — Inside on the outside

Timing: Year 8

Timing: Year 7
Duration: 10 weeks

Viewpoint question: How can tension be communicated through manipulating the elements of drama?

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.

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.

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.

Duration: 20 weeks

Viewpoint question: How can a monologue be used to communicate a character's perspective and explore identity?

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.

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.

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.

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.

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	Unit 1 — Building the tension	Unit 2 — Inside on the outside					
	Assessment 1 — Building the tension project	Term/week	Assessment 2 — Inside on the outside examination	Term/week			
	escription: Students work collaboratively using a blank script provided, to manipulate elements of rama and conventions, shape dramatic action and employ performance skills to perform their scene or their peers. As part of the devising process, students describe how they have been a respectful		Description: In response to a seen stimulus, students analyse how elements of drama and/or conventions are used to communicate an idea, meaning and/or perspective.				
	group member. Technique: Project		Technique: Examination Mode: Written Conditions:				
	Part A Mode: Practical Conditions:		• short, extended or combination response 200–400 words				
			up to 70 minutes, plus 10 minutes planning over a single allocation of time, under supervision				
			• seen stimulus				
	• 1–2 minutes		individual response				
	devised as part of a group (up to 4 students)		Assessment 3 — Monologue project	Term/week			
ent	 assessed individually Part B Mode: Written Conditions: 	Term 1, Week 8	Description: Students devise a monologue from the perspective of an object they used to love. They and manipulate the elements of drama and monologue conventions to express the emotions, situation and changed relationship with their owner, now they have been abandoned. They perform a draft of their monologue and evaluate their use performance skills to communicate character and perspective. Students perform their final monologue for an audience of their peers.				
Es	• 50–150 words		Technique: Project	T 0			
Assessment	completed under supervised conditionsindividual response		Part A	Term 2 Week 3			
Š	• Individual response		Mode: Written	WCCK 5			
	Part C	Term 1,	Conditions:				
	Mode: Practical	Week 9	• up to 400 words or 2 pages				
	Conditions:						
	• 1–2 minutes (active engagement in the performance)		Part B	Term 2,			
	presented as part of a group (up to 4 students)		Mode: Written or spoken	Week 7			
	assessed individually		Conditions:				
			• 50–150 words or up to 1 minute spoken (submitted as an mp3)				
			Part C				
			Mode: Practical	Term 2, Week 9			
			Conditions:	vveek 9			
			• 1–2 minutes				
			individual response (can use a group of 2-3 for dramatic action if needed)				
			may be filmed and submitted digitally or performed in front of an audience of peers				
ard	By the end of Year 8, students analyse how elements of drama and/or conventions are manipulated in d create and/or experience. They evaluate the ways drama created and/or performed across cultures, time and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful appropriating, performing and/or responding to drama.	By the end of Year 8, students analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience. They evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.					
Achievement standard	Students work collaboratively to manipulate elements of drama and conventions to shape and sustain drain improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action communicate ideas, perspectives and/or meaning when performing drama to audiences.	Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.					

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

Content descriptions	Ur	nits	Content descriptions	Un	iits	Content descriptions	Ur	nits	Content descriptions	Un	iits
Exploring and responding	1	2	Developing practices and skills	1	2	Creating and making	1	2	Presenting and performing	1	2
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	Ø	☑	develop performance skills relevant to selected drama styles and/or forms AC9ADR8D01	V	V	improvise and devise drama and/or interpret scripted drama, manipulating elements of drama and applying conventions relevant to the style/form AC9ADR8C01		V	rehearse and perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions relevant to style and/or form AC9ADRP01	Ø	☑
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		☑	reflect on their own and others' drama to inform choices when manipulating elements of drama and/or conventions to shape dramatic action AC9ADR8D02	Ø		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	Ø				

General capabilities	Units		
Unit	1	2	
Critical and creative thinking		V	
Digital literacy			
Ethical understanding			
Intercultural understanding			
Literacy			
Numeracy			
Personal and social capability	Ø		

Cross-curriculum priorities	Units		
Unit	1	2	
Aboriginal and Torres Strait Islander histories and cultures		\checkmark	
Asia and Australia's engagement with Asia			
Sustainability			

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