



DRAMA TARGETS

Drama Targets are record sheets for R-7 drama students. Use them to keep records of students' drama vocabulary, performances and achievement of SACSA outcomes.

Vocabulary	Performances	Notes
<input type="checkbox"/> Audience <input type="checkbox"/> Character <input type="checkbox"/> Improvisation <input type="checkbox"/> Mime <input type="checkbox"/> Play <input type="checkbox"/> Plot (beginning / middle / end) <input type="checkbox"/> Stage	



Year 1 Drama Targets

TOWARDS STANDARD 1

Practicing and Performing Drama		
1.1 Uses play and imagination to create drama	1.2 Explores skills, techniques & technologies	1.3 Shares drama with known audiences
<input type="checkbox"/> Imagines an event and act it out. <input type="checkbox"/> Uses props, costumes or setting to enhance a story. <input type="checkbox"/> Creates a new ending to a familiar story.	<input type="checkbox"/> Practices relaxing, concentrating, visualising and imagining. <input type="checkbox"/> Demonstrates skill in mime, tableau and improvisation. <input type="checkbox"/> Shows recognition of audience and performer spaces	<input type="checkbox"/> Performs an improvised scene incorporating plot to a small group. <input type="checkbox"/> Presents a rehearsed play to a known audience. <input type="checkbox"/> Speaks loudly and clearly when performing for others.
Analysing Drama	Applying Drama	
1.4 Analyses plot, performance and production	1.5 Identifies drama in everyday life	1.6 Identifies drama from other cultures
<input type="checkbox"/> Views a live performance and describes what was liked. <input type="checkbox"/> Identifies features such as characters, settings and props. <input type="checkbox"/> Lists in order the events in the story. <input type="checkbox"/> Evaluates own performance.	<input type="checkbox"/> Views recordings of different dramatic productions. <input type="checkbox"/> Differentiates between real-life and make-believe drama. <input type="checkbox"/> Differentiates between actors and their roles. <input type="checkbox"/> Identifies ways in which drama is similar / different to other arts forms.	<input type="checkbox"/> Views a production from a different cultural background. <input type="checkbox"/> Creates a puppet or mask based on one from a different culture. <input type="checkbox"/> Performs a short play with multicultural elements. <input type="checkbox"/> Identifies the cultural origin of stories.

Vocabulary	Performances	Notes
<ul style="list-style-type: none"> <input type="radio"/> Audience <input type="radio"/> Conflict <input type="radio"/> Plot (beginning / middle / end) <input type="radio"/> Scene <input type="radio"/> Script <input type="radio"/> Sets 	<p>..... </p> <p>..... </p> <p>..... </p> <p>..... </p> <p>..... </p>	



Year 2 Drama Targets

STANDARD 1

Practicing and Performing Drama		
1.1 Uses play and imagination to create drama	1.2 Explores skills, techniques & technologies	1.3 Shares drama with known audiences
<ul style="list-style-type: none"> <input type="checkbox"/> Uses imagination to create characters or roles with a partner. <input type="checkbox"/> Selects props and costumes to match a character or role. <input type="checkbox"/> Works in a team to generate dramatisations that explore ideas. <input type="checkbox"/> Creates costume pieces, props or sets for a play. 	<ul style="list-style-type: none"> <input type="checkbox"/> Routinely participates in warm-up activities. <input type="checkbox"/> Initiates and develops a play by selecting and sequencing movements, gestures and words. <input type="checkbox"/> Develops an understanding that characters in drama develop along with the story. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops and presents, through role-play, everyday scenarios. <input type="checkbox"/> Rehearses and presents, as a part of a group, a drama scene to a familiar audience. <input type="checkbox"/> Speaks loudly, clearly and with expression when performing for others.
Analysing Drama	Applying Drama	
1.4 Analyses plot, performance and production	1.5 Identifies drama in everyday life	1.6 Identifies drama from other cultures.
<ul style="list-style-type: none"> <input type="checkbox"/> Views and offers opinions of a drama performance. <input type="checkbox"/> Identifies and discusses drama features including the message of a play. <input type="checkbox"/> Responds to a live performance with appropriate audience behaviour. <input type="checkbox"/> Evaluates own performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands there are reasons for different drama productions. <input type="checkbox"/> Researches the different uses of drama in the community. <input type="checkbox"/> Views and discusses some of the different forms that drama has taken. 	<ul style="list-style-type: none"> <input type="checkbox"/> Views and participates in dramatic productions with multicultural elements. <input type="checkbox"/> Using research, creates a puppet or mask based on an artefact from a different culture. <input type="checkbox"/> Identifies the ways drama is similar or different in other cultures.

