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| **CURRICULUM AREA – The Arts: Drama** | | |
| **Context**  Students explore ideas and concepts about masks, masking/unmasking. They view drama that uses masks from cultures they are familiar with and those that are less familiar. For example, students might look at examples of mask-drama from cultures in Asia and examples of masks in contemporary Australia. They also discuss the idea of a mask and the purposes people have for wearing masks. For example, they analyse ways that masks can be used to identify, ornament, protect, conceal or disguise and explore how expressive skills can be used to create a ‘mask’. In small groups (3-5) students devise short scenes that illustrate an idea or meaning related to the concept of masks and/or masking. | | |
| **Drama: Levels 7-8** *Content Descriptions addressed in this example*   * Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes [(VCADRE033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE033) * Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning [(VCADRD035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD035) * Identify and connect specific features and purposes of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander peoples to explore [viewpoints](http://victoriancurriculum.vcaa.vic.edu.au/glossary/popup?a=TheArts&t=viewpoints) and enrich their drama making [(VCADRR039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR039)   Note: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted. | | |
| **Levels 5-6 Achievement Standard** | **VCAA example of indicative progress towards Levels 7-8 Achievement Standard** | **Levels 7-8 Achievement Standard** |
| By the end of Level 6, students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences.  Students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. | Indicative progress towards the Level 8 achievement standard may be when students:   * Identify different types of masks/uses of masks evident in stimulus material such as still images or video of drama performances * explore ideas for devised drama that features use of masks and/or ideas masks/masking/unmasking through improvisation * document how other practitioners use elements of drama and stagecraft, identifying ideas of interest for use in own drama | By the end of Level 8, students 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, stagecraft and design elements to shape and focus relationships with an audience.  Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama. |

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| **CURRICULUM AREA – The Arts: Drama** | | |
| **Context**  This unit introduces students to Elizabethan Theatre and Shakespeare’s work. They learn about theatrical styles and the context and purposes for theatre performances in Elizabethan times. Students discuss common themes in Shakespeare’s work and decide on one to explore for a class performance. A series of short single scenes surrounding a common theme, but from different plays is developed as a class performance. Students take on acting and stagecraft roles to develop, design and present the performance. | | |
| **Drama: Level 9-10** *Content Descriptions addressed in this example*   * 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 [(VCADRE041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE041) * Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces [(VCADRD042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD042) * Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience [(VCADRP044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP044) * Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect [(VCADRR045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR045)   Note: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted. | | |
| **Level 7-8 Achievement Standard** | **VCAA example of indicative progress towards Level 9-10 Achievement Standard** | **Level 9-10 Achievement Standard** |
| By the end of Level 8, students 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, stagecraft and design elements to shape and focus relationships with an audience and places.  Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama influences their own drama making. | Indicative progress towards the Level 10 achievement standard may be when students:   * Conduct research into the style and context of Elizabeth theatre and Shakespeare * Improvise, using the elements of drama and narrative structure to develop ideas * Practice techniques for developing and sustaining role and character * Show work in progress, seeking and responding to feedback | By the end of Level 10, students  Develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.  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 experiences of drama practices from different cultures, places and times to evaluate drama. |