Learning Context/s –
**Dance:** In Years 9 and 10, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance, independently and in small groups, and with their teachers and communities. They explore dance as an art form through choreography, performance and appreciation. Students build on their awareness of the body and how it is used in particular dance styles. They extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. They extend the combinations of fundamental movement skills to include dance style-specific movement skills. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection. As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography. Students learn about sustainability through The Arts and sustainability of practices in The Arts. As they make and respond to dance, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of dance. They evaluate dancers’ success in expressing the choreographers’ intentions and the use of expressive skills in dances they view and perform. Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups.

**Drama:** In Years 9 and 10, learning in Drama builds on the experience of the previous band. It involves students making and responding to drama independently and in small groups, and with their teachers and communities. They explore drama as an art form through improvisation, scripted drama, rehearsal and performance. Students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences. As they experience drama, students draw on drama from a range of cultures, times and locations. They explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore drama forms, students learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work. As they make and respond to drama, students explore meaning and interpretation, forms and elements and social, cultural and historical influences of drama. They evaluate actors’ success in expressing the directors’ intentions and the use of expressive skills in drama they view and perform. Students maintain safety in drama and in interaction with other actors. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse performances.

**Music:** In Years 9 and 10, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing. Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. They extend their use of and identification of timbre to discriminate between different instruments and different voice types. They build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques. In performance they extend technical and expressive skills from the previous band. As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore music forms, students learn that over time there has been further development of different traditional and contemporary styles. Students reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music. As they make and respond to music, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of music. They evaluate performers’ success in expressing the composers’ intentions and expressive skills in music they listen to and perform. Students maintain safety, correct posture and technique in using instruments and technologies. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.

Music/Drama/Dance 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>Performance and Production</td>
<td>50%</td>
<td>a) Tableaux Assessment</td>
<td>a) 1-2</td>
<td>a) 10%</td>
<td>a) Week 2</td>
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<tr>
<td></td>
<td></td>
<td>b) Parody of a TV Series</td>
<td>b) 3-5</td>
<td>b) 20%</td>
<td>b) Week 5</td>
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<tr>
<td></td>
<td></td>
<td>c) Scripted Production – Horror &amp; Soundscape Performance</td>
<td>c) 6-10</td>
<td>c) 10%</td>
<td>c) Week 10</td>
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<tr>
<td></td>
<td></td>
<td>d) Dance Routine: Hip Hop</td>
<td>d) 1-5</td>
<td>d) 10%</td>
<td>d) Week 5</td>
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<tr>
<td></td>
<td></td>
<td>e) Guitar group performance</td>
<td>e) 6-10</td>
<td>e) 10%</td>
<td>e) Week 16</td>
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<tr>
<td></td>
<td></td>
<td>f) Theatre Sports Games</td>
<td></td>
<td></td>
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<tr>
<td>Response</td>
<td>25%</td>
<td>a) Feature Article on Music Genre</td>
<td>a) 6</td>
<td>a) 20%</td>
<td>a) Week 7</td>
</tr>
<tr>
<td>Investigation</td>
<td>25%</td>
<td>a) Soundscape Script</td>
<td>a) 4</td>
<td>a) 10%</td>
<td>a) Week 10</td>
</tr>
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</table>

**WEEKS** | **TASK**  | **CONTENT**                                                                 | **RESOURCES**                                                                 | **DUE DATE** |
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<tbody>
<tr>
<td>1-2</td>
<td>Tableau</td>
<td>Voice and movement</td>
<td><em>Acting in Person and in Style</em> pp. 25-70 activities. <em>Laban (see Performance pp.39-43)</em></td>
<td>Asses. 1. Tableau</td>
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<td>3-5</td>
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</table>
| **Parody of a TV Series** | **TV Series Parody:** mimicry, exaggeration, satire  
• **The given circumstances of TV Shows**  
• Play improv games with TV shows – remote control (Master Chef, Biggest Loser, Neighbours, News, Bachelor, The Voice, World Strictest Parents, 16 and Pregnant)  
• Work through the format of a TV series like *Biggest Loser*  
• *Stereotypes Worksheet* with In Da Hood, Bimbos/Himbos at the Beauty Salon  
• Geeks & the Experiment  
• Bogans at the BBQ  
• **TV Parody Worksheet:**  
  o Trailer  
  o Exposition/introduction  
  o Conflict  
  o Resolution  
  o Outro | **Reno 911 on YouTube**  
**Australian Theatre Sports**  
**Stereotypes Worksheet**  
**TV Parody Worksheet** | **Assess. 2. Parody of a TV Series** |

<table>
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<tr>
<th>6-10</th>
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</table>
| **Scripted Production** | **Horror Form – Artaud**  
1. Create a script for a horror play  
• What is the conflict in the scene? (Obstacle)  
• Conflict is that which makes theatre interesting.  
• What is in the way of my character achieving his/ her objective. This is the obstacle. Fighting to overcome the obstacle causes conflict. | **Macbook Pros with Garage Band**  
**Miolin Worksheets on Developing conflict & Objectives**  
**Lighting worksheets** | **Scripted performance With sound-scape** |
What is at stake?
Ask yourself: What are my absolute hopes versus my absolute fears for the scene? In other words: What is the best outcome versus the worst outcome for my character. This will inform the actor how important it is for them to achieve their objective.
Objective What you character wants
Motivation Why your character wants it
Tactic - The psychological means of achieving it
Action - The physical means of achieving it
Obstacle - What stands in your way
Subject - That which you are focused on changing in some way. Usually another character.

Soundscape script
Scripting format
Script sample
1. Create a soundscape for the horror play using Garage Band – SFX, music, voice over
2. Fog
3. Lighting – Basic lighting programming

| 7-8 | Music Genre PowerPoint | Choose two music genres and compare and contrast them on a powerpoint.  
|     |                      | • History of music  
|     |                      | • Background  
|     |                      | • Artists  
|     |                      | • Fonts/images  
|     |                      | • Musical instruments  
|     |                      | • URLs  
| Music Genre Worksheet | Assessment Music Genre PowerPoint |

<p>| 1-5 | Hip Hop | Warm-ups | Hip Hop &amp; house | Assessment: |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
<th>Related Topics</th>
</tr>
</thead>
</table>
|   | Dance Routine | • Cardio  
• Strength  
• Flexibility  
• Choreography  
• Footwork - house  
• Learn Routine | Music  
|   | Guitar Performance | Learn simple tablature and learn some chords  
Choose a song and work on it.  
Smoke on the Water? | Tablature  
Chord sequences for Common riffs.  
|   | Improvisation | **Theatre Sports 10 Commandments**  
• World’s Worst  
• Experts  
• Channel Changer  
• Subtitles  
• Olympic…  
• Prop off  
• Doo Run Run  
• Party Host  
• Thou shalt not BLOCK  
• Thou shalt always retain FOCUS  
• Thou shalt not SHINE above thy team mates  
• To GAG is to commit a sin that will be paid for  
• Thou shalt always be CHANGED by what is said to you  
• Thou shalt not WAFFLE  
• When in doubt, BREAK THE ROUTINE  
• To WIMP is to show thy true self  
• Those who try to be CLEVER are not, while those who are clever, do not try  
• Why thy faith is low, thy spirit weak, thy good fortune strained and thy team losing, be comforted and smile, because IT JUST DOESN’T MATTER! | Australian Theatre Sports  
|   |       |             | Hip Hop Routine  
