

Drama Years 7–10 Life Skills unit: Roles, characters, action!

Unit title: Roles, characters, action!

Description: In this unit students explore characters, roles, situations and actions through a range of activities. Students participate in scenarios where role-taking is used to expand and enhance students' participation in real-life experiences. They develop their individual skills and participate as part of a group to develop and perform a narrative and explore dramatic forms and theatre conventions. *Learning activities address selected 'learn about' and 'learn to' statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.*

Life Skills Outcomes

A student:

- LS.1.1 explores characters, roles, situations and actions through drama activities
- LS.1.2 explores a variety of playbuilding activities
- LS.1.3 participates in drama experiences in which role-taking is used to enhance their understanding of ideas and feelings
- LS.2.1 explores dramatic forms and theatrical conventions
- LS.2.2 participates in the preparation of drama works and theatrical productions
- LS.3.1 experiences a variety of drama or theatre performances
- LS.3.2 identifies and responds to the elements of drama or theatre in performances
- LS.3.3 recognises that drama and theatre performances can communicate meaning and ideas.

Resources

A range of taped segments from television shows, videos and DVDs, documentaries
Video camera

Links

A student:

English

- ENLS-1A listens and responds in familiar contexts
- ENLS-2A communicates for a variety of purposes, audiences and contexts
- ENLS-4A views and responds to a range of visual texts, media and multimedia
- ENLS-12C responds to texts in ways that are imaginative and interpretive
- ENLS-15D responds to and composes texts that explore personal, social and world issues.

A student:

Languages

- LS.MLC.2 explores ways in which meaning is conveyed in nonverbal communication

Mathematics

- MALS-4NA recognises language used to represent number
- MALS-18NA recognises and continues repeating patterns
- MALS-32MG responds to and uses the language of position in everyday contexts

PDHPE

- LS.9 participates in a range of physical activities
- LS.11 demonstrates safe practices that promote personal wellbeing.

For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the sample unit '**Playbuilding**' in *Drama Years 7–10: Advice on Programming and Assessment* (pp 21–38).

Life Skills Outcomes	Life Skills content	
LS.1.1	Students learn about: <ul style="list-style-type: none"> the characteristics of familiar roles/characters from live theatre, TV, film/video, literature, personal life ways to create verbal and non-verbal communication such as voice, stance and gesture the use of improvisation to explore roles/characters and relationships 	Students learn to: <ul style="list-style-type: none"> identify a range of familiar characters explore the use of verbal and non-verbal communication appropriate to roles/characters explore roles/characters through improvisation techniques
LS.1.2	<ul style="list-style-type: none"> playbuilding strategies such as improvisation, different stimuli (such as place, situation, theme characters and issues) a dramatic sequence – beginning, middle, climax, end – to convey dramatic meaning 	<ul style="list-style-type: none"> playbuild using a variety of stimuli to communicate dramatic meaning sequence playbuilt scenes in an ordered way
LS.1.3	<ul style="list-style-type: none"> the fact that taking on a role is like ‘stepping into another person’s shoes’ showing feelings such as happiness, anger, excitement in different roles 	<ul style="list-style-type: none"> participate in role-taking experiences display different ideas and feelings when in roles
LS.2. 1	<ul style="list-style-type: none"> the use of performance and expressive skills in dramatic presentations such as voice, projection, movement, timing and facial expressions developing confidence, trust and collaboration with others 	<ul style="list-style-type: none"> use performance skills to participate in the making and performing of a variety of drama and theatre performances develop confidence when moving and acting in a designated performance space
LS.2.2	<ul style="list-style-type: none"> production elements such as acting, lighting, sound, costumes, makeup, sets, front of house, stage management and publicity the operation of basic lighting and sound equipment, finding or making costumes, applying makeup, helping with sets, publicity, front of house or backstage work 	<ul style="list-style-type: none"> identify some of the different activities associated with a dramatic or theatrical production participate in a range of activities involved in preparing for a dramatic or theatrical production
LS.3.1	<ul style="list-style-type: none"> appreciating different performances appropriate ways of engaging in audience participation 	<ul style="list-style-type: none"> experience a range of live or recorded drama or theatre performances identify and display appropriate audience behaviour in different situations
LS.3.2	<ul style="list-style-type: none"> different ways to express ideas about drama, such as in drawing or collage, class discussion, or on computer different responses to drama, such as displaying empathy for a particular character in a drama, expressing enjoyment in response to a comedy, agreeing with an idea or issue raised in a performance, or describing how the interaction between characters affected the mood of a particular performance 	<ul style="list-style-type: none"> communicate responses to drama and theatre in different ways communicate responses to their work or the work of others, or to live or recorded drama and theatre performances
LS.3.3	<ul style="list-style-type: none"> ways to turn their ideas into a monologue or a playbuilt scene the way and individual drama or theatre performance, TV show or film has conveyed ideas 	<ul style="list-style-type: none"> express their own ideas in a piece of drama recognise that drama and theatre are ways for individuals and groups to convey meaning and ideas

