



# DRAMA 7-10 CURRICULUM OVERVIEW



## Year 7

## Year 8

## Year 9

## Year 10

TERM 1

TERM 2

TERM 3

TERM 4

Year	Year 7	Year 8	Year 9	Year 10
WEEK 1	<b>The Purpose and Power of Story</b>	N/A	<b>Performance by Design &amp; Introduction</b>	<b>Monologue Performance</b>
WEEK 2	<b>Unit 1: Story and culture</b> Students will study stories from different cultures and present their groups' understandings and interpretations to the class.		<b>Unit 1: Physical and vocal expression</b> Students explore physical and vocal warm-up exercises and routines to understand performance related physiology. Students apply skills of physical and vocal work to adding emotion to script/story.	<b>Unit 1: Introduction to monologues</b> Students will extend their understanding and skills and begin to conceptualise a monologue performance. The students will study examples of monologues and begin to share examples of writing for feedback and refining.
WEEK 3				
WEEK 4	<ul style="list-style-type: none"> <li>Introducing storytelling</li> <li>Exploring cultural stories</li> </ul>		<ul style="list-style-type: none"> <li>Physicalising emotion</li> <li>Vocalising emotion.</li> </ul>	<ul style="list-style-type: none"> <li>Establishing safe environments</li> <li>Exploring monologues</li> <li>Playwright's intention</li> <li>Directorial concept</li> <li>Stagecraft</li> <li>Script analysis.</li> </ul>
WEEK 5				
WEEK 6	<b>Unit 2: Personal stories</b> Students will draw on personal experiences and isolate moments and construct a theatrical piece of writing or verbal presentation of these moments.		<b>Unit 2: Stagecraft</b> Students will be introduced to the various performance space conventions. They will be involved in creating maps, designs and movement sequences on them.	<b>Unit 2: Directorial concept and design</b> Students will work on transforming, formatting and developing prompt-copy of their scripts. They will need to understand the associated technical language and terminology for their intended performances, so that a stage manager/technical team/director can faithfully interpret their authorial intentions.
WEEK 7	<ul style="list-style-type: none"> <li>Sharing the story</li> <li>Developing the idea</li> <li>Devising the story</li> <li>Rehearsing the story</li> <li>Telling the story through performance</li> </ul>		<ul style="list-style-type: none"> <li>Stage geography and blocking</li> <li>Viewpoints - performer and audience.</li> <li>Types of stages.</li> </ul>	<ul style="list-style-type: none"> <li>Prompt copy</li> <li>Design elements</li> <li>Learning lines</li> <li>Character development</li> <li>Symbol</li> <li>Rehearsal process</li> <li>Peer and teacher feedback.</li> </ul>
WEEK 8				
WEEK 9				
WEEK 10	<b>Unit 3: Stories to persuade</b> In groups, students will analyse how language and performance can persuade an audience. They will construct a performance with the intention to 'sell' an idea or concept in the format of an infomercial.		<b>Unit 3: Character development</b> Through a series of physical and vocal exercises, observations and theories, students will observe and experience how a character may be developed and presented within a dramatic context.	<b>Unit 3: Preparing for performance</b> In collaboration with their creative team, they will finalise design and rehearsals ready for presentations and assessments.
WEEK 11	<ul style="list-style-type: none"> <li>Introducing symbols</li> <li>Exploring infomercials</li> <li>Developing the product story</li> <li>Presenting and recording the story</li> </ul>		<ul style="list-style-type: none"> <li>Building a character</li> <li>Viewpoints - performer and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Technical rehearsal</li> <li>Dress rehearsal</li> <li>Self-reflection</li> <li>Peer and teacher feedback.</li> </ul>
WEEK 1				
WEEK 2				
WEEK 3	<b>Unit 4: Stories for entertainment</b> Using two different scripts, in groups the students develop performances, utilising skills in acting as well as directing, design and writing, which have been introduced in previous Units.	<b>Unit 4: Directorial concept and design</b> Using a prescribed text (dramatic or story), students will assign prior developed knowledge and skills toward a prospective performance. They will need to identify a target audience and justify their decision making.		
WEEK 4	<ul style="list-style-type: none"> <li>Creating stories to entertain</li> <li>Exploring fables</li> <li>Devising an unscripted performance</li> <li>Performing a fable</li> </ul>	<ul style="list-style-type: none"> <li>Directorial concept</li> <li>Design elements</li> <li>Viewpoints - director, performer, and audience.</li> </ul>		
WEEK 5				
WEEK 6				
WEEK 7				
WEEK 8	<b>Folio - Recap and Conclusion</b>	<b>Unit 5: Direct, design, perform</b> The culmination of the Unit will be a presentation of their directorial concepts and design. Students may present this as a performance or multi-modal presentation.	<b>Unit 4: Performance</b> The final performance will be analysed and assessed in the context of the student's initial design and directorial concepts in relation to intended audience, as well as their written text and the execution of it. Final reflection and analysis will take audience feedback into consideration also.	
WEEK 9		<ul style="list-style-type: none"> <li>Self-directing</li> <li>Rehearsal process</li> <li>Performance.</li> </ul>	<ul style="list-style-type: none"> <li>Final rehearsals: Performance readiness and skills</li> <li>Audience and performance etiquette</li> <li>Performance</li> <li>Reflection.</li> </ul>	
WEEK 10				
WEEK 1				
WEEK 2				
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WEEK 7				
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WEEK 9				

\*Please note: The Unit order may alter due to facility and resource availability