Vocabulary	Performances	Notes
<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Conflict <input type="checkbox"/> Plot (orientation / complication / resolution) <input type="checkbox"/> Motivation <input type="checkbox"/> Stage area / Blocking	



Year 3 Drama Targets

TOWARDS STANDARD 2

Practicing and Performing Drama		
<p>2.1 Connects real and imagined experiences..</p> <p><input type="checkbox"/> Acts out a story using changing emotions or movements with each retelling.</p> <p><input type="checkbox"/> Builds a story to act out, using plot to shape the performance.</p> <p><input type="checkbox"/> Creates a role-play to express feelings about a relevant issue.</p>	<p>2.2 Demonstrates specific drama knowledge and skills.</p> <p><input type="checkbox"/> Routinely participates in warm-up activities.</p> <p><input type="checkbox"/> Practices movement, vocal and characterisation skills.</p> <p><input type="checkbox"/> Practices planning dialogue between two different characters.</p>	<p>2.3 Performs to different audiences using inspiration beyond personal experience</p> <p><input type="checkbox"/> Uses an external cue as inspiration for a rehearsed dramatic presentation.</p> <p><input type="checkbox"/> Rehearses and performs a scripted puppet-play</p> <p><input type="checkbox"/> Works with a small group to rehearse and perform a play to a particular audience.</p>
Analysing Drama	Applying Drama	
<p>2.4 Understands the messages drama can communicate and uses specific terminology to communicate with others.</p> <p><input type="checkbox"/> Views then discusses technical aspects of a performance and offers their personal opinions.</p> <p><input type="checkbox"/> Understands the roles of protagonist and antagonist.</p> <p><input type="checkbox"/> Evaluates their own or peer's performances.</p>	<p>2.5 Understands the role and features of drama in everyday.</p> <p><input type="checkbox"/> Helps compile a class list of the different forms that drama can take</p> <p><input type="checkbox"/> Discusses and presents drama for entertainment and for informing.</p> <p><input type="checkbox"/> Observes and discusses audience behaviour in different settings .</p>	<p>2.6 Considers drama from different cultural settings and the purposes for which they were made.</p> <p><input type="checkbox"/> Views, participates and discusses the purpose of productions with multicultural elements.</p> <p><input type="checkbox"/> Using research, creates a puppet or mask based on one from a different culture and explains its purpose.</p> <p><input type="checkbox"/> Identifies the ways drama is similar/different in other cultures.</p>

Vocabulary	Performances	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Plot (orientation / complication / resolution) <input type="checkbox"/> Conflict <input type="checkbox"/> Climax <input type="checkbox"/> Motivation <input type="checkbox"/> Stock characters 		



Year 4 Drama Targets

STANDARD 2

Practicing and Performing Drama		
2.1 Connects real and imagined experiences..	2.2 Demonstrates specific drama knowledge and skills.	2.3 Performs to different audiences using inspiration beyond personal experience
<input type="checkbox"/> Acts out a known story changing at least one aspect of its dramatic form. <input type="checkbox"/> Builds a story to demonstrate a social issue using plot to shape the performance. <input type="checkbox"/> Interprets a poem, story, picture or video to generate a dramatisation that explores ideas.	<input type="checkbox"/> Participates in preparatory drama warm-up activities. <input type="checkbox"/> Practices movement, vocal and characterisation skills. <input type="checkbox"/> Practices planning scenes containing three or more characters. <input type="checkbox"/> Plans, rehearses and performs a play in a specific space.	<input type="checkbox"/> Uses an external cue as inspiration for a rehearsed dramatic presentation. <input type="checkbox"/> Works in a small group to plan, rehearse and perform a short play about a specific issue to a particular audience. <input type="checkbox"/> Rehearses and performs a short scripted play to a particular audience.
Analysing Drama	Applying Drama	
2.4 Understands the messages drama can communicate and uses specific terminology to communicate with others.	2.5 Understands the role and features of drama in everyday.	2.6 Considers drama from different cultural settings and the purposes for which they were made.
<input type="checkbox"/> Views then discusses technical aspects of a performance and offers their personal opinions. <input type="checkbox"/> Understands the roles of protagonist and antagonist. <input type="checkbox"/> Demonstrates how voice can be used to explore multiple meanings. <input type="checkbox"/> Evaluates their own or peer's performances.	<input type="checkbox"/> Helps compile a class list of the different forms that drama can take <input type="checkbox"/> Discusses and presents drama for entertainment and for educating or informing. <input type="checkbox"/> Identifies drama genre and responds appropriately as an audience member to different styles and forms.	<input type="checkbox"/> Investigates and reports on the origins of a particular dramatic form. <input type="checkbox"/> Using research, creates a puppet or mask based on one from another culture, explains its purpose and uses it in a short performance. <input type="checkbox"/> Conducts a survey of dramatic works on TV and presents a report to the class.

