

Performing Arts

Performing Arts

Years 9 – 13

SĀMOA SECONDARY SCHOOL CURRICULUM

Curriculum Materials and Assessment Division

Ministry of Education, Sports and Culture

This curriculum statement was prepared by the Performing Arts Subject Committee:

Bessie Chan Mow

Christian Durst

So'o Fauolo

Donna Kamu

Dora Korua

Inipene Tusani Simanu

Ropati Tuitea

Momoe Von Reiche

Olivia Taouma and Momoe Von Reiche were the subject advisers.

Funding provided by the New Zealand Ministry of Foreign Affairs and Trade under the Sāmoa Overseas Development Assistance Programme.

Managing Contractor: Auckland UniServices Ltd.

May 2004

CONTENTS

INTRODUCTION

Curriculum Principles	7
Scope of the Curriculum	7
Structure of the Arts Curriculum	9
General Aims in the Arts	10
Strands and Specific Aims	10
Achievement Objectives in the Arts	10
Learning Experiences in the Arts	11
Approaches to Learning in the Arts	11
Language and Learning in the Arts	13
Gender	14
Assessment and Evaluation	14
Characteristic of Assessment in the Performing Arts	15

THE PERFORMING ARTS CURRICULUM

Rationale for the Performing Arts Curriculum	17
General Aims, Key Areas of Study, Strands	19

SPECIFIC AIMS

Specific Aims for the Dance Strands	20
Specific Aims for the Drama Strands	22

PERFORMING ARTS OVERVIEW OF ACHIEVEMENT OBJECTIVES

Overview: Dance	26
Overview: Drama	28

DANCE ACHIEVEMENT OBJECTIVES

1. Performance	33
2. Choreography	39
3. Technology	47
4. Society	53

DRAMA ACHIEVEMENT OBJECTIVES

5. Performance	61
6. Directing	69
7. Technology	75
8. Script Writing	81

INTRODUCTION

CURRICULUM PRINCIPLES

The Arts curriculum is based on the Principles of the Sāmoa Secondary School Curriculum stated in the Sāmoan Secondary school Curriculum Overview Document. The Principles are that the curriculum:

- provides a challenge for all students and allows for individual differences,
- fosters and enhances the self-concept of all learners, and encourages them to be self-directed in their learning,
- provides all learners with a broad and balanced general education,
- will be based on what is best in fa'asāmoa,
- will be responsive to change so that it is relevant to needs of the individual learner, to the well-being of the community, and ultimately to national development,
- provides for flexibility taking into account the context in which schools operate and the resources available to them,
- establishes a direction for learning and ensures each learner's school experience progresses in a systematic and coherent way,
- promotes the presentation of essential knowledge by means of a systematic bilingual methodology,
- promotes language learning in all areas of the curriculum,
- encourages the use of good assessment practice,
- reflects the need to be inclusive.

SCOPE OF THE CURRICULUM

The national curriculum is made up of:

- the Sāmoa Secondary Curriculum Overview Document, which outlines the framework of underpinning principles and required learning areas, and
- a set of subject curriculum statements which define the learning principles and achievement aims and objectives which all Sāmoan schools are required to follow.

The Arts curriculum sets out progressions of skills, knowledge and attitudes for students in secondary schools in Sāmoa. This curriculum statement applies to:

- all secondary schools in Sāmoa,
- all students, irrespective of ethnicity, gender, religious persuasion, social or cultural background,
- the education of the gifted and talented as well as those students with learning difficulties,
- socio-economically disadvantaged and isolated students,
- Years 9-13 of secondary school education.

Each school provides programmes of learning based on the national curriculum in response to local needs, priorities, and resources. The learning programmes developed by schools must provide the experiences and opportunities for students to achieve the standards that are included in the national curriculum.

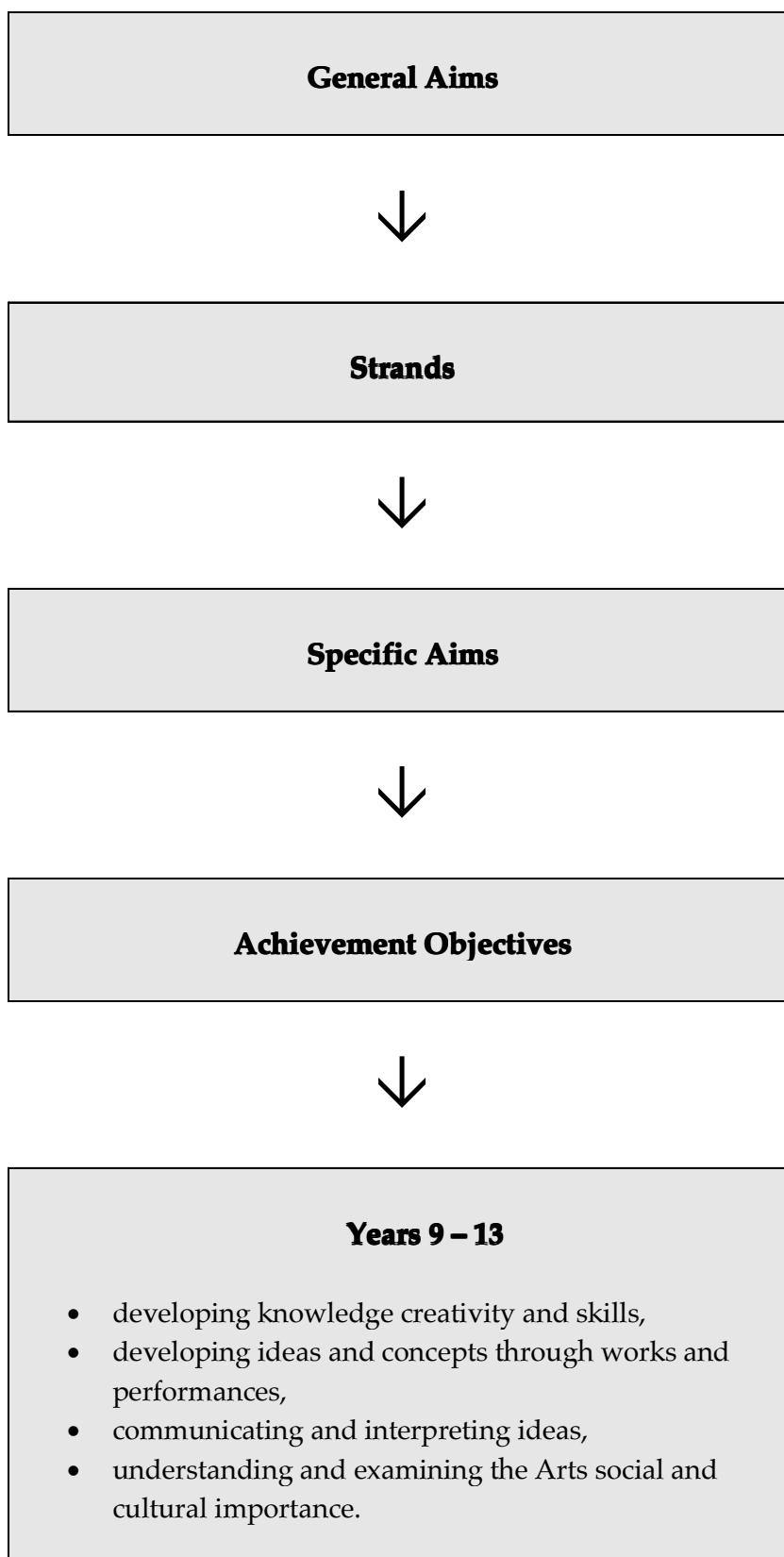
The curriculum statement provides information for teachers, students, parents, family and the wider community, on what students are expected to be able to do in each year of secondary schooling.

All national subject curriculum statements are constructed to show the:

1. General Aims of the subject curriculum,
2. Organising Strands of the subject curriculum,
3. Specific Aims that focus learning within the strands,
4. Achievement Objectives at each year level.

The Arts curriculum statement is published in three booklets: Music Performing Arts and Visual Arts. The guiding principles are common for each however the separate booklets establish individual reference areas to maintain the independent nature and content of each discipline.

STRUCTURE OF THE ARTS CURRICULUM



GENERAL AIMS IN THE ARTS

The general aims link all the Arts disciplines. Students will develop a broad range of skills as they create, make, perform, present, interpret and appreciate the arts within their school and local community.

