# Planning Document for Unit – Performing Arts Year 8 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 – Greece or Hairspray (Musicals)

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>
<th>Weeks</th>
<th>Task Weight</th>
<th>Assess Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance and Production</strong></td>
<td>50%</td>
<td>a) Playbuilding: Self Devised Play utilizing a prop in different ways</td>
<td>a) 1-4</td>
<td>a) 10%</td>
<td>a) Week 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Performance of an Ancient Greek play – comedy (Frogs)</td>
<td>b) 5-7</td>
<td>b) 10%</td>
<td>b) Week 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Dance routine – Contemporary/lyrical</td>
<td>c) 8-10</td>
<td>c) 10%</td>
<td>c) Week 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Scene from Greece or Hair Spray</td>
<td>d) 11-15</td>
<td>d) 10%</td>
<td>d) Week 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e) Drumming performance and time signature test</td>
<td>e) 16-17</td>
<td>e) 20%</td>
<td>e) Week 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f) Participation in Theatre Sports games (improvisation)</td>
<td>f) 19-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td>25%</td>
<td>a) Review of Performance</td>
<td>a) 7</td>
<td>a) 10%</td>
<td>a) Week 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Review of Film – Greece or Hairspray</td>
<td>b) 11</td>
<td>b) 10%</td>
<td>b) Week 12</td>
</tr>
<tr>
<td><strong>Investigation</strong></td>
<td>25%</td>
<td>a) Performing Arts Test</td>
<td>a) 3</td>
<td>a) 10%</td>
<td>a) Week 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) History of Dance, Drama &amp; Music Test</td>
<td>b) 14</td>
<td>b) 10%</td>
<td>b) Week 14</td>
</tr>
<tr>
<td>Week</td>
<td>Task</td>
<td>Content Focus</td>
<td>Resources</td>
<td>Due Dates</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>---------------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
</tr>
</tbody>
</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 | |
| 2    | Playbuilding: Self Devised Play utilizing a prop in different ways | Playbuilding: Self Devised Play utilizing a prop in different ways  
- Methods of utilising props - improv  
- Devising a scene  
- Linking it all together | 100+ Recipes | |
| 3    | Playbuilding: Self Devised Play utilizing a prop in different ways | Playbuilding: Self Devised Play utilizing a prop in different ways  
- Create own performance  
- Rehearsal of Performance  
- Preparation for Performing Arts Test | Performing Arts Test | 3.A. Performing Arts Quiz |
| 4    | 1A. Playbuilding: Self Devised Play utilizing a prop in different ways | Drama Processes  
- Rehearsal processes including the organisation of a small-scale devised performance  
- Performance: audience etiquette, blocking, masking, projection, characterisation, spaces of performance. | Warm-ups Centre Stage pp.3-Improvisation a la carte | Interim Reports: 1A. Performance of TV Advertisement |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 5 | 1. B. Performance of an Ancient Greek play | Performance of an Ancient Greek play  
- Theatre History timeline  
- Give students the plot outline of an ancient Greek play - comedy  
- Chorus work  
- Parody and exaggeration in comedy  
- Tableau  
- Voice and movement |
|   |   | Theatre History Timeline  
Chorus cards  
Handbook of Classical Literature  
Frogs or The Birds |
| 6 | 1. B. Performance of an Ancient Greek play | Ancient Greek Theatre  
- Theatre History  
- Parody and exaggeration in comedy  
- Tableau  
- Give students the plot outline of an ancient Greek play *Frogs or The Birds*  
- Chorus work  
- Tableau  
- Voice and movement |
|   |   | Ancient Greek Theatre Worksheets  
Frogs or The Birds |
| 7 | 1. B. Performance of an Ancient Greek play | Production:  
Spaces of performance  
- the 'magic' dedicated space of the performance and the dynamic relationship between audience and performance  
- Performance of Ancient Greek Play *Frogs or The Birds* |
|   |   | Types of theatre spaces:  
Centre Stage pp.59-60  
Frogs or The Birds |
| 8 | Dance Routine – Contemporary/Lyrical | Warm-ups  
- cardio  
- Stretching  
- Strengthening  
Contemporary/lyrical Routine  
- Basic Contemporary or Lyrical routine – 6-8 counts of 8. |
<p>|   |   | House music |</p>
<table>
<thead>
<tr>
<th>Page</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Dance Routine – Contemporary/Lyrical</td>
<td>Warm-ups • cardio • Stretching • Strengthening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contemporary/lyrical Routine • Basic Contemporary or Lyrical routine – 6-8 counts of 8. Own Choreography section</td>
</tr>
<tr>
<td>10</td>
<td>1.C. Dance Routine</td>
<td>Warm-ups • cardio • Stretching • Strengthening • Performance of routine in groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contemporary/lyrical Routine • Basic Contemporary or Lyrical routine – 6-8 counts of 8. Own Choreography Section</td>
</tr>
<tr>
<td>1</td>
<td>Working with scripts: Greece or Hair Spray</td>
<td>Read script • Read script • View Film <em>Greece or Hairspray</em></td>
</tr>
<tr>
<td>2</td>
<td>Film Review</td>
<td>Review Film <em>Greece or Hairspray</em> • Review format</td>
</tr>
<tr>
<td>3</td>
<td>Working with scripts: Greece or Hair Spray</td>
<td>Select scene • Group dynamics • Rehearsal of scene • Characterisation • Voice and Movement • Spaces of Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Film Review worksheet</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Centre Stage</em> pp. 252-269 <em>Character worksheets</em></td>
</tr>
<tr>
<td>14</td>
<td>Working with scripts:</td>
<td>Rehearsal</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Details</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 15    | 1. D. One Scene from *Greece or Hairspray* | Production Week  
- Technical rehearsals.  
- Performance  
- Marking criteria: voice and movement, characterisation, space, technical elements, interpretation of script |
| 16    | Drumming                                | Drumming  
- Perform various rhythms with different drums  
- Perform as an ensemble |
| 17    | Drumming                                | Drumming  
- Perform various rhythms with different drums  
- Perform as an ensemble |
| 18-20 | 1.E. Participation in Theatre Sports Games | Theatre Sports Games  
- Offer and Acceptance  
- Rules of Improvisation  
- Rules of Theatre Sports  
- Teams  
- Games |

*Springboards Australian Drama*  
2 pp. 8-14; 20; 22-23; 42-46; 60-65  
Marking Key  
*Greece or Hairspray*  

*Australian Theatre Sports*