

## Drama Unit of work – AKL – Jan 2010

### Year 7

#### **Foundation Unit**

##### Outline of unit:

This is a core unit for all Year 7s. It is intended to be used flexibly and creatively as the student's social needs will vary considerably. The aim is to introduce students to the concept of Drama as an identifiable specialist subject. An introduction to some Drama conventions.

Guiding Question: "What is Drama?"

AOI focus: Human Ingenuity

##### Assessment:

none

#### **Folk Tales**

Outline of unit: This unit of work is intended to contribute to the student's development on an 'international' perspective. Student will be encouraged to bring in folk tales which are familiar to them at home. The aim is for students to consider the cultural importance of Folk tales in developing personal, cultural and national identity while learning new Drama conventions.

Guiding Question: How do Folk Tales develop us with a sense a community?

AOI: Human Ingenuity and Community and Service

##### Assessment:

A - To research and investigate and bring Folk Tales which are familiar to them at home and to write the tale in your own words and give account of the research.

B - To create, plan and perform a story in a particular style (small group). To record all process work in your DW.

C - To reflect on the process of the development of your work/performance throughout the unit. To include comments about challenges and problem solving that was raised in your work. To evaluate the process of working and how to develop in the future. Express your own opinions about your own and other student's work. Respond to feedback from other people cycle.

Your work should be presented in the form of your developmental workbook, orally and through summative evaluations.

#### **Japanese Puppetry**

### Outline of Unit:

It is not anticipated that the social and historical theatre conditions will be deeply explored in great factual detail. However, the relationship between performer and audience and the nature of Bunraku puppetry will be covered. This is a skilled based unit of work – rather than a performance unit of work. Aim is to consider some of the basic elements of performance, set making, puppetry making within the context of Japanese Bunraku puppetry.

Guiding Question: How can Drama reflect society?

AOI: Community and Service

### Assessment:

A - TASK: - To research and investigate Japan the country, the culture and Bunraku Puppetry

B - TASK: -To perform a Bunraku style puppet folk tale. To design your own Bunraku puppet/write own script or design set.

C - To reflect on the process of the development of your work/performance throughout the unit. To include comments about challenges and problem solving that was raised in your work. To evaluate the process of working and how to develop in the future. Express your own opinions about your own and other student's work. Respond to feedback from other people cycle.

Your work should be presented in the form of your developmental workbook, orally and through summative evaluations.

## **Yr.8**

**Unit Title:** Commedia Dell Arte

**Unit Description:** Develops skills in performing using stock characters. Students improvise a variety of plotlines and also experience working with masks. Also, there is a specific focus on producing their own imovie.

**Guiding Question:** How did Commedia dell Arte represent society in the 16<sup>th</sup> Century?

### **AOI Focus:**

Approaches to Learning  
Community and Service  
Human Ingenuity

### **Unit Assessment:**

**Criteria A (Knowledge and Understanding)**

Students research and investigate all elements of Commedia dell Arte as an artform.

**Criteria B (Application)**

1. **Solo Performance.** Scenario: Your character is walking down the street. They see a \$20 on the ground. Talk about what they would do with \$20 dollars. They look around to make sure it is not a trick or no one else is looking and pick up the money. They walk or run away.
2. **Group Performance.** Write their own Commedia dell Arte Scene and perform. This is also recorded as an Imovie.

**Criteria C (Reflection and Evaluation)**

To reflect on the process of the development of your work/performance throughout the unit. To include comments about challenges and problem solving that was raised in your work. To evaluate the process of working and how to develop in the future. Express your own opinions about your own and other student's work. Respond to feedback from other people cycle.

Your work should be presented in the form of your developmental workbook, orally and through summative evaluations.

**Unit Title:** Teenage Relationships

**Unit Description:** Students develop the ability to use Drama as a forum for solutions to teenage problems. A variety of realistic stimulus is used encouraging critical thinking and discussion about morals.

**Guiding Questions:**

How do you make difficult decisions?

What problems to teenagers face and how can you try to overcome those problems?

**AOI Focus:**

Community and Service

Human Ingenuity

**Unit Assessment:****Criteria A (Knowledge and Understanding)**

Students reflect the problems that face teenagers in today's society and apply knowledge of forum theatre as a means of problem solving.