From their study in the Arts students will:

- Develop knowledge, creativity and skills in the arts using appropriate terminology, practices, processes and techniques,
- Develop ideas and investigate concepts in the Arts by exploring, observing, reflecting and conceptualising works from a wide range of sources,
- Communicate and interpret meaning in the Arts by exploring different ways of conveying ideas and analysing works in response to a wide range of works and performances,
- Understand and examine the functions and values of the Arts in past and present societies and analyse how cultures express themselves through the Arts.

STRANDS AND SPECIFIC AIMS

The Strands of each discipline are ongoing concepts which provide continuity across the curriculum. Each strand has a specific aim which links to the organised sequence of achievement objectives.

ACHIEVEMENT OBJECTIVES IN THE ARTS

The achievement objectives are linked to the four main aims which are threaded through each learning strand. The achievement objectives outline the knowledge and techniques which students will develop as they progress from one level to the next. In planning the Arts programme teachers link achievement objectives from different strands to provide integrated learning experiences.

LEARNING EXPERIENCES IN THE ARTS

Students need to participate in a variety of activities to enable them to develop the skills, creativity, knowledge, attitudes and concepts in the Arts as set out in the achievement objectives. It is important that students' experiences of the Arts is stimulating, creative, motivating, engaging, enriching and challenging. To provide some initial ideas a range of possible learning experiences have been designed for each strand for the different levels.

Learning experiences guide teachers as to concepts, language, skills, techniques and materials which are appropriate at each level. Teachers should incorporate the learning experiences in their lesson plans in order to achieve a balanced programme.

The learning experiences offered will depend on a number of important variables such as: availability of teaching materials, availability of basic texts, sufficient hours in the timetable, suitably motivated teachers, school support, community awareness of the need for students to have the Arts as part of the curriculum.

APPROACHES TO LEARNING IN THE ARTS

Programme planning for the Arts will focus on:

- **Integrated thematic learning:** Strands within the Arts are interrelated and learning experiences follow the integrated thematic tradition. Within each discipline there is an integration of methodology and content building on the students' experiences. This allows skills to develop through the exploration of materials, methods and techniques in an imaginative way.
- **Developing literacy in the Arts:** The Arts programme provides progressive learning opportunities from years 9-13. Concepts, processes, skills and understandings progress from the simple, to the complex. Literacy in The Arts involves making meaning from symbols, images, and sounds. Students will develop their literacy skills through each of the learning experiences, under each strand. This progress develops from a variety of simple to complex verbal and non-verbal communications. Verbal and non-verbal literacy will be encouraged through oral and written analyses of works. Visual literacy will develop as students explore visual ways of communicating.

- **Developing students creativity:** The development of student creativity will be a primary focus for the Arts courses. Teachers plan a wide range of activities that encourage students to investigate ideas and concepts as they respond to learning modules in a creative and imaginative way. Students perceptual, conceptual, and evaluative skills develop as they broaden their understandings of the arts.
- **Developing an understanding of the social and cultural contexts of the Arts:** Students will be encouraged to interpret how meaning is being conveyed while developing an understanding of the social and cultural contexts of each discipline.
- **Encouraging an interactive learning environment:** Teaching practices must aim for effective learning. Students are more likely to be engaged in effective learning if teachers use interactive activities designed to encourage students to explore different kinds of subject matter and broaden their understanding of the world around them and beyond. Students learn best when they take action themselves to generate and create meaning, and to apply the new knowledge in meaningful situations.
- **Developing artistic awareness through planned integration of content and language learning in interesting contexts:** Students will be given opportunities to communicate in a meaningful way; ideas, feelings, experiences and beliefs related to their society and culture. Dance, drama, music and art making will be developed as personal and cultural expressions. Students will evaluate and recognise social and cultural practices outside their own. As well students will analyse and evaluate the different roles artists, musicians, dancers and actors play in society.

LANGUAGE AND LEARNING IN THE ARTS

Developing Language Skills:

- All students must develop the language associated with learning in each of the Arts disciplines.
- The language of the arts should be identified and taught together with the appropriate content.
- The language of each of the Arts discipline must be developed in relevant and meaningful contexts. Students will have to know when to apply the correct terminology for each of the four disciplines.

Communication Skills In The Arts:

- Communication skills are essential for all students in the Arts, as students develop visual, auditory, and kinaesthetic [movement, gestures, body language] forms of communication.
- Students need to be able to interpret and critically evaluate information that is received, either by listening, reading, performing, creating works or viewing.
- Students need to be able to communicate clearly, confidently, and appropriately through speaking and writing, imagery, dance, drama and music, drawing on varied forms of communication and technologies.

Language And Communication Objectives In The Arts:

- Students will extend their oral and written skills as they analyse, create, describe, and interpret visual works, productions and performances.
- Students will develop ideas for choreography, drama, sound and image making as they respond to written and oral language, expressing in the process an understanding of appropriate terminology in the given media.
- Teachers in the Arts must plan ways in which students develop skills in these essential learning areas.

GENDER

The Sāmoa Secondary School Curriculum: Curriculum Overview requires education to be gender-inclusive. This means that students should not be excluded from developing good self-esteem or from participating fully and successfully in learning because of traditional gender stereotypes. An example of a traditional gender stereotype that is beginning to change is "only women can become pre-school teachers."

Materials used with this curriculum must give learners the opportunities to understand how men and women and girls and boys can have a wide range of occupations tasks and responsibilities. Materials must also use gender-neutral language where possible.

School programmes and classroom learning tasks should reflect the diversity of roles available to women and men and girls and boys. Teachers need to ensure that gender is not an obstacle to learning, success, or individual value. To ensure this the Arts programmes will:

- include the interests, perspectives, and contributions of both females and males in programme content, resources and methods of teaching,
- ensure that both females and males use the Arts equipment and take part in investigations and practical work,
- ensure that both females and males take active and valued leadership roles in activities,
- ensure females and males have equitable access to resources, including teachers' time, learning assistance and technological equipment.

ASSESSMENT AND EVALUATION

Assessment is the process of gathering meaningful information upon which judgements are made on learners' performance. The primary purpose of assessment is to improve students' learning and the quality of learning programmes. Assessment information is also used for reporting students' progress at certain points in time. In this way assessment information provides assurance about the quality of education.

The real power of assessment in improving learning relates to the feedback dimension - providing information how and why a student understands

and misunderstands, and what direction the student must take to improve. Descriptive feedback gives students information about their achievement in relation to criteria, and it looks towards improvement. It tells a student what they have or have not achieved, tells a student that they are right or wrong, and why, and specifies or implies a better way of doing something - by demonstration or explanation.

Evaluation is the process of collecting information to judge the effectiveness and value of a programme. Sources of evaluation information can be teachers themselves carrying out self- evaluation, other teachers observing and making judgements, or students.

Assessment in the Arts should be:

- reflective of curriculum policy,
- consistent with the aims, objectives and outcomes of the curriculum,
- actively involve students in the reviewing and reflecting on assessment information that relates to them,
- largely based on continuous internal assessment,
- concerned with emphasising the art processes as much as the final product,
- based on a variety of on going assessment strategies,
- presented in a meaningful and supportive way, while providing feedback to students.

CHARACTERISTICS OF ASSESSMENT IN THE PERFORMING ARTS

Assessment in the Performing Arts:

Will be gathered from a variety of sources including:

- ongoing assessment of students' works,
- students' scriptwriting, and writing portfolio,
- students' choreographic works and performances,
- critical studies - discussions, essays, presentations, projects, reviews, assignments and reports,
- historical studies such as essays, project presentations, assignments.

THE PERFORMING ARTS CURRICULUM

RATIONALE FOR THE PERFORMING ARTS CURRICULUM

The Performing Arts is made up of two areas 'Dance and Drama'. Both express and communicate ideas, imagination, feelings and human experiences through movement, sound and visual imagery.

Dance is body talk. It uses the body to express and communicate. It has meaning, purpose and form. In Dance you learn about yourself and the world. It is personal, creative, artistic, aesthetic, cultural and expressive.

Everyone and anyone can participate in dance through performing and creating. Children dance unselfconsciously, spontaneously with joy when they hear music, whether they are just playing together, or carrying out daily chores. This pure enjoyment of movement is what we want to capture, extend and develop. Some students may find it difficult to express themselves verbally. In dance they may find it easier to communicate through movement.