Focus: Characters in real life			
Outcomes: LS.1.1, LS.1.3, LS.3.1, LS.3.2			
Outcomes	Integrated learning experiences and assessment	Evidence of Learning (words in italics refer to Life Skills outcomes)	Feedback
LS.3.1 LS3.2	<ul style="list-style-type: none"> Students view a range of selected television programs, films/videos, historical documentaries and/or live theatre presentations, and explore featured characters. This may involve: <ul style="list-style-type: none"> identifying characters/roles such as policeman, tennis player, chef, pilot, doctor by responding to pictures/photographs matching characters/roles with costumes using pictures or photographs indicating their preferences for particular characters by responding to pictures/photographs identifying the age, physical and personal characteristics of particular characters indicating their preference for particular characters and giving reasons for their choice 	Identification of familiar characters may involve <i>experiencing a variety of drama or theatre performances</i> and/or <i>identifying and responding to the elements of drama or theatre in performance</i> .	Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students: <ul style="list-style-type: none"> identification of various characters from television and film etc
LS.1.1	<ul style="list-style-type: none"> Students match and label photographs/pictures to identify features of the characters, eg <ul style="list-style-type: none"> how they look how they move how they communicate – verbally and nonverbally how they dress how they treat others 	Identification of the features of characters may involve <i>exploring characters, roles, situations and actions through drama activities</i> and/or <i>identifying and responding to the elements of drama or theatre in performance</i> .	<ul style="list-style-type: none"> identification of features of characters
LS.1.1	<ul style="list-style-type: none"> Students explore the role and features of a selected character. This may involve: <ul style="list-style-type: none"> using gestures using simple props using simple costume items, eg hats or shoes to walk or move like the character, and/or interact with others like the character 	Exploring the role and features of selected characters may involve <i>exploring characters, roles, situations and actions through drama activities</i> .	Teacher encourages, supports and affirms students' involvement in exploring a character.

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Focus: Characters in real life (cont)			
Outcomes: LS.1.1, LS.1.3, LS.3.1, LS.3.2			
Outcomes	Integrated learning experiences and assessment	Evidence of Learning (words in italics refer to Life Skills outcomes)	Feedback
LS.1.1	<ul style="list-style-type: none"> Students explore movement appropriate to a range of characters, eg <ul style="list-style-type: none"> walk like an important person jump or leap like someone who has just scored a winning goal adopt a pose of someone who is scared gesture like a bully 	Exploring movement appropriate to a range of characters from television, film and/or live productions may involve <i>exploring characters, roles, situations and activities through drama activities</i> and/or <i>identifying and responding to the elements of drama or theatre in performances</i> .	Teacher encourages, assists and affirms students' involvement in exploring movement appropriate to a range of characters.
LS.1.1	<ul style="list-style-type: none"> Students explore verbal and nonverbal communication appropriate to a range of characters, eg <ul style="list-style-type: none"> use facial expression, gesture to communicate feelings such as pride, happiness, fear use an appropriate tone and volume of voice to communicate feelings such as anger, excitement, pain 	Exploring verbal and nonverbal communication appropriate to a range of characters may involve <i>exploring characters, roles, situations and actions through drama activities</i> .	Teacher provides demonstration, modelling or advice to support and affirm students' exploration of verbal and nonverbal communication appropriate to a range of characters.
LS.1.3	<ul style="list-style-type: none"> Students set up and participate in a mock interview (hot seating) with one or more characters in role. The role of the character may be taken by the teacher, another adult (an outsider) or the student. Students prepare and ask questions to assist in exploring: <ul style="list-style-type: none"> the background of the character, eg their family, where they live the feelings of the character, eg what makes them happy, who do they love how the character treats others 	Setting up and participating in a mock interview with one or more characters in role may involve <i>participating in drama experiences in which role-taking is used to enhance understanding of ideas and feelings</i> .	Teacher provides encouragement and affirms students' participation in mock interview activities.

