

Shirley Smith High School Vision and Values

Grow with us.

At Shirley Smith High School, teaching and learning is authentic, rigorous, and designed to maximise student agency. We align deep disciplinary knowledge and excellent pedagogical practice to ensure our learners are empowered to find their purpose, fulfil their potential, and shape their own futures.

Students at Shirley Smith High School are:

Curious

brave and open minded inquirers with a desire to know and understand

Connected

inclusive young people connected to each other, connected to their community and connected to Country

Learners

creative empowered learners with boundless potential for their futures and the future of our planet

Subject Details

Subject/s:	Performing Arts	Learning Area:	Drama
Teacher/s:	Susannah McIntosh, Cameron Brown	Learning Period:	Semester 1

Engagement in Learning

In order to facilitate active engagement in their learning, students are expected to:

- Arrive prepared for their lessons, equipped with a fully charged chromebook, a notebook, a pen or pencil, and any other subject-specific materials that may be necessary.
- Independently make an effort to retrieve and complete any missed assignments or coursework due to absences or extracurricular activities during their own time.
- Embrace the principles of the school's Yindyamarra wellbeing framework by treading lightly. This involves taking moments to pause, authentically connecting with others, engaging in deep listening, thoughtful reflection, and considering the impact of their actions on others.

Learning and Assessment Policies

Please see the school website for policies regarding the submission of late work, extension requests for assessment tasks, and plagiarism and academic integrity.

Description of Learning

Unit overview:

In Year 7 Drama, students will devise group performances and explore the creation of theatre using the elements of drama and production elements such as puppetry. They will watch production excerpts to experience the elements of drama in action and co-create their own performances to explore these elements themselves. They will see how professional theatremakers express ideas through puppetry and will observe how various production elements contribute to the development of the characters, setting, and plot of a story. Students will reflect on the power of

adaptability and cooperation in the face of a challenge. They will work respectfully and collaboratively while exploring performance elements and increasing their mastery of performance skills.

Unit learning outcomes:

By the end of this unit, students will demonstrate a level of achievement for the following standards:

- V9.ADR.7.01
Analyses how elements of drama and/or conventions are manipulated in drama they create and/or experience
- V9.ADR.7.03
Describes respectful approaches to creating, performing and/or responding to drama
- V9.ADR.7.04
Works collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama
- V9.ADR.7.05
Employs performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences

Assessment:

Task	Approximate Due Date
- Class work	Ongoing
- Formative Assessment	Ongoing
- Elements of Drama workshop piece and reflection	Week 8
- Puppet Show and reflection	Week 16

Learning Experiences

Throughout the unit, students are encouraged to:

- attend live theatre where possible, for example, performances at local theatres and cultural events
- view live theatrical performances at the cinema, via streaming services or other service

Links to productions, both live and recorded, will be linked to the Google Classroom for students and their families to access.