

Lanyon High School



7/8 Performing Arts

Achievement standard	<p>By the end of Year 8, students analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience. They evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.</p> <p>Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.</p>									
Term overview	<p style="text-align: center;">Year 7</p> <p>Exploring and responding to drama</p> <ul style="list-style-type: none"> - Develop knowledge and understanding of the impact of time and place/context - Gain knowledge and understanding of the diversity and significance of drama through engagement with diverse and continuing cultures. - Develop aesthetic knowledge and understanding of the elements, forms and conventions of drama - Build knowledge on narrative types (Linear, non-linear and Montage), to communicate ideas, purpose, meaning and emotion - Build and develop skills through reflecting independently and collaboratively <p>Developing practices and skills</p> <ul style="list-style-type: none"> - Collaborate with peers - Gain understanding in seeking, accepting, and responding to feedback to inform choices - Develop knowledge and understanding of human experiences and emotions through movement, expression and communication <p>Creating, making and performing</p> <ul style="list-style-type: none"> - Build and develop skills in collaboration, creating original drama through improvised and devised forms and literature - Use stimulus material to guide thinking and creativity - Understand and apply dramatic conventions to relevant style/form - Understand and establish the elements, dramatic forms and conventions 	<p style="text-align: center;">Year 8</p> <p>Exploring and responding to drama</p> <ul style="list-style-type: none"> - Develop knowledge and understanding of the impact of time and place/context - Gain knowledge and understanding of the diversity and significance of drama through engagement with diverse and continuing cultures. - Develop aesthetic knowledge and understanding of the elements, forms and conventions of drama - Build knowledge on linear narrative type (Linear, non-linear and Montage), to communicate ideas, purpose, meaning and emotion - Build and develop skills through reflecting independently and collaboratively <p>Developing practices and skills</p> <ul style="list-style-type: none"> - Gain understanding in seeking, accepting, and responding to feedback to inform choices - Develop knowledge and understanding of human experiences and emotions through movement, expression and communication <p>Creating, making and performing</p> <ul style="list-style-type: none"> - Build and develop skills in collaboration, creating original drama through improvised and devised forms and literature - Use stimulus material such as play scripts to guide thinking and creativity - Understand and apply dramatic conventions to relevant style/form - Understand and establish the elements, dramatic forms and conventions 								
General capabilities & Cross curriculum priorities										
Key to general capabilities and cross-curriculum priorities										
Assessment	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">Week</th> <th>Year 7 Assessment tasks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2-3</td> <td> Diagnostic assessment: 'The Odd Visitor' <ul style="list-style-type: none"> - Improvisation + devised scene - Freeze frames </td> </tr> </tbody> </table>	Week	Year 7 Assessment tasks	2-3	Diagnostic assessment: 'The Odd Visitor' <ul style="list-style-type: none"> - Improvisation + devised scene - Freeze frames 	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">Week</th> <th>Year 8 assessment tasks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2-3</td> <td> Diagnostic assessment: 'The Odd Visitor' <ul style="list-style-type: none"> - Improvisation + devised scene - Freeze frames </td> </tr> </tbody> </table>	Week	Year 8 assessment tasks	2-3	Diagnostic assessment: 'The Odd Visitor' <ul style="list-style-type: none"> - Improvisation + devised scene - Freeze frames
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	4-5	<p>Formative Assessment: Mimed skit</p> <ul style="list-style-type: none"> - Mimed skit performance - Freeze frames and tableaux representing ideas (themes, relevant issues) style and contrasting movement - Peer feedback 	<p>Formative Assessment: Script work</p> <ul style="list-style-type: none"> - Select scene and characters - Mind-map ideas/themes/topics - Create a tableaux, representing ideas (themes, relevant issues) style and contrasting movement - Costumes and staging - Peer feedback
	6-7	<p>Major Assessment: Devised playbuilding performance</p> <ul style="list-style-type: none"> - Stimulus material - Mind-map ideas/themes/topics - Create a tableaux, representing ideas (themes, relevant issues) style and contrasting movement - Costumes and staging - Devised original piece of drama, through play-building 	<p>Major Assessment: Devised performance</p> <ul style="list-style-type: none"> - Devised group performance using a playscript - Costumes and staging - Reflecting on individual work and collaborative work and evaluating elements, forms and conventions of drama
	Ongoing	<p>Drama logbook</p> <ul style="list-style-type: none"> - Reflections - Create elements of drama (Roles, characters, relationships, situation, voice, movement, space, time, mood, atmosphere) - Design forms and conventions of drama (style, techniques, staging and costumes) - Mind-maps and brainstorm <p>In-class activities: Participation</p> <ul style="list-style-type: none"> - Applying dramatic elements, forms and conventions - Collaboration and team building - Improvisation - Peer feedback 	<p>Drama logbook</p> <ul style="list-style-type: none"> - Reflections - Create elements of drama (Roles, characters, relationships, situation, voice, movement, space, time, mood, atmosphere) - Design forms and conventions of drama (style, techniques, staging and costumes) - Mind-maps and brainstorm <p>In-class activities: Participation</p> <ul style="list-style-type: none"> - Applying dramatic elements, forms and conventions - Collaboration and team building - Improvisation - Peer feedback
Moderation	Teachers collaborate to compare assessment items and ensure equal grading		