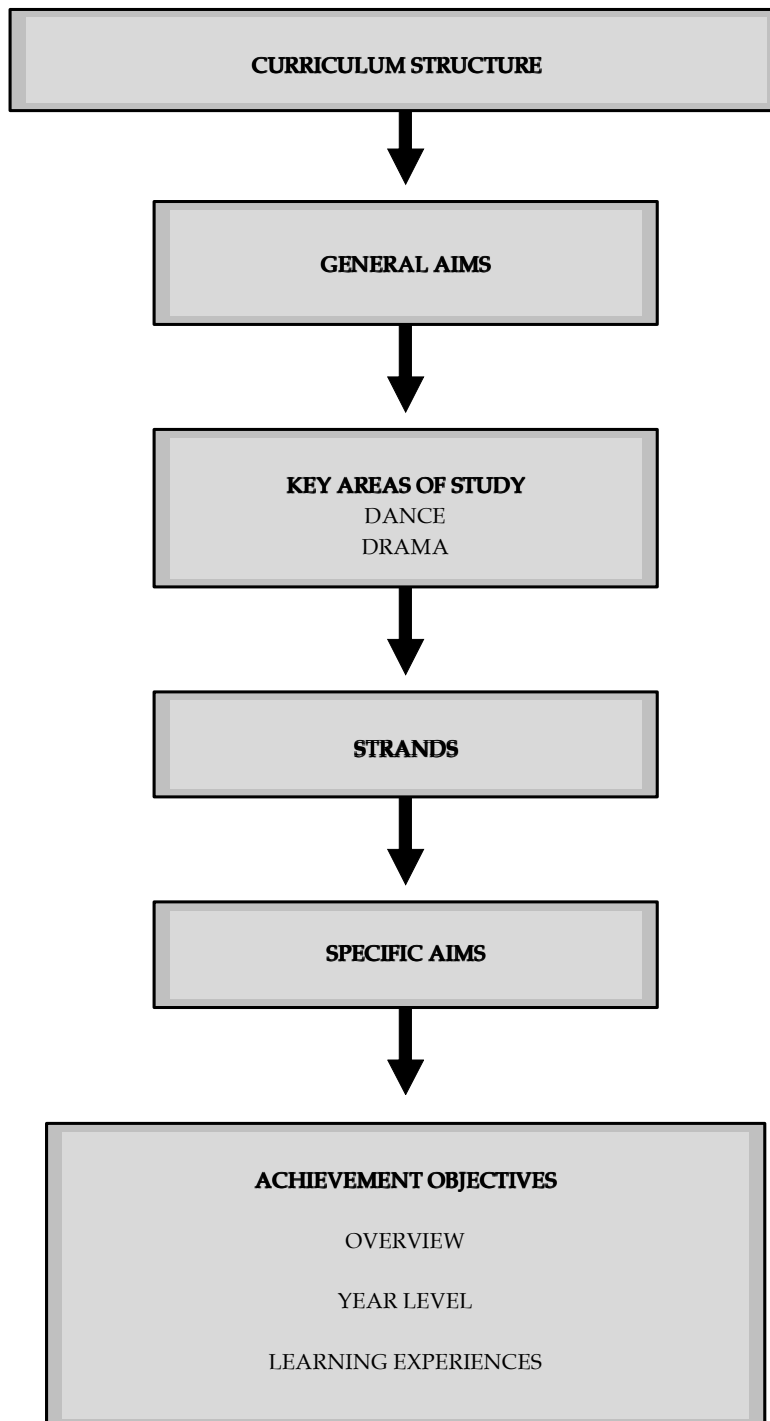
Movement is a language through which we communicate and express ideas, feelings and experiences. There is no language without a vocabulary. Thus we want to build up students' movement vocabulary to better express and communicate themselves in dance. Students learn to explore their own movement abilities through improvisation, learning the movements of others through a range of different dance forms and develop the ability to clearly and easily express meaning through movement.

Dance has many contributing elements. There are: the dancers (i.e. performers); the creators of the dance pieces (i.e. choreographers); the props, sound, costume, make-up and film which are used to enhance the dance piece (i.e. technology); as well as the meanings, values, themes behind the dance itself (i.e. function and value of dance in society and culture). These are the four main areas in which Dance will be developed in this curriculum.

The study of Sāmoan traditional and contemporary dance is compulsory through out this curriculum as it is an integral part of the Sāmoan culture and the society in which we live our everyday lives in Sāmoa.

Drama is a widely used form of expression. From child's play to traditional cultural rituals to theatrical stage performances to film and television. Drama enables us to communicate text, ideas, feelings, imagination and experiences, using mime, improvisation, role-play, speech, movement, sound and visual imagery.

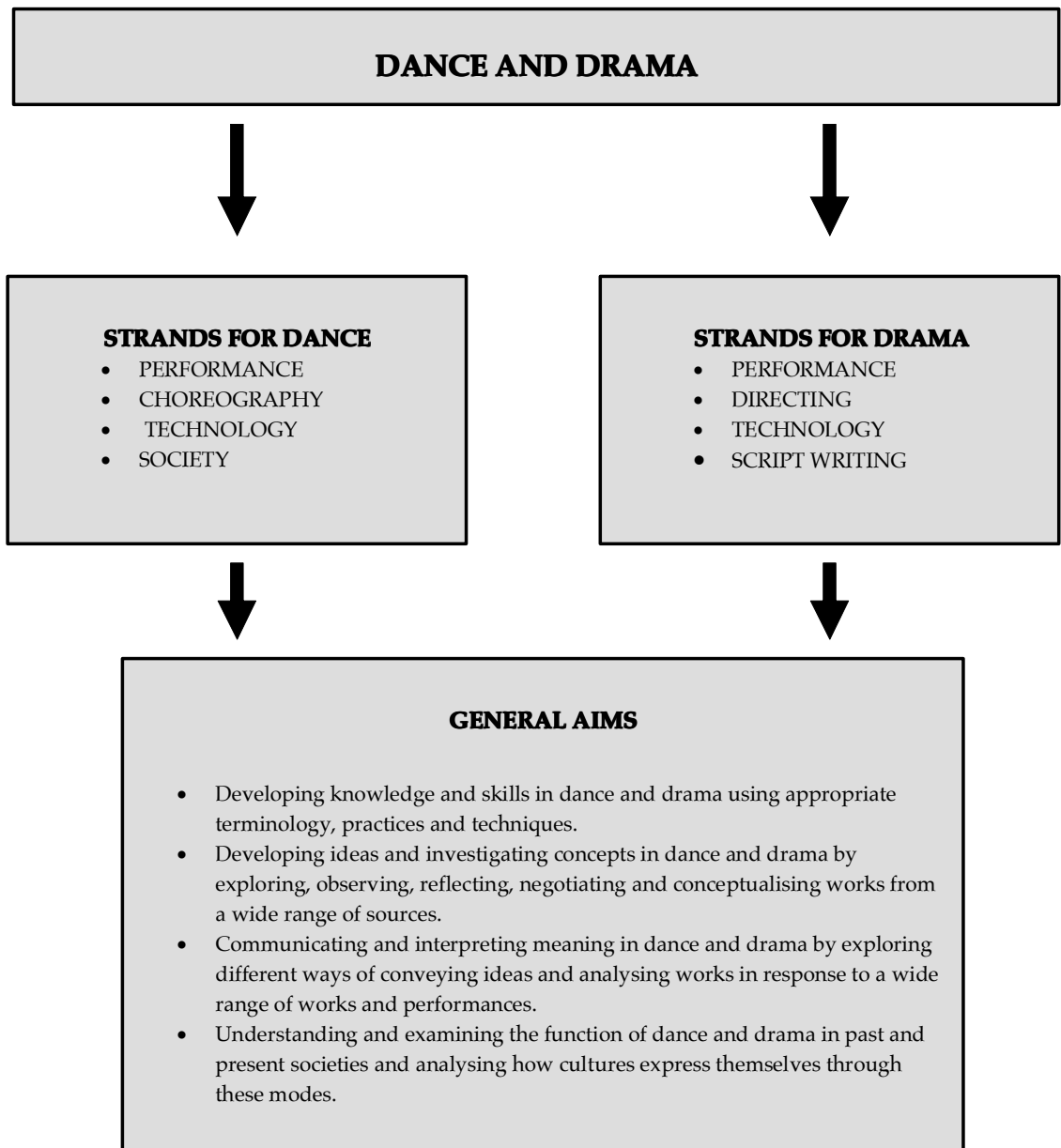
Drama provides a platform where people can voice their opinions and feelings. It presents ideas, text and opinions in a shape that is easy for viewers, the individual and community at large, to interpret. Drama is made up of: the actor (i.e. the performer); the writer of the drama (i.e. script writer); the person who guides the actors (i.e. director) and the tools used to enhance the drama (i.e. technology). These four areas are the main strands for Drama development in this curriculum.