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Focus: Characters in real life (cont) Outcomes: LS.1.1, LS.1.3, LS.3.1, LS.3.2			
Outcomes	Integrated learning experiences and assessment	Evidence of Learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
LS.1.3	<ul style="list-style-type: none"> Students video the mock interview and discuss the character's responses to the questions 	Videoring and discussing the mock interview may involve <i>participating in drama experiences in which role-taking is used to enhance understanding of ideas and feelings.</i>	Teacher affirms student involvement in mock interview activities by highlighting the character's response in selected video excerpts.
Focus: What's my role, what's your role? Outcomes: LS.1.1, LS.1.3			
LS.1.1 LS.1.3	<ul style="list-style-type: none"> Students explore real-life situations through scenarios with students in role, others in role (outsiders), and/or teacher in role (as narrator). This may include: <ul style="list-style-type: none"> using the telephone to place an order and/or return faulty goods to a store and/or relate to helpful or unhelpful staff engaging in contingency planning for unexpected events such as locking themselves out of the house, missing a bus, making another choice if the preferred item is not available for purchase giving an explanation for personal actions, eg losing a friend's wallet, arriving late at school asking for assistance from known/unknown people using personal communication strategies (perhaps using a support network card) dealing with a bully in the playground, at the bus stop, on the sports field 	Participating in scenarios to explore real-life situations may involve <i>exploring characters, roles, situations and actions through drama activities and/or participating in drama experiences in which role-taking is used to enhance understanding of ideas and feelings.</i>	Oral, visual and/or tangible feedback and prompting to encourage, guide and affirm students' participation in role taking experiences.

Focus: Exploring, developing and performing a narrative Outcomes: LS.1.2, LS.2.1, LS.2.2, LS.3.2, LS.3.3			
Outcomes	Integrated learning experiences and assessment	Evidence of Learning (words in italics refer to Life Skills outcomes)	Feedback
LS.1.1 LS.2.1 LS.2.2 LS.3.2 LS.3.3	<ul style="list-style-type: none"> Students create a series of scenes around an identified theme, story or event with an identified beginning, middle, climax and end. These scenes may later be used as the basis for a group/class performance. These scenes may include: <ul style="list-style-type: none"> using images or photographs of students participating in a celebration or school event, accepting a prize after a sports carnival and developing a series of scenes to explore the sequence of events relating to the photograph. A student then develops a narrative to indicate what happened before, what happened next, what happened after. developing a sequenced narrative to recreate an event or incident from a selected television show/video re-creating an event from history or recent past and developing a narrative to relate the sequence events, eg the capture of Ned Kelly, landing on the moon, an accident to a star sports person on the field or in the pool 	Creating a series of scenes around an identified theme, story or event may involve <i>exploring a variety of playbuilding activities</i> and/or <i>exploring dramatic forms and theatrical conventions</i> . It may also involve <i>participating in the preparation of drama works and theatrical productions</i> and/or <i>recognising that drama and theatre performances can communicate meaning and ideas</i> .	Teacher encouragement and affirmation of students' participation in the creation of a narrative that includes a series of scenes.
LS.2.1	<ul style="list-style-type: none"> Students explore characters and/or roles in depth within the framework of the narrative they have developed. Students may do this by identifying, with teacher assistance, one character in the narrative that they would like to focus on. Further activities may include: <ul style="list-style-type: none"> identifying items of costume that the character may wear selecting, from a range, an image of what the character may look like selecting, from a range, descriptions of personality and appearance which match the character creating a character profile, eg determining age, occupation undertaking activities, eg walking, talking, moving in the manner of the character 	Students' exploration of characters and/or roles within the framework of the narrative may involve <i>exploring dramatic forms and theatrical conventions</i> .	Teacher offers positive and constructive advice and encouragement on student involvement in exploring characters/roles within the framework of a narrative.