**Criteria B (Application)**

1. **Group Performance.** Create a Forum Theatre performance using personal or observed situations. Rehearse and Perform.
2. **Solo Performance.** Writing and performing own monologue about a teenage problem of their choice.

**Criteria C (Reflection and Evaluation)**

To reflect on the process of the development of your work/performance throughout the unit. To include comments about challenges and problem solving that was raised in your work. To evaluate the process of working and how to develop in the future. Express your own opinions about your own and other student's work. Respond to feedback from other people cycle.

Your work should be presented in the form of your developmental workbook, orally and through summative evaluations.

## **Yr. 9**

**Unit Title:** Drama Documentary

**Unit Description:** Students research a famous person or significant event in history and create a powerpoint presentation, this is then followed with a scripted performance.

**Guiding Question:**

What factors influence how we remember people and events in history ?

**AOI Focus:**

Community and Service

Human Ingenuity

Environment

**Unit Assessment:**

**Criteria A (Knowledge and Understanding)**

Students research and investigate a famous person or event in history. Also, they research creative ways of using multimedia in their documentary.

**Criteria B (Application)**

**Group Performance.** Students naturally transition from the presentation to the performance. A scripted interview with person or people related to him/her or related to the event or a scripted scene depicting a key moment in that person's life or during the event.

**Criteria C (Reflection and Evaluation)**

To reflect on the process of the development of your work/performance throughout the unit. To include comments about challenges and problem solving that was raised in your work. To evaluate the process of working and how to develop in the future. Express your own opinions about your own and other student's work. Respond to feedback from other people cycle.

Your work should be presented in the form of your developmental workbook, orally and through summative evaluation

**Unit Title:** Individuals in Society

**Unit Description:** Famous Individuals who have made an impact on the world are chosen as a stimulus and students explore the theatrical value in it and workshop their chosen details as a performance.

**Guiding Question:** How is society oppressive?

**AOI Focus:**

Human Ingenuity

Community and Service

**Unit Assessment:**

**Criteria A (Knowledge and Understanding)**

To research Narrative Theatre and understand the Theatrical Value of a person in society.

**Criteria B (Application)**

1. **Group Performance.** Trial of Rosa Parks. Students use their knowledge of the situation and stage the trial, particular emphasis is made on directors intentions for the audience.
2. **Group Performance.** Students brainstorm a story they are interested in telling for Narrative Theatre. What is occurring currently in their own lives that is unjust or unfair? They discuss directing concepts and create, rehearse and perform.

**Criteria C (Reflection and Evaluation)**

To reflect on the process of the development of your work/performance throughout the unit. To include comments about challenges and problem solving that was raised in your work. To evaluate the process of working and how to develop in the future. Express your own opinions about your own and other student's work. Respond to feedback from other people cycle.

Your work should be presented in the form of your developmental workbook, orally and through summative evaluations.

**Unit Title:** Chinese Opera

**Unit Description:** Students develop an understanding of Beijing Opera and mask design.

**Guiding Question:** How do we express ourselves logistically with purposes?

**AOI Focus:** Human Ingenuity

Community and Service

**Unit Assessment:**

**Criteria A (Knowledge and Understanding)**

Students research and investigate Beijing Opera and mask design.

**Criteria B (Application)**

**Pairwork** Design an Opera mask and practice face painting. Photography used as evidence for grading.

### **Criteria C (Reflection and Evaluation)**

To reflect on the process of the development of your work/performance throughout the unit. To include comments about challenges and problem solving that was raised in your work. To evaluate the process of working and how to develop in the future. Express your own opinions about your own and other student's work. Respond to feedback from other people cycle.

Your work should be presented in the form of your developmental workbook, orally and through summative evaluations.

## **Year 10**

### **Ensemble Work – foundation unit**

#### Outline of unit:

What is DEVISE? “to imagine, to compose, to suppose, to guess, to purpose, to mediate, to describe, to depict, to scheme, to contrive”

Introduction to ‘SPACE’

Introduction to ensemble group work and skills.

Guiding Question: What does it mean to ‘create’?

AOI: Human Ingenuity

#### Assessment:

none

### **Prisoners**

#### Outline of unit:

Aim: To explore the concept of captivity in a creative and metaphorical way

GUIDING QUESTION: How are we ALL prisoners of society?