GENERAL AIMS, KEY AREAS OF STUDY, STRANDS

The General Aims for Performing Arts are the same as for Visual Arts and Music. In Performing Arts the general aims will be realised in an integrated way through two key areas of study: Dance and Drama. Within each of these key areas, learning is organised under broad areas of content or strands. The strands for Dance are: Performance, Choreography, Technology and Society. The Strands for Drama are: Performance, Technology, Directing and Script Writing.

The General Aims, Key Areas of Study, and Strands are shown as follows:



SPECIFIC AIMS

Each of the strands of Dance and Drama has specific aims. They provide an overview of the expected learning in each strand. With the integrated approach to learning, the strands are often interwoven, enabling students to make connections between the different aspects of their study.

SPECIFIC AIMS FOR THE DANCE STRANDS.

1. PERFORMANCE
2. CHOREOGRAPHY
3. TECHNOLOGY
4. SOCIETY

The specific aims for each DANCE strand are:

STRAND ONE

From their study of *Performance*, students will develop their knowledge, skills and understanding by:

- *Exploring and imitating movement in terms of meaning, purpose and form.*
- *Using movement to express and communicate ideas, feelings and concepts.*
- *Studying Sāmoan Dance and other Dance forms, techniques, practices and processes.*
- *Responding to a range of performances and reflecting on own work.*

STRAND TWO

From their study of *Choreography*, students will develop their knowledge, skills and understanding by:

- *Developing, negotiating, manipulating and exploring a range of different ideas, stimuli and concepts through movement.*
- *Creating movement and dance pieces using appropriate practices, processes and techniques.*

STRAND THREE

From their study of *Technology* students will develop their knowledge, skills and understanding by:

- *Exploring features of different Dance tools (i.e. video, lighting, costumes).*
- *Using these tools to develop ideas and concepts in Dance.*
- *Using these tools to communicate and enhance their Dance ideas.*

STRAND FOUR

From their study of *Society*, students will develop their knowledge, skills and understanding by:

- *Analysing the function and value of Dance in past and present societies.*
- *Drawing conclusions about the interrelationships between culture, art forms, techniques and processes over time, and different contexts.*
- *Investigating the contribution of Dance to individual, social, and cultural identity.*

SPECIFIC AIMS FOR THE DRAMA STRANDS

5. PERFORMANCE
6. DIRECTING
7. TECHNOLOGY
8. SCRIPT WRITING

The specific aims for each DRAMA strand are:

STRAND FIVE

From their study of *Performance*, students will develop their knowledge, skills and understanding by:

- *Using mime, imitation, role-play and exploration.*
- *Using their bodies, voices and expressions to express and communicate ideas, feelings and concepts.*
- *Learning a range of techniques, practices and processes.*
- *Responding to a range of performances and reflecting on their own development.*

STRAND SIX

From their study of *Directing*, students will develop their knowledge, skills and understanding by:

- *Negotiating, manipulating and exploring a range of different ideas, stimuli and concepts.*
- *Guiding other students to become stage and film actors, using appropriate practices, processes and techniques.*

STRAND SEVEN

From their study of *Technology* students will develop their knowledge, skills and understanding by:

- *Exploring and evaluating the effects of different Drama tools (i.e. video, lighting, costumes) in works of others as well as their own.*
- *Using these tools to develop ideas and concepts in Drama.*
- *Using these tools to communicate and enhance their Drama ideas.*

STRAND EIGHT

From their study of *Scriptwriting*, students will develop their knowledge, skills and understanding by:

- *Exploring, understanding and creating stories and scripts.*
- *Applying scriptwriting skills in the production of original ideas for school and non- school based performances.*

Performing Arts

Overview of Achievement Objectives

Each of the strands has Achievement Objectives which outline the expected knowledge, skills and attitudes to be achieved at each year level. Years 9-10 have been written as semester modules. Years 11-13 have been written for a whole year option.

An overview of the Achievement Objectives shows the overall progression of achievement across year levels for each of the strands. This is followed by the Achievement Objectives for each year level in all the strands. Possible learning experiences are suggested to facilitate the achievement of the objectives.

OVERVIEW: DANCE

Year 9	Year 10	Year 11
Performance		
Use basic dance language and terms. Imitate and perform basic dance. Use basic dance safety practices. Explore and understand the elements of dance. Explore improvisation. Discuss features of an effective Sāmoan dance and basis for judgements made on a dance.	Use extended dance language. Imitate and perform dance to an audience. Demonstrate dance safety practices. Demonstrate elements of dance. Comment on dance. Explore improvisation.	Use dance language for 2 dance forms. Perform dance to an audience. Explain and use safe dance practices. Use some dance techniques. Perform a duet. Respond to others performances. Observe, investigate and understand change in Sāmoan dance.
Choreography		
Create simple movements. Observe and comment on two dance performances. Explain meanings in Sāmoan dance. Create a small group dance. Explore music and sound in dance.	Create a small dance piece. Demonstrate and create motifs-sequences. Describe choreography of a Sāmoan dance piece. View and respond to dance and choreography.	Create a Sāmoan dance piece. Demonstrate elements of dance in choreography. Use languages and terms of two dance forms. Use safe dance practices. Create a duet.
Technology		
View and respond to performance. Explore Sound and Costume. Create simple sounds and a costume for a small performance.	Experiment with natural settings and sounds for performance. Explore lighting. Create costumes and sounds for a small group performance. Comment on tools used in a performance	Create settings, sounds and costume for a performance. Experiment with lighting. Explore use of props and video in Dance. Demonstrate knowledge of a camera and camera shots.
Society		
Understand history of Sāmoan dance. Comment on two different cultural dances.	Explain significance of Sāmoan dance today. Examine and demonstrate the differences in traditional and contemporary Sāmoan dance.	Explain the similarities/ differences of two cultural dances. Demonstrate and explain how traditional cultural dance can be incorporated in modern dance. Explore and describe a variety of different ways dance is used in different cultures.

Year 12	Year 13	
Performance		
<p>Demonstrate knowledge of the body in dance. Compare two dance forms. Perform dance in a large production. Perform a solo dance of own creation. Evaluate self and others in performance.</p>	<p>Analyse and explain the relevance of dance safety. Perform a dance piece for a musical, choreographed by another student. Perform dance specifically for film. Perform a dance for an audition. Establish criteria for performance of a range of dances and evaluate.</p>	
Choreography		
<p>Demonstrate dance language. Create a solo dance piece. Choreograph a dance piece for a production. Critique a well-known choreographed dance piece.</p>	<p>Choreograph a dance, for a specific musical. Research and analyse a famous choreographer. Choreograph a dance piece specifically for film. Choreograph a dance piece for an audition.</p>	
Technology		
<p>Create settings, costumes, sounds and props for a stage performance. Plan, edit, present and evaluate a music video.</p>	<p>Explore dance films. Design, create and evaluate a set and tools for a dance film. Film, edit and critique a dance performance specifically for film.</p>	
Society		
<p>Research one dance form and its historical significance to the society and culture it came from. Critique recent performances and use of traditional cultural forms. Describe the cultural value of dance in society.</p>	<p>Compare and contrast dances from a variety of past and present cultures. Research how a society has affected a dance form.</p>	

