Drama Stage 4 (Years 7–8)

100-hour sample scope and sequence

# Improvisation – creative confidence (25 hours)

Table 1 – Term 1

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus areas | Performing and Making |
| Learning overview  | Students learn to make, accept and extend offers through improvisation. They learn to collaborate safely, respectfully and inclusively as they engage in warms-ups and dramatic play to build trust and creativity. Students embody characters and enact situations through their explorations of the elements of performance, including voice and movement. As they perform improvised moments, they become aware and responsive to the cues of both their collaborators and audience. Students develop improvisation skills by exploring narrative structures and considering how transitions can shape the journey for the audience. They explore how the dramatic elements can be used and shaped to engage an audience. Students describe embodied experiences of drama and reflect on the ways improvisation can build individual and collective creativity and confidence. |
| Outcomes | **DR4-PER-01, DR4-MAK-01** |
| Assessment | Students participate in an improvisation workshop to develop a scene for performance. |

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# Scripted works – staging stories (25 hours)

Table 2 – Term 2

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus areas | Performing and Appreciating |
| Learning overview | Students enact and interpret scripted works to consider how identities, values and perspectives can be expressed. They reflect on how playwrights and practitioners shape dramatic conventions to engage the audience’s emotions, feelings and thoughts. Students explore how dramatic elements can be used with dramatic conventions to engage an audience. Students select and shape dramatic conventions to co-construct a performance from a scripted work. They embody characters and roles, and consider the energy and focus required to be an expressive performer. Students control dramatic elements to build clear moments, transitions and journeys for an audience. They develop language to reflect on how creative choices shape dramatic meaning in their own work. |
| Outcomes | **DR4-PER-01, DR4-APP-01**  |
| Assessment | Students perform a scene or moment from a scripted work. Students review a peer's performance to consider how creative choices have been used to create dramatic meaning. |

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# Group-devised performance – devising from text (50 hours)

Table 3 – Terms 3–4

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus areas | Making, Performing and Appreciating |
| Learning overview | Students create a group-devised performance in response to a range of texts. They engage with the works of Aboriginal and/or Torres Strait Islander practitioners. Students learn protocols for creating dramatic action with Aboriginal and/or Torres Strait Islander communities, practitioners and/or knowledges. Students seek, exchange and consider a range of perspectives to generate inspiration and creativity in response to one or more of these texts. They develop a group-devised performance and use collaborative processes to work as a safe, inclusive and creative ensemble. Students explore creative and critical ideas through trial and error, including how dramatic elements can shape dramatic works. They combine the elements of drama, performance, and production to communicate meaning. Students reflect on individual and group contributions to the devising process. They explain how dramatic elements shape dramatic meaning and audience engagement. |
| Outcomes | **DR4-MAK-01,** **DR4-PER-01,** **DR4-APP-01** |
| Assessment | Students make and perform a group-devised performance. They create a multimodal reflection to consider how creative choices shape their experience as audience and maker. |

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# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, or to provide feedback, contact the Creative Arts Curriculum team by emailing creativearts7–12@det.nsw.edu.au

**Differentiation**: further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and high potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Consulted with**: Curriculum and Reform and subject matter experts.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 2.4.2, 3.2.2

**Creation date: 12 March 2024**

# References

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NESA (NSW Education Standards Authority) (2021) ‘[Advice on scope and sequences](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 12 March 2024.

Wiliam D (2013) ‘[Assessment: The Bridge between Teaching and Learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning)’, Voices from the Middle, 21(2):15–20, accessed 12 March 2024.

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