Vocabulary	Performances	Notes
<ul style="list-style-type: none"> <input type="radio"/> action/reaction <input type="radio"/> context <input type="radio"/> design <input type="radio"/> dialogue / monologue <input type="radio"/> mood <input type="radio"/> stage crew <input type="radio"/> subtext / text <input type="radio"/> theme <input type="radio"/> vocal projection 	<p>..... </p> <p>..... </p> <p>..... </p> <p>..... </p> <p>..... </p>	



Year 6 Drama Targets

STANDARD 3

Practicing and Performing Drama		
3.1 Uses thought, imagination and research to create drama that conveys meaning about community issues..	3.2 Selects, plans and creates drama using an appropriate combination of skills, techniques and technologies.	3.3 Works individually and in groups to present drama that demonstrates an awareness issues to particular audiences.
<ul style="list-style-type: none"> <input type="checkbox"/> Uses an articles as stimulus to create and perform a short work that explores an issue. <input type="checkbox"/> Devises and shares a short work that explores how contrasting roles communicate status, feelings or information. <input type="checkbox"/> Participates in improvisational role-play that explores community issues. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses effective vocal expression, gesture, facial expression and timing to create character. <input type="checkbox"/> Creates a set design that includes scenery, props and costumes. <input type="checkbox"/> Collaborates to write and perform an original script for a short scene that includes monologue, dialogue and action. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans, rehearses and presents a performance on a theme to different audiences. <input type="checkbox"/> Demonstrates an understanding of appropriate stage and performance etiquette. <input type="checkbox"/> Uses tableaux to show various elements of drama.
Analysing Drama	Applying Drama	
3.4 Recognises different genres and styles, features and conventions of dramatic performances and uses specific terminology to communicate personal preferences.	3.5 Identifies social and economic purposes influences community drama.	3.6 Describes how their understanding of the artistic practices of drama from different cultural groups impacts on their own art works.
<ul style="list-style-type: none"> <input type="checkbox"/> Gives (using appropriate drama language) and receives constructive feedback on a performance and uses it to refine own performance. <input type="checkbox"/> Attends and reviews a live performance evaluating sets, costumes, lighting, makeup and props. <input type="checkbox"/> Views and reviews a range of children's films, expressing a personal preference. 	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate the roles and responsibilities of people who make drama their work, including careers in media, advertising, marketing and web-design. <input type="checkbox"/> Identifies drama experiences in Australian society. <input type="checkbox"/> Researches and identifies contemporary and traditional styles of drama. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explores distinctive features of drama performances of cultural groups and historical periods including Ancient Greece, Egypt, China and West Africa. <input type="checkbox"/> Investigates how dramatic forms have been used in different cultures (eg. puppetry, mime, masks)

Vocabulary	Performances	Notes
<ul style="list-style-type: none"> <input type="radio"/> arena staging <input type="radio"/> cold reading <input type="radio"/> dress rehearsal <input type="radio"/> ensemble <input type="radio"/> foreshadowing <input type="radio"/> playwright <input type="radio"/> proscenium <input type="radio"/> rehearsal <input type="radio"/> run-through <input type="radio"/> tension <input type="radio"/> thrust 	<p>..... </p> <p>..... </p> <p>..... </p> <p>..... </p> <p>..... </p> <p>..... </p>	



Year 7 Drama Targets

TOWARDS STANDARD 4

Practicing and Performing Drama		
4.1	4.2	4.3
<p>Explores drama practice and knowledge of style, form and genre, to create drama works that present imaginative solutions and responses to ideas and issues.</p>	<p>Selects from, adapts, combines and refines appropriate conventions and technologies to create dramas works that purposefully convey meaning and address intended function.</p>	<p>Works as an individual or in groups to refine and shape performances for a specific purpose and for different audiences.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Prepares a series of tableaux to show different characters points of view. <input type="checkbox"/> Creates characters, environments and actions that exhibit tension and surprise. <input type="checkbox"/> Identifies current school issues and role-plays possible solutions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Works as a member of an ensemble to present drama for a specific purpose. <input type="checkbox"/> Explores staging techniques through set design and models. <input type="checkbox"/> Prepares a radio play about a local community issue. <input type="checkbox"/> Creates advertising material for a class or school production. 	<ul style="list-style-type: none"> <input type="checkbox"/> Works cooperatively, rehearses and performs a scripted play. <input type="checkbox"/> Takes on a backstage / production crew role in a performance. <input type="checkbox"/> Uses technical elements to enhance a performance. <input type="checkbox"/> Demonstrates projection, vocal variety, diction, gesture and confidence in performances.
Analysing Drama	Applying Drama	
4.4	4.5	4.6
<p>Describes the purpose of a diversity of performances, recognises the values and beliefs embedded within each, and uses specialised terminology to communicate and explain personal preference.</p>	<p>Recognises directions in contemporary drama practice and investigates and explains the needs, interests and capabilities required by performers to work in the drama industry.</p>	<p>Uses understanding of changing beliefs, values and attitudes on the form, style and purpose of drama made by performers in different cultural settings, to inform research and practical tasks.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Attends and reviews a live performance and refers to form, purpose and quality in the review. <input type="checkbox"/> Views and evaluates recordings of their own performances to refine and improve them. <input type="checkbox"/> Collects and analyses a series of drama reviews. 	<ul style="list-style-type: none"> <input type="checkbox"/> Researches the life and work of an individual performer. <input type="checkbox"/> Compares the differences between a live performance and a film. <input type="checkbox"/> Investigates and then compares and contrasts different dramatic festivals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Investigates how dramatic forms have been used over time to pass on the cultural values, stories and news of various communities. <input type="checkbox"/> Designs and makes puppets, masks, props, costumes, or sets in a selected theatrical style drawn from world cultures.