OVERVIEW: DRAMA

Year 9	Year 10	Year 11
Performance		
Develop basic mime, language, storytelling and improvisation skills. View and respond to a Sāmoan drama piece.	Develop/demonstrate mime, improvisation and role-play skills. View and respond to a drama piece. Explore use of music, song and movement in a Sāmoan drama. Explore and perform puppetry.	Analyse and report on a play. Perform a scene from a Shakespearian play, a Pacific Island play using masks, a Sāmoan drama and a video presentation. Explore other world cultural dramas.
Directing		
Explore a piece of work by a Pacific Island director. Develop directing and good team work/people skills. Direct one other student in a scene of a legend.	Examine an international director. Develop basic directing skills for film. Direct one other in a scene from a Pacific Island play. Use good team work/people skills.	Examine transforming script to performance. Direct a scene from an international play. Demonstrate knowledge of camera shots. Direct a short video presentation.
Technology		
Investigate Sāmoan drama tools. View and respond to Sāmoan drama. Explore and experiment with a range of drama tools. Use some drama tools for a reading.	Compare Sāmoan use of drama tools in past and present. View and respond to live performance. Describe how tools communicate. Create drama tools for a dramatic piece. Use video correctly. Create and use a puppet and a puppetry set.	Create and use tools in duo or solo piece. Investigate drama tools in English drama. Explore the history of masks and create a mask. Demonstrate knowledge of camera and camera shots. Develop and film a short video piece.
Script Writing		
Explore the structure of a play by a Pacific Island playwright. Create a short story. Report on the history of a Pacific Island playwright.	Create and present a dramatic text in a group. Examine the work of a Pacific Island playwright. Develop skills in scriptwriting.	Create and evaluate a short play. Develop skills in scriptwriting for film. Examine works and history of Shakespeare. Transform a Shakespearian play's storyline into a Sāmoan play.

Year 12	Year 13	
Performance		
Perform a play by students. Research and analyse western influences on Sāmoan drama. Perform in a film presentation.	Research, rehearse, perform and evaluate a scene from a musical, as well as a musical production, an audition piece and being in a short film. Research a Pacific Island actor. Research Performing Arts courses.	
Directing		
Workshop, direct and evaluate a play with guidance. Workshop, direct and evaluate a full-length video presentation.	Research and analyse a Pacific Island director. Plan, workshop, direct and evaluate a short film. Organize, supervise, and administer auditions for a musical production.	
Technology		
Create and use tools for a large production. View and critique different cultural use of tools. Research how modern technology can help cultural dramas. Film a video piece.	Design and create a set and tools for a musical production. View and critique a film's use of tools. Design, create, film and evaluate sets and tools for a short film. Plan, film, edit and present a short film.	
Script Writing		
Create and evaluate a script for a large production. Compare two plays by two different playwrights. Create and evaluate a script for a video.	Examine and critique a script and its filmed version. Create, develop and critique a short film script. Research and analyse a playwright. Explore musical scripts. Develop and create a Sāmoan play from the storyline of a classical musical.	

Performing Arts

Dance Strands

Achievement Objectives by Year Level 9 - 13

Strand 1

Dance - Performance

AIM

From their study of *Performance*, students will develop their knowledge, skills and understanding by:

- *Exploring and imitating movement in terms of meaning, purpose and form.*
- *Using movement to express and communicate ideas, feelings and concepts.*
- *Studying Sāmoan Dance and other Dance forms, techniques, practices and processes.*
- *Responding to a range of performances and reflecting on own work.*

Dance - Performance

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Use basic Sāmoan dance, and one other dance form, dance language and terms appropriately.
- Imitate and perform basic Sāmoan, and one other dance forms, movements.
- Understand and use basic dance safety practices.
- Explore and understand what the elements of dance are.
- Experience basic movement improvisation
- Discuss features of an effective Sāmoan dance and basis for judgements made on a dance.

POSSIBLE LEARNING EXPERIENCES:

- *Demonstrate the se'e and explain its significance to the Sāmoan dance.*
- *Learn a basic Sāsā and a 3-5 minute Hip-hop sequence and perform these to the class. Discuss criteria for responding to the performances and justification.*
- *Identify the names of the body's muscles. Describe and use correct posture and body alignment when dancing. Relate to features of 'effective' dance.*
- *Explain why and how nutrition is important for a dancer.*
- *From a sequence of movements given to students, explore variations such as varying the sequence by speeding or slowing moves: standing, sitting or jumping the movements; changing the size to smaller or larger movements. Discuss the effectiveness of the variations on the overall dance.*
- *Observe a dance group and comment on the use of the different elements of dance.*
- *Listen to the music given and create a sequence of eight movements to it.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Use extended dance language and terms, in Sāmoan dance, traditional and contemporary, plus one other dance form.
- Imitate and perform Sāmoan, traditional and contemporary, and one other dance form, movements in a dance presentation to an audience.
- Demonstrate dance safety practices.
- Describe and demonstrate the elements of dance in relation to themselves, other people, objects and environments.
- Observe and comment on dance performances focusing on the dancers' techniques, styles and performance abilities as well as how they use the elements of dance.
- Explore movement improvisation.

POSSIBLE LEARNING EXPERIENCES:

- *Experience a Ma'ulu'ulu, a modern Sāsā and a 5-minute creative dance piece. Students perform to another class.*
- *Demonstrate a warm-up that is relevant to Hip-Hop dance. Identify and use correct posture, body alignment and feet positioning for Sāmoan Sāsā, Ma'ulu'ulu and Hip-Hop dance.*
- *Explain and demonstrate how you can use a prop e.g. a chair, in many different ways, through the dance elements (i.e. lying on top or below it; picking it up and turning it; jumping off it; standing on it; turning it upside down; dragging it; flipping it up; jumping over it etc.), and how this could be used to make the dance piece more exciting rather than just sitting on it.*
- *Discuss the features of a performance. Complete a questionnaire after watching a dance performance making comments on how well the dancers performed; What style of dance was it? Did they use the space well? Was the dancers timing good? Was it exciting and engrossing to watch? Did they dance well together? Did they use a range of shapes, levels and speeds?*

Dance - Performance

ACHIEVEMENT OBJECTIVES

Achievement objectives: students will develop knowledge, skills and understanding when they:

- Develop and use dance language and terms for two dance forms, other than Sāmoan.
- Imitate and perform movements, from two other dance forms other than Sāmoan, in a dance piece to an audience.
- Use and demonstrate safe dance practice before, during and after performing.
- Examine, practice and demonstrate dance techniques used in two different dance forms, other than Sāmoan.
- Rehearse, perform, respond to and evaluate dance for another student's choreographed duet work.
- Observe, investigate and explain the differences and similarities in traditional and modern Sāmoan dance.

POSSIBLE LEARNING EXPERIENCES:

- *Identify and apply first second, third, fourth and fifth positions in Ballet and Contemporary dance.*
- *Imitate and perform Hawaiian dance movements and Rock and Roll dancing.*
- *Examine, learn, practice and demonstrate some release, contract and falling techniques for contemporary dance with proficient execution. Examine, learn, practice and demonstrate turns, leaps and travelling techniques and terms for Ballet with proficient execution.*
- *Plan, teach, and evaluate an appropriate dance warm-up focusing on safe dance practice.*
- *Rehearse, perform and evaluate a duet, choreographed by another student, which is between 4-8 minutes.*
- *Investigate changes over time of a Sāmoan dance e.g. ma'ulu'ulu, sāsā, fa'ataupati, give reasons for the change and projected future.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Demonstrate knowledge and understanding of the physiology of the body and use this in the context of safe dance practices.
- Experience, demonstrate and compare two dance forms.
- Rehearse, perform and evaluate being a dancer for a large production.
- Rehearse, perform and evaluate a solo dance choreographed by themselves.
- Research and report on the background of a dance form.

POSSIBLE LEARNING EXPERIENCES:

- *Explain the body's physiology and explain why this is important for dancers to know (e.g. Skeletal, muscular, nervous, respiratory systems and joints of the body).*
- *Demonstrate the Tango and the Waltz, describing the similarities and the differences between the two.*
- *Rehearse, perform in and evaluate the school production or a community festival event.*
- *Choreograph, rehearse, perform and evaluate a 4-8 mins solo, (i.e. year 12 Choreography strand). Ensure technique and style is proficient and appropriate and that the performance communicates the ideas and themes intended.*
- *Research the background of one dance form (i.e. Sāmoan, Hip-hop, Ballet, Contemporary, Capoeira etc.) covering its origins, geography, history, examples of the movements, music used, famous choreographers or dancers of the form, culture etc. Present to the class as a visual poster, explaining findings.*

Dance - Performance

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Analyse and explain the relevance of dance safety.
- Rehearse, perform and evaluate a dance piece for a musical, choreographed by another student.
- Rehearse, perform and evaluate dance, specifically for film.
- Perform a dance piece for an audition.
- Establish criteria for performance of a range of dances.
- Evaluate performances.