AOIs: Human Ingenuity - Approaches to Learning – Community and Service

#### Assessment Objectives:

- Explore issues, ideas and feelings using the appropriate drama forms
- Adopt and perform roles within the drama
- Contribute to the development and realization of ideas within a group
- Discuss the use of different drama forms in their own work and the work of others

- Evaluate the effectiveness of their own work and the work of others in using the medium of drama to communicate with an audience
- Respond to the opportunities offered by text and/or other stimuli and will be able to demonstrate an appropriate response
- Communicate using the language of drama
- Demonstrate the use of performing skills or design skill and technical skills.

### Assessment

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#### CRITERION A

Knowledge and Understanding

#### TASK

Research and investigation into Aboriginal culture, history, social and art form

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#### CRITERION B

Application

#### TASK

Create a piece of Drama using Aboriginal story and developmental work.

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#### CRITERION C

Reflection and Evaluation

#### TASK

Reflection comments in DW and final Evaluation

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## Year 11

### **Our Country's Good**

#### Outline of unit:

Theme: Practical Exploration of 'Our Country's Good' by Timberlake Wertenbaker

Rationale: Our Country's Good was selected as a text for Year 11 MYP moderation work, as it offers the opportunity for student to examine significant issues and themes that are relevant to contemporary society.

- The influence of gender, power and status
- The nature of theatre as a humanizing, liberating experience
- The abhorrent nature and appearance of racism in contemporary society and within the play.
- The concept of nationalism and the responsibility of a country towards its citizens.

### Assessment Objectives:

- Explore issues, ideas and feelings using the appropriate drama forms
- Adopt and perform roles within the drama
- Contribute to the development and realization of ideas within a group
- Discuss the use of different drama forms in their own work and the work of others
- Evaluate the effectiveness of their own work and the work of others in using the medium of drama to communicate with an audience
- Respond to the opportunities offered by text and/or other stimuli and will be able to demonstrate an appropriate response
- Communicate using the language of drama
- Demonstrate the use of performing skills or design skill and technical skills.

Guiding Questions: Can theatre change people?

AOI Focus: C&S, HI and ATL

### Assessment:

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#### CRITERION A

Knowledge and Understanding

#### TASK

Research and investigation into Aboriginal/ Australian culture, history, social and art form  
Research the play and style of Theatre – 'The Recruiting Officer'  
Research on the role of a Theatre Designer

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#### CRITERION B

Application

#### TASK

Create a piece of Drama using an extract from the text using medium and elements of Drama to create a set and perform the extract and developmental work.  
Show how the research from Criteria A has fed into your work.

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#### CRITERION C

Reflection and Evaluation

#### TASK

Continuous  
Reflection comments every two weeks in DW and final  
Evaluation

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CRITERION D

Artistic awareness and personal engagement

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### **Political Choice**

Outline of unit: This project will prompt students to explore this difficult concept through a process of exploration and performing personal experience in the country they live in and examining the lives of Mother Teresa and Nelson Mandela.

Rationale: Students will be asked to explore and define the relationship between “political” (as they hear it used in the media) and ‘political’ as it applies to human interaction, decisions taking and personal choice. This is a concept, which pervades a great deal of drama and theatre from exploratory improvisation to the plays of Miller, Pinter and Bond.

#### Assessment Objectives:

- Explore issues, ideas and feelings using the appropriate drama forms
- Adopt and perform roles within the drama
- Contribute to the development and realization of ideas within a group
- Discuss the use of different drama forms in their own work and the work of others
- Evaluate the effectiveness of their own work and the work of others in using the medium of drama to communicate with an audience
- Respond to the opportunities offered by text and/or other stimuli and will be able to demonstrate an appropriate response
- Communicate using the language of drama
- Demonstrate the use of performing skills or design skill and technical skills.

Guiding Questions: What does it mean to be political?

AOI Focus: C&S, HI and ATL

#### Assessment:

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CRITERION A

Knowledge and Understanding

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**TASK**

Research and investigation into Mother Teresa and Nelson Mandela

**CRITERION B**

Application

**TASK**

Create a piece of Drama/Theatre script using an extract from the textual research and show creative cycle in their developmental workbook.

**CRITERION C**

Reflection and Evaluation

**TASK**

Reflection comments in DW and final Evaluation

**CRITERION D**

Artistic awareness and personal engagement