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Focus: Exploring, developing and performing a narrative (cont)			
Outcomes: LS.1.2, LS.2.1, LS.2.2, LS.3.2, LS.3.3			
Outcomes	Integrated learning experiences and assessment	Evidence of Learning (words in italics refer to Life Skills outcomes)	Feedback
LS.2.2	<ul style="list-style-type: none"> Students research theatrical techniques such as the use of: <ul style="list-style-type: none"> – lighting techniques that enhance dramatic impact, eg how spotlights work, how lighting can be dimmed to create mood – sound effects that can be produced using technology and/or real objects – music that creates and enhances the atmosphere – costumes, props and scenery that enhance the drama – make up techniques that enhance the qualities of the characters 	Researching theatrical techniques may involve <i>participating in the preparation of drama works and theatrical productions.</i>	Oral, visual and/or tangible feedback by the teacher to guide and affirm students' research of the elements of drama.
LS.2.2	<ul style="list-style-type: none"> Students use theatrical techniques in the context of preparation for performance. This may involve the use of: <ul style="list-style-type: none"> – appropriate lighting techniques to enhance dramatic impact – sound effects appropriate to the action – music to create and enhance the atmosphere – costumes, props and scenery to enhance the drama – make-up to enhance the qualities of the characters 	Using theatrical techniques may involve <i>participating in the preparation of drama works and theatrical productions.</i>	Oral, visual and/or tangible feedback by the teacher to guide and affirm students' identification of the elements of drama in the context of preparation for a performance.
LS.2.2	<ul style="list-style-type: none"> Students use pace/timing during the scenes to heighten the dramatic tension 	Using pace/timing during scenes may involve <i>exploring dramatic forms and theatrical conventions.</i>	Teacher provides affirmation of the effectiveness of pace and timing.
LS.2.2	<ul style="list-style-type: none"> Students explore and engage in activities associated with theatre productions, eg choice/selection of performance space/venue, seating, sale of tickets, preparation of programs, role of ushers 	Exploring and engaging in activities associated with theatre productions may involve <i>participating in the preparation of drama works and theatrical productions.</i>	Teacher provides advice and assistance to students to clarify choices and issues.
LS.2.2	<ul style="list-style-type: none"> students participate in final rehearsals <ul style="list-style-type: none"> – refine scene linkages – present sections to the class – respond and/or reflect on the performances of others 	Participation in final rehearsals may involve <i>participating in the preparation of drama works and theatrical productions.</i>	Teacher gives support, encouragement and oral, visual and/or tangible feedback throughout the rehearsal process.

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Focus: Exploring, developing and performing a narrative (cont)			
Outcomes: LS.1.2, LS.2.1, LS.2.2, LS.3.2, LS.3.3			
Outcomes	Integrated learning experiences and assessment	Evidence of Learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
LS.2.2	<ul style="list-style-type: none"> Students perform the event, incident or scenario for others in the class, and/or in the school/community 	Performing for others may involve <i>participating in the preparation of drama works and theatrical productions.</i>	Teacher discussion with students to affirm the successful elements of the performance.
LS.2.2	<ul style="list-style-type: none"> Students evaluate their performance in terms of feedback from the audience and/or video recordings 	Evaluating their own performance may involve <i>identifying and responding to the elements of drama or theatre in performance.</i>	Teacher coordinates discussion to affirm student evaluation.