POSSIBLE LEARNING EXPERIENCES:

- *Investigate why dance safety is important to study, understand and apply in dance today. Use demonstrations and visuals to present findings to the class.*
- *View a variety of dance pieces from a range of musicals (e.g. Grease, South Pacific, Westside Story, Wizard of OZ, Jesus Christ Superstar, Chicago, Cats, The Sound of Music, Moulin Rouge etc.). Look at the different techniques and methods used. Rehearse, perform and evaluate a dance piece, for a musical, choreographed by someone else in the class.*
- *View and analyse a range of dances made specifically for film. Rehearse and perform in a filmed dance piece, choreographed specifically for film. Evaluate what it was like (i.e. dancing for film instead of an audience), whether it turned out like it was supposed to, how different is it to dancing to an audience?*
- *Complete preparations for an audition following a brief. For example: You have an audition to get into a dance course, next year, in New Zealand. You have to perform a solo dance piece choreographed around one of the themes given. It needs to be 4-6 minutes long. Present to the judging panel of invited dance specialists. Evaluate the performance by watching the video of the audition piece. What techniques, styles and expressions were used? Were they appropriate for the dance? Were they good enough to get into a degree course? What could be added/changed, any feedback?*

Strand 2

Dance - Choreography

AIM

From their study of *Choreography*, students will develop their knowledge, skills and understanding by:

- *Developing, negotiating, manipulating and exploring a range of different ideas, stimuli and concepts through movement.*
- *Creating movement and dance pieces using appropriate practices, processes and techniques.*

Dance - Choreography

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Improvise and create simple sequences of movement from their own ideas or stimuli given.
- Observe and comment on at least two different dance form performances, specifically looking at the ideas and themes, choreography and use of the dance elements.
- Explain the meanings of the words in a Sāmoan dance piece, looking at the actions used to express these meanings.
- Explore, improvise and create their own dance movements, in a small group, from stimuli given for a small group dance (i.e. not more than 5 mins).
- Explore and examine music and sounds in dance.

POSSIBLE LEARNING EXPERIENCES:

- *Improvise movement based on a sports theme. Look at different sports and the movements in the sports, create a sequence of movements, for three-four counts of eight, based on this.*
- *Watch a live performance or video recording of an indigenous group performance (i.e. Cross-cultural Contemporary/Sāmoan/other Polynesian, Melanesian dance) and of the 'River Dance' (i.e. traditional Irish dance) show. Identify the ideas behind the performances and how they used movement and the elements to communicate these ideas.*
- *In a group of four create a sequence of eight movements each, to music given. Put together the movements into a small group dance piece, not longer than five minutes.*
- *Observe a live performance or video taped Ma'ulu'ulu, explain the words and how the actions correspond with these words.*
- *Create sequences of percussion, using different tempos and rhythms.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Explore, develop and create, as a group a small dance piece, from their own ideas or stimuli given.
- Observe and comment on dance performances focusing on how the performance uses the elements of dance, motifs and phrases of movement, as well as the overall presentation of the dance pieces.
- Examine, describe and demonstrate the choreography behind one traditional Sāmoan dance piece.
- Examine and explain why the elements of dance are important in choreography.
- Explore and demonstrate choreographic devices and structures.

POSSIBLE LEARNING EXPERIENCES:

- *In a group of four brainstorm the word 'Sāmoan', create a group dance piece, not longer than five minutes, based on the ideas and themes discussed.*
- *Examine how a Sāsā is created and the meanings behind the actions, the story being told.*
- *Watch a professional Hip-Hop dance piece and explain how they used the elements of dance to make their dance piece 'cool' and 'dynamic'.*
- *Explore and demonstrate motifs, sequences and phrases for different ideas, words, and themes in class.*
- *In small groups of three-four learn a phrase of movements given by the teacher. Using repetition, juxtaposition, canon, individual, pair and group parts remix the phrase into a small dance piece.*

Dance - Choreography**ACHIEVEMENT OBJECTIVES**

Students will develop knowledge, skills and understanding when they:

- Explore, demonstrate, workshop and create a range of appropriate movements, for a Sāmoan group dance piece.
- Use and demonstrate the elements of dance in their own dance work and choreography.
- Explain and use dance language and terms for two dance forms, other than Sāmoan.
- Demonstrate and use safe dance practices while choreographing.
- Explore, demonstrate, workshop and choreograph a range of movements, using a range of dance techniques, for a duet dance piece. Using the dance elements and some choreographic methods.

POSSIBLE LEARNING EXPERIENCES:

- *Brainstorm ideas for a Sāmoan Ma'ulu'ulu, choose a song and create appropriate movements for it, workshopping it with a group of five-ten students. Perform this to the class in two weeks' time. Explain how you used 'the elements of Dance' (i.e. space, time, dynamics, relationships) in your choreography.*
- *View the ballet 'The Nutcracker Suite'. Focusing on the choreography and dancers' abilities, i.e. techniques and movements, write a review of the show. Use as much 'Ballet' terminology as possible to give evidence to your opinions.*
- *Brainstorm the word 'Identity', choose words and concepts and explore them through movement and music. Workshop and create a duet dance piece around this.*
- *Examine New Zealand Contemporary dance, e.g. Black Grace, and the development of falling and contact improvisation work. Create a duet contact improvisation piece for 32 counts.*
- *Examine and comment on Sāmoan contemporary dance.*
- *Research the Ma'ulu'ulu, its history, and place in society.*
- *Examine and comment on the choreography of a Sāmoan group dance e.g. Sale'imoa, Iva, Teachers' Cultural Group.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Demonstrate, by freely using, appropriate dance language and terms while choreographing.
- Explore, demonstrate, workshop and choreograph a range of movements, using a range of dance techniques, for a solo dance piece using choreographic methods and the elements of dance.
- Explore, demonstrate, workshop and choreograph a dance piece that is appropriate for a large production.
- Critique a well-known choreographed dance piece.

POSSIBLE LEARNING EXPERIENCES:

- *Brainstorm a major emotional event in the student's life (e.g. a death, an accident, moving to a new country, identity, parental divorce etc.), work shop and create a solo dance piece, from the feelings and experience of this event, at least four-eight minutes long.*
- *Look at the themes, story line and script for the school production. Create an eight-ten minute dance piece that would be appropriate to use in the production.*
- *Watch the dance production 'Ghosts' on video. Analyse it and write a critique on it. Describing the choreographer's main ideas and how they were communicated through their choreography. Look at how the dance elements were used and any choreographic devices and structures (i.e. motifs, juxtaposition, repetition, phrasing, musical structures, individual/pair/group etc.).*

Dance - Choreography

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Workshop, choreograph and evaluate a dance for a specific musical.
- Research and analyse a famous choreographer.
- Workshop, choreograph and evaluate a dance piece specifically for film.
- Workshop, choreograph and evaluate a dance piece for an audition.

POSSIBLE LEARNING EXPERIENCES:

- *Examine the different techniques and choreographic methods used in a variety of dance pieces from a range of Musicals (e.g. Grease, South Pacific, Westside Story, Wizard of Oz, Jesus Christ Superstar, Chicago, Cats, The Sound of Music, Moulin Rouge or other available musical).*
- *Choreograph one dance piece for the stage version of a musical e.g. 'Sound of Music'. Pick one of the song pieces. Develop, workshop and choreograph the dance piece. Present it to an audience. Evaluate the piece, how the development of the dance went, what could be added/changed, feedback from the audience of the performance.*
- *Choose a famous choreographer, from the list provided. Research their background (i.e. personal and professional). Examine their artistic development (i.e. how they developed their own style and what choreographic methods they use). Present findings, with visuals, to the class.*
- *View and analyse a range of dances made specifically for film. Look at the different techniques and choreographic methods, camera shots etc. Pick an idea or theme. Plan, develop, workshop and choreograph a short dance piece (4-8 minutes) around that idea/theme. Film and edit the short dance piece. Present it to an audience and collect feedback on it. Evaluate the development of the piece from start to end. Did it turn out as expected/visualized? What could be added/changed? What was the feedback like etc?*

POSSIBLE LEARNING EXPERIENCES (cont):

- *Complete preparations for an audition to get into a dance course. Perform a solo dance piece choreographed around one of the themes given. It needs to be 4-6 minutes long. Present to the judging panel of dance specialists. Evaluate the development of your solo piece, what choreographic methods/structures used, what could be added/changed, how the performance went and any feedback from the judges.*

Strand 3

Dance - Technology

AIM

From their study of *Technology* students will develop their knowledge, skills and understanding by:

- *Exploring features of different Dance tools (i.e. video, lighting, costumes).*
- *Using these tools to develop ideas and concepts in Dance.*
- *Using these tools to communicate and enhance their Dance ideas.*

Dance - Technology

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- View and respond to performance, looking at how they use dance tools to help their dance pieces.
- Explore different sounds and costume ideas and concepts.
- Create simple sounds and a costume for a small performance in a group.

