Planning Document for Unit – Performing Arts Year 7 2015

**Learning Areas – Drama:** Students will learn to apply all the basic elements of drama, including more complex use of dramatic tension and sub-texts. They will make, refine and present student-devised drama, working in groups and as individuals, and experiment with small-scale scriptwriting. They will explore characterisation in scripted text. In performance, they will use characterisation and contrast, experiment with design, and develop a performance vocabulary as they learn the basic principles of dramatic production. They will present informal and formal performances. Students will begin to learn about contemporary and historical theatrical movements, local and global. They will experience and respond to a diversity of forms and styles, including comedy and tragedy.

**Dance:** Students will choreograph and perform dances from a range of contexts, demonstrating a wide range of movement skills and style-specific techniques, and use the elements of dance with appropriate expressive qualities for choreographic intent. They will interpret ideas through increased understanding of movement and of how the elements of dance work together to communicate meaning. Through improvising, selecting, organising, rehearsing and refining movement/dance they will express their own and others’ ideas and artistic intentions. Students will discuss and analyse how dance takes place in various artistic and cultural contexts, responding critically to dance by comparing the content and meaning of dance works from a variety of contemporary and historical contexts.

**Music:** Students will develop the skills and understanding to engage in music as knowledgeable music- makers and audience members. They will arrange, compose, improvise and perform for various purposes. They will demonstrate knowledge and understandings of musical elements, materials, ideas, styles and technologies. They will sing and play instruments to realise their own and others’ musical ideas and works. Students will respond critically to their own and others’ musical works and practices, using the concepts of music and terminology to communicate their understandings. Through listening, performing and composing they will begin to identify cultural, social and historical contexts of music.

**Set Texts** – *Lockie Leonard* by Tim Winton/ *Hating Alison Ashley* by Robin Klein

**Cut offs:** A = 80+; B = 70-79; C = 50-69; D = 35-49; E = 0-34

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
<th>Task</th>
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<th>Assess Dates</th>
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<tbody>
<tr>
<td><strong>Performance and Production</strong></td>
<td>50%</td>
<td>a) Playbuilding: TV Advertisement (Comedy)</td>
<td>a) 1-4</td>
<td>a) 15%</td>
<td>a) Week 4</td>
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<td>b) Choral performance of contemporary song &amp; notation test</td>
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<td>b) Week 7</td>
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<td></td>
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<td>c) Dance ballet – barre, technique and adage</td>
<td>c) 8-10</td>
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<td>d) Scene from <em>Lockie Leonard</em> or <em>Hating Alison Ashley</em></td>
<td>d) 11-15</td>
<td>d) 40%</td>
<td>d) Week 15</td>
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<td>e) Participation in Theatre Sports games (improvisation)</td>
<td>e) 16-20</td>
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<td><strong>Response</strong></td>
<td>25%</td>
<td>a) Review of Performance</td>
<td>a) 7</td>
<td>a) 12.5%</td>
<td>a) Week 8</td>
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<td>b) Review of Film – <em>Hating Alison Ashley</em></td>
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<td><strong>Investigation</strong></td>
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<td>a) Performing Arts Quiz</td>
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<td>a) Week 3</td>
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<td>b) Elements of Dance, Drama &amp; Music Test</td>
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<td>b) 12.5%</td>
<td>b) Week 14</td>
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<td>Week</td>
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<td>Resources</td>
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</table>
| 1    | Intro to course | Trust games and group work  
- Warm-ups  
- Trust games  
- Greetings  
- A-Z Tableaux  
- Moving Machines (groups)  
- Tableau (beach scene, gym, night club etc) | Drama Recipe Books  
Drama Folios – see Noelene’s example | |
| 2    | TV Advertising | Advertising  
- Methods of persuasion  
- Target Audiences  
- View TV Advertisements  
- Work through English Unit on TV Advertising with TV Ads, not print Ads. | The Media  
Sneaky Ways to Advertise to Kids  
| 3    | TV Advertising Creating your own product | Advertising  
- Create own product  
- Rehearsal of Advertisement  
- Preparation for Performing Arts Quiz | Performing Arts Quiz | |
| 4    | 1A. | Drama Processes | Warm-ups Centre Stage pp.3- | Interim Reports: |
Performance of TV Advertisement

- Rehearsal processes including identifying Target Audience, Method of Persuasion, Brand, Product, Information and the organisation of a small-scale devised performance
- Performance: audience etiquette, blocking, masking, projection, characterisation, spaces of performance.

Improvisation a la carte

1A. Performance of TV Advertisement

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1. B. Choral performance of contemporary song

Music Video Clips
- Select Song
- Divide song into parts
- Choral work
- Music notation
- Learn basic notation of a simple key (D) in treble clef

Improvisation a la carte

Youtube choir sings Nintendo song.
http://www.youtube.com/watch?v=TSBIAGCulDw
Notation for song.
Florence and the Machine song choir
http://www.youtube.com/watch?v=Gj-ntawOBw4
music notation PDFs in yr 7 file on computer

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Choral performance of contemporary song

Production:
Spaces of performance
- the ‘magic’ dedicated space of the performance and the dynamic relationship between audience and performance
- Performance of music video clip

Improvisation a la carte

Types of theatre spaces: Centre Stage pp.59-60

7

1. B. Choral performance of contemporary song

Music notation for treble clef.

8

Dance – Ballet

Warm-ups
- cardio
- Stretching
- Strengthening
- Barre
- 1st -5th Positions

Ballet music
<table>
<thead>
<tr>
<th>9</th>
<th>Dance – Ballet</th>
<th>Warm-ups</th>
<th>Ballet Music</th>
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<th>1.C. Dance Routine - ballet</th>
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<td>Routine - adage</td>
<td>Basic ballet routine – 6-8 counts of 8.</td>
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<td>Performance of routine in groups</td>
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<th>1</th>
<th>Working with scripts: <em>Lockie Leonard</em> or <em>Hating Alison Ashley</em></th>
<th>Read script</th>
<th>Hating Alison Ashley film – starring Delta Goodrem &amp; Saskia Burmeister</th>
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<td><em>Hating Alison Ashley</em> film – starring Delta Goodrem &amp; Saskia Burmeister</td>
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<th>Film Review</th>
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| 3    | Working with scripts: Lockie Leonard or Hating Alison Ashley  
- Select scene  
- Group dynamics  
- Rehearsal of scene  
- Characterisation  
- Voice and Movement  
- Spaces of Performance  

*Centre Stage pp. 252-269  
Character worksheets* |
| 14   | Working with scripts: Lockie Leonard or Hating Alison Ashley  
- Rehearsal  
- Learning Lines  
- Characterisation  
- Elements of Drama  

*Elements of Drama Test* |
| 15   | 1. D. One Scene from *Lockie Leonard or Hating Alison Ashley*  
Production Week  
- Technical rehearsals.  
- Performance  
- Marking criteria: voice and movement, characterisation, space, technical elements, interpretation of script  

*Springboards Australian Drama 2 pp. 8-14; 20; 22-23; 42-46; 60-65  
Marking Key* |
| 16   | Theatre Sports  
Offer and Acceptance  
Rules of Improvisation  
Rules of Theatre Sports  
Teams  
Games  

*Australian Theatre Sports* |
| 17   | 1.E. Participation in Theatre Sports Games  
Theatre Sports  
Offer and Acceptance  
Rules of Improvisation  
Rules of Theatre Sports  
Teams  
Games  

*Australian Theatre Sports* |
| 18-20 | Theatre Sports Games  

*Australian Theatre Sports* |