

**Year 8 Drama semester 2****CONTEXTUAL DETAILS****Name:** Audio Drama**Year Level / Age Range-** Year 8**No. of Students-** 2 classes of mixed abilities**AREA OF LEARNING:** Audio Drama: Develop and refine expressive skills in voice to communicate ideas and dramatic action in different performance styles and conventions**TOPICS:** Soundscapes/Radio Plays/Radio Advertisements/Voice Animation and improvisation.**Content description:**

- Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect
- Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning

**Elaborations:**

- Planning, organising and rehearsing dramatic action to stage devised and scripted drama, for example, arranging use of available theatre technologies and collaborating in rehearsal to stage drama for a clear and intended purpose and effect
- Identifying and analysing how the elements of drama are combined to focus and drive the dramatic action for an audience
- Identifying and analysing how the elements of drama are used in the historical and contemporary conventions of particular forms and styles
- Developing and refining vocal qualities of audibility, clarity and contrast through control of pace, pitch, dynamics and use of pause and silence

**SPECIFIC LEARNING OUTCOME / S**

By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

**PREPARATION / ORGANISATION:**

**Term 3-** *A 10-week term with the musical in the final week.*

*Week 1-3*

Ensemble development/vocal skills and Soundscapes

*Week 4-8*

Radio Advertising

*Reports written end of week 8*

*Week 9-10*

Begin- Radio Play

**Term 4-** *A 9 week term*

*Week 1- 4*

Complete Radio play

*Week 4-7*

Voice animation improvisation [to be filmed]

*Reports written end of week 7*

*Last 2 weeks of term-*

Listen to “under Milkwood”- Dylan Thomas

<https://www.youtube.com/watch?v=uuPO2Kvqlms&list=PLf07g921KbdKem7luuKf8iabl5KwvOKrb>

Watch report of The Night that Panicked America

<https://www.youtube.com/watch?v=nPE5k55g-o>

Listen to 1938- “War of the Worlds” [by HG Welles]

<https://www.youtube.com/watch?v=Xs0K4ApWI4g>

Watch Orson Welles apology

<https://www.youtube.com/watch?v=uuEGiruAFSw>

Watch the 1975 movie “The Night that Panicked America”

<https://www.youtube.com/watch?v=ZJ6lpwx86oU>

## RESOURCES

### 1. Soundscapes-

- Artaud Soundscapes resource idea
- Chapter on vocal work- Set text
- Oral poetry to explore the 12 dramatic elements
- In this video, Marian Haddrick will introduce the medium of radio drama, and explore how sound is used to create characters, settings and meaning. Investigate the components of a radio play, explore the history and learn how to create a performance of your own.

[http://www.artslive.com.au/explore/sound-it-out/radio-drama?utm\\_source=ESA&utm\\_medium=ESA&utm\\_campaign=ESA](http://www.artslive.com.au/explore/sound-it-out/radio-drama?utm_source=ESA&utm_medium=ESA&utm_campaign=ESA)

- **Sheets- Sound it Out- Creating soundscapes. Theory task 1. HW for week 2 and present soundscapes week 3 double lesson.**

### 2. Radio Advertising-

- Sound it Out- Radio Advertising worksheet
- Sound it Out- Radio Programming
- Sound it Out- Create a radio show with many elements
- Playing with voiceovers and timing- Teacher resources [scripts and voiceover examples]

### 3. Radio Play-

<http://splash.abc.net.au/media/-/m/153936>

- TV Killed the Radio Star [4 Corners 13 minutes]
- <http://aso.gov.au/titles/documentaries/its-ruth/clip2/#>

Ruth Cracknell on Radio plays [1 minute]

- As part of the radio show- A radio play "Boggles"

### 4. Voice Animation improvisation-

- Improvisation combined with voice- Filmed presentation.
- "War of the Worlds" script [1938]

CONTENT	PROCESS	RESOURCES
<p><b>Students will-</b></p> <ul style="list-style-type: none"> <li>❖ Develop their ensemble skills.</li> <li>❖ Collaborate</li> <li>❖ Explore vocal possibilities and their imaginations when conceiving and resourcing sounds.</li> <li>❖ Students will gain an awareness of the elements of drama through the oral and aural medium.</li> <li>❖ Reflect and analyse their work in discussions and through formative and summative assessments</li> <li>❖ Expand their creativity when problem solving</li> </ul>	<ul style="list-style-type: none"> <li>❖ Develop the ensemble to create a cohesive and creative environment for exploring, sharing and collaborating</li> <li>❖ Develop oral skills [clarity, tone, levels etc]</li> <li>❖ Explore the 12 dramatic elements through oral work [performance poetry/soundscapes/Radio Advertising/Radio play]</li> <li>❖ Group work</li> <li>❖ Use of slates to record and film</li> <li>❖ Use of Office 365 site</li> <li>❖ Google Docs for sharing ideas</li> <li>❖ Scrap book for brainstorming</li> </ul> <p><b>Assessment- Performance/Ensemble/Folio</b></p> <ol style="list-style-type: none"> <li>a. Folio- <b>Formative</b>- Sound it Out sheets, homework tasks to aid the development of work, evidence of contributions to shared sites [Office 365/Google Docs]</li> <li>b. Folio- <b>Summative</b>- Responses to <a href="http://splash.abc.net.au/media/-/m/153936">http://splash.abc.net.au/media/-/m/153936</a> TV killed the Radio Star and research question [what is the % of Australian drama currently on commercial television stations?]</li> </ol>	<ul style="list-style-type: none"> <li>❖ Text book- voice chapter</li> <li>❖ Slates [film/record]</li> <li>❖ Google docs to share ideas</li> <li>❖ Teachers resources [voiceovers]</li> <li>❖ Use of Middle School Reception area to present radio show.</li> </ul>

<b>Week 1-3</b>	<p><b>Vocal and ensemble warm ups:</b> Drama Games yellow [photocopy]</p> <p>Boom Chicka Boom pg 22 Radio Shuffle pg 26 Soundscapes pg 28 Human Orchestra pg 30 Good evening your majesty pg 31</p> <p><b>Collaboration:</b> Drama games book blue [photocopy]</p> <p>Tug of war pg 40 Hunting the lion pg 47</p> <p>Focus-</p> <p>Banana- Banana Indian Tee-pee This is a red ball</p> <p>Ensemble:</p> <p>Bomb and shield Wink prisoners</p> <p>Vocal:</p> <p>In the manner of the word</p>	<p>Boom Chicka:</p> <p>Explore accents [British, sheep, opera singer etc] pitch, dynamics, own groups version.</p>
-----------------	---	--

Kinwood

[kinwood@stjohns.sa.edu.au](mailto:kinwood@stjohns.sa.edu.au)