POSSIBLE LEARNING EXPERIENCES:

- *Watch a live dance performance or video; discuss how they could use dance tools (i.e. lighting, sound, props, sets etc.) to make their dance piece better.*
- *Explore a range of different sounds using: the body, recycled objects, a musical instrument etc. As a group create a musical phrase using a range of different sounds.*
- *Create sound, or use sticks and drums, tins and keyboards to go with a small group dance piece. Use pre-recorded or mixed music.*
- *Watch a video of Sāmoan dances pre-independence or around the 1960s. Comment on the dance tools used.*
- *Investigate the use of dance tools and props in Sāmoan dances e.g. tauvāe tifa, uatogi, talavalu. Examine their historical uses and production.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Experiment with natural settings and sounds for performance.
- Explore different types and methods of lighting.
- Create costumes, sounds and lighting for a small performance.

POSSIBLE LEARNING EXPERIENCES:

- *Using the natural environment create different sounds in a musical phrase (e.g. the body, shells, sand, stones and sticks to create sound. Using the sounds of the waves, birds or wind etc.). Also explore a range of different costume ideas using the environment. Create a costume each and present the sound piece to the class.*
- *Looking at how light, especially different coloured lights, can create the setting or mood of the dance piece, helping make a dance piece better or worse. Explore the use of candlelight in coconut shells, or the moonlight to enhance a performance; create home made lights using different coloured plastic to create different colours etc.*
- *Watch or experience a performance of the fa'ataupati and explain the use of the body to create sound and beat.*
- *Observe, participate in the processes, and experience the techniques of a Sāmoan traditional costume being put together e.g tauvae tifa, ula nifo, sei ula, titi ula, ofu lau la'au.*

Dance - Technology**ACHIEVEMENT OBJECTIVES**

Students will develop knowledge skills and understanding when they:

- Explore and experiment with different types of settings and props for dance.
- Create settings, lighting, sounds and costume for a performance.
- Understand, explore and explain how to use a video camera properly.
- Explore and experiment with the use of video in Dance.

POSSIBLE LEARNING EXPERIENCES:

- *View a range of dance pieces set in different places (i.e. a dance in the forest, a dance on a large stage, a dance in an old warehouse, a dance in a village etc.). Try dancing in four different settings. Write up what worked best for a dance piece, explaining why. Remember dance safety.*
- *Explore and create a background setting for a Hip-Hop dance piece. Present to the class, explaining why it is appropriate to the dance piece.*
- *For the duet, students choreograph, create appropriate settings, lighting, sound and costume for the performance to a small audience.*
- *View a range of dance made specifically for film. Look at the way it is shot (i.e. camera shots, effects, angles etc.). Try out a range of techniques with the camera. Film and edit a duet. Hand in the video explaining why it was filmed the way it was.*
- *Examine the use of camera shots in Televisual Sāmoa's presentations of dance performances. Comment on the effects of the different shots used from the audience's perspective, from the performers' perspective.*
- *Explore and create a Sāmoan costume e.g. tūiga, pale fuiono.*
- *Observe the aufaipese behind a dance group. Comment on the instruments used to enhance the dance e.g. fala, selo, pātū. Experiment with the use of these instruments to enhance the dance.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Create and evaluate settings, costumes, sounds, props for a stage performance.
- Create and evaluate settings, props, costumes, sounds and lighting for a dance performance for video.

POSSIBLE LEARNING EXPERIENCES:

- *For the school production brainstorm, design and create, in a small group, the background settings, costumes, props and sound for the stage performance. Evaluate how well these tools helped the performance and whether any of it would be changed in a repeated performance and why.*
- *Choreograph a dance piece for video. Brainstorm, design, organise and create appropriate settings, props, costumes, sound and light for the filming of the dance video. Evaluate how well these tools helped the performance and whether any of it would be changed in a repeated performance and why.*

Dance - Technology

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Explore dance films and the filming techniques used.
- Plan, film, edit and critique a dance performance specifically for film.
- Design, create and evaluate a set and tools for a dance film.

POSSIBLE LEARNING EXPERIENCES:

- *View a range of dance films looking at the different camera shot, and filming techniques/effects used to enhance and help bring across the ideas themes of the dance.*
- *Act as the cameraperson for another student. They, in turn, will be the cameraperson for your choreographed piece. Working with your partner, plan and develop each shot for the whole dance piece. Film the dance piece. Working with your partner, edit the film. Present to the class and evaluate the whole process.*
- *Develop a theme/ideas for a dance set, which would enhance a choreographed dance film. Create a set and tools that would be needed for this dance film. Film the dance piece using this set and tools. Evaluate how effective the set and tools were in the film, did they enhance the dance or not? What could be added/changed? Any feedback about the filming of the dance?*

Strand 4

Dance - Society

AIM

From their study of *Society*, students will develop their knowledge, skills and understanding by:

- *Analysing the function and value of Dance in past and present societies.*
- *Drawing conclusions about the interrelationships between culture, art forms, techniques and processes over time, and different contexts.*
- *Investigating the contribution of Dance to individual, social, and cultural identity.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Explore the concept of Sāmoan dance.
- Investigate the history of Sāmoan dance.
- Describe the place and value of dance in Sāmoan culture.
- View and comment on two different cultural dances and their relevance to that society.

POSSIBLE LEARNING EXPERIENCES:

- *Brainstorm Sāmoan Dance. Discuss its place in Sāmoan culture. Examine the history of Sāmoan dance and how relevant it is to the culture.*
- *Conduct a brief investigation of the history of Sāmoan Dance using evidence from interviewing elders and known experts. Submit an oral and written report.*
- *Watch the Polynesian dance video. Fill out the questionnaire commenting on the differences and similarities between the Tongan and Sāmoan dance. Interview one Tongan and one Sāmoan to find out how relevant they think these dances are to their culture.*
- *Watch performances by groups during the Teuila Festival. Comment on the dances and their relevance to Sāmoan society today.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Explore and explain the significance of Sāmoan dance today.
- Examine and demonstrate the differences in traditional and contemporary Sāmoan dance.

POSSIBLE LEARNING EXPERIENCES:

- *Interview five different people, from a range of ages, on the topic of how relevant they think Sāmoan dance is today, in Sāmoa. Watch three different recent Sāmoan dance pieces. Present findings to the class, explaining personal opinions on the topic.*
- *Demonstrate, not longer than five minutes, and explain the differences in traditional and contemporary Sāmoan dance.*
- *Watch dance groups during key national events eg. Independence, Teuila. Comment on the possible influences on dance groups performances today eg. Visitor's Bureau's group and their impact on the Sāmoan dance forms.*
- *Investigate the cultural protocols (aganu'u, agai'fanua) associated with fa'afiafiaga and explain the links between aganu'u, agai'fanua and dance sequences and order of the fa'afiafiaga.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Explain the similarities and differences of two cultural dances.
- Explore, demonstrate and explain how traditional cultural dance can be incorporated in modern dance.
- Explore and describe a variety of different ways dance is used in different cultures.

