

# ACADEMIC PROGRAMS

**Semester I**

Year 8 Drama

# FAIRHOLME ARTS DEPARTMENT

Course: YEAR 8 DRAMA

Outline: SEMESTER 1, 2017

## Introduction:

### Term One – Australian play study

Through focus on an Australian playtext, *Ithaca Road*, by Robert Kronk, students should:

- develop understanding of the process of playtext development
- to acquire knowledge of the inspiration, devising, workshopping and publishing of a dramatic text
- identify the conventions of a script - dialogue, stage directions, scenes, technical aspects
- develop understanding of theatrical roles (playwright/ director/ performer/audience)
- develop further, understanding of the elements of drama (tension, focus, mood)
- analyse aspects of a contemporary Australian play (plot, character, style, staging, themes)
- acquire knowledge of the conventions of realistic and non-realistic performance styles
- refine skills in constructing dramatic meaning through focus on a playtext
- practice and develop improvisation skills towards rehearsed scenework on a given theme
- experiment with playbuilding in small groups for an audience
- devise and rehearse a performance on a theme, combining text and self-devised ideas
- demonstrate performance skills: vocal, characterisation, dramatic energy, staging

### Term Two – Process Drama

Through focus on a picture book, *The City*, by Armin Greder, to explore Drama, students should:

- develop further, an appreciation of drama as a dynamic, creative form
- acquire basic knowledge and understanding of the elements of drama using universal themes
- understand process drama through exploring visualisation, ritual and still image
- use improvisation skills to create characterisation and plot and examine themes
- develop spontaneity and imagination through composing dramatic episodes
- gain insights into characters and themes through experiencing teacher in role
- engage with social issues and solutions within a fictitious dramatic context
- experience a range of drama strategies to provide insight and encourage empathy
- meet challenges in small group playmaking and reflect on them
- use increasingly more complex techniques such as proxemics and collective role
- develop performance skills including sound and word, shape, gesture and movement
- engage with the process drama, and consider alternative endings to the shared fiction

Acknowledgement: *With Drama in Mind – Real Learning in Imagined Worlds*. Patrice Baldwin

## Assessment Summary:

### *Term One – Australian play “Ithaca Road”*

<b>Week</b>	<b>Date</b>	<b>Assessment Task</b>	<b><i>Formative/ Summative</i></b>
9 (A)	Monday 20 March	Presenting Scenework	Summative

### *Term Two – Process Drama*

<b>Week</b>	<b>Date</b>	<b>Assessment Task</b>	<b><i>Formative/ Summative</i></b>
5 (A)	Monday 15 May	Playmaking scenework	Summative