POSSIBLE LEARNING EXPERIENCES:

- *Research two cultural dances, e.g. Hawaiian and Cook Island dance, comparing the similarities and the differences in the actions, songs and dance stories told.*
- *Explore, create and perform a three-five minute Sāmoan dance piece incorporating traditional and modern dance movements. Explain how the two dance forms were incorporated.*
- *Investigate how dance is used in four different cultures (e.g. weddings, entertainment, celebrations etc.). Describe findings in a 1000 word essay giving examples from a range of cultures.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Critique a recent performance and their use of traditional cultural forms.
- Research one dance form and its particular history and significance to the society and culture it came from e.g. Siva o le Mau.
- Describe the cultural value of dance in any society.

POSSIBLE LEARNING EXPERIENCES:

- *Watch a video of a dance performance or a live performance. Write a review on the performance, looking at how effective the performance was, how it incorporated traditional Sāmoan movements and contemporary dance and whether or not you liked it, explaining why.*
- *In groups of three, research the background of the dance form given to you (i.e. cultural, social, historical, political, artistic, geographical background), looking at its significance to the society and culture it came from. Present to the class with a handout summarizing findings.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Compare and contrast dances from a variety of past and present cultures.
- Research how a society has affected a dance form.

POSSIBLE LEARNING EXPERIENCES:

- *Find out about dances used within wedding ceremonies of different cultures (e.g. Indian, Greek, Sāmoan etc.). Compare and contrast the purpose and features of the dance and how they relate to the ceremony.*
- *Identify and investigate three Pacific Island dance forms that use movement motifs based on everyday activities such as planting, gathering, fishing, (e.g. Sāmoan Sāsā). Compare and contrast the similarities and differences of the dances.*
- *Looking at the history of contemporary dance investigate how society has affected the dance form (i.e. the different styles and techniques that have developed due to changes in society, societal and cultural influences).*
- *In groups of three-four. Investigate the period of time you have been given (e.g. 1910, 1920, 1930, 1940, 1950, 1960, 1970 or 1980's). Look at the western world at that time, (i.e. economics, politics, clothes, music, dance styles etc.). Demonstrate a short dance piece (3-5 minutes) from that time explaining how this dance reflects that time and the effect society had on its development and popularity.*
- *Find evidence of Sāmoan dance with origins in the key periods in its post contact history eg. the epidemic, the slaying of Tamasese, the Mau Movement, the arrival of the Christianity, the Tongan years. Demonstrate a short dance or part of one from these periods and explain how it reflects that period.*

Performing Arts

Drama Strands

by Year Level

Strand 5

Drama - Performance

AIM

From their study of *Performance*, students will develop their knowledge, skills and understanding by:

- *Using mime, imitation, role-play and exploration.*
- *Using their bodies, voices and expressions to express and communicate ideas, feelings and concepts.*
- *Learning a range of techniques, practices and processes.*
- *Responding to a range of performances and reflecting on their own development.*

Drama - Performance

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Explore different use of language, accent and pronunciation.
- View and respond to a traditional Sāmoan drama piece looking at how the people move, speak, express themselves and the overall performance.
- Explore and use a range of basic improvisation skills.
- Explore and use basic mime skills.
- Experiment and demonstrate good storytelling skills.

POSSIBLE LEARNING EXPERIENCES:

- *Experience the use of tongue twister or voice over activities, storytelling activities, like myths and legends using different accents to create different sounding characters etc.*
- *Practice the use of improvisation, i.e. making things up on the spot - adlibbing. Use theatre sports. Create a collage of fairy tales to give another group who have ten minutes to present it to the class. Comment on their effect in dramatisation.*
- *Practice different mime skills, like: Slow motion; freezing; handling objects; pushing and falling etc. In a group create a mime piece, telling a short story. Present to the class.*
- *Listen to a fagogo being told, discuss themes and features of fagogo.*
- *Captivate the audience by telling a Pacific Island legend using different voices and expressions using different tones and speeds to create the mood of the story.*
- *Narrate a mimed short story giving each character their own personality and expressions.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Explore and understand the use of music, song and movement in drama, especially in Sāmoan culture.
- Develop, perform and evaluate a range of mime skills to express a range of ideas and themes to others.
- View and respond to a drama performance.
- Explore and develop basic role-play skills.
- Demonstrate acting, improvisation and role-play skills in the school production.
- Explore and perform puppetry.

POSSIBLE LEARNING EXPERIENCES:

- *In a koneseti or pese fa'amatala setting, explore the Sāmoan play, its songs and use of music and dance in it.*
- *Explore and understand 'Role' questions: 'Who am I, what am I doing, why am I doing it?' etc.*
- *View a drama performance e.g. a Lotu Tamaiti performance. Write a review, for the paper, of the performance commenting on the acting skills, the storyline, any dynamic parts, use of space, time, and overall performance.*
- *Take part in the workshopping process for the school play, demonstrating improvisation and role-play skills as well as an understanding of your character.*
- *View a range of puppetry performances. Explore how to move the puppets and how to make them express the emotion of the character and story. Perform a Sāmoan legend through puppetry.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Analyse and report on a performance of a play.
- Explore, rehearse, perform in and evaluate a dramatic scene from a Shakespearian play.
- Explore, rehearse, perform and evaluate a Sāmoan drama piece.
- Explore, develop and perform a role from a short Pacific Island play or a scene from a Pacific Island play.
- Explore and understand other world cultural drama performances.
- Explore, rehearse, perform in and evaluate a role in a short video presentation.

POSSIBLE LEARNING EXPERIENCES:

- *View a play (i.e. on video or live). Analyse the play, going through the story, describing features enjoyed or not and why, the acting skills, the use of space, time and dynamics on stage etc. Rate the play out of five. Write this up as a newspaper review of the play.*
- *Explore the play "Think of a Garden". Choose a character and study its role in the story and its relationships with the other characters. Who is this person, what are they doing in the story, why are they doing this and saying that, where are they? etc.*
- *Explore World cultural drama forms: Chinese or Italian Operas, American or English musicals etc. Choose one to investigate its background. Present findings in a visual poster form or as a power point presentation.*
- *Explore a range of video presentations, a news presentation, a short music video, an advertisement or a legend. Choose one. As a group give everyone a role in the presentation. Create and rehearse the presentation. Film and edit it. Present to the class. Evaluate how the whole creating process and presentation went, and any feedback that was given.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Explore, rehearse, perform in and evaluate a play written by the students themselves.
- Research and analyse the effects of western influences on Sāmoan drama today.
- Explore, rehearse, perform in and evaluate a role in a film presentation.

POSSIBLE LEARNING EXPERIENCES:

- *Participate in a school production. Explore your role in the school production. Rehearse and perform your role for the production. Evaluate performance in the school production, which the students wrote themselves.*
- *Research the effects of Western influences on Sāmoan dramas today (i.e. What sort of Western things are now being used in cultural performances, what sort of things have changed, do they enhance the dramas or do they lose cultural meaning? etc.). Present findings in a poster or power point presentation with demonstrations or pictures to exemplify opinions and findings.*
- *Participate in a role in a filmed short story or legend. You have been hired to act in a short story or legend (i.e. that has been created by another student). Break down what your role in the story is, what you need to do, how, when, why etc. Rehearse and perform to the camera in role. Evaluate what your acting was like, did you think you were believable, what did the director and viewers think of your role acting?*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Research, rehearse, perform and evaluate a scene from a musical.
- Research, rehearse, perform and evaluate being in the school musical production
- Explore, rehearse, perform and evaluate an audition piece.
- Research the role, rehearse, perform and evaluate being in a short film.
- Research and analyse a Pacific Island actor.
- Research Performing Arts courses.

POSSIBLE LEARNING EXPERIENCES:

- *View a range of musicals (e.g. Grease, South Pacific, West Side Story, Wizard of Oz, Jesus Christ Superstar, Chicago, Cats, The Sound of Music, Moulin Rouge etc.). Look at the acting techniques (i.e. acting/ singing/dancing) needed to do musicals. In groups of three-four, from the musical given, choose one scene. Rehearse the scene and perform it to an audience (i.e. the class, visitors or school). Evaluate how the process went, any additions or changes you would make if you could do it again, any feedback from the audience.*
- *Participate in an audition. For example: you have an audition to get into a drama course, next year. You have to perform two monologue/ soliloquys, one dramatic piece and one comic piece. They both need to be 2-5 minutes long. Present to the judging panel of invited performing artists. Evaluate, by watching the video of the audition piece, how your performance went. What your technique, style, movements, expression and execution of the piece were like? Was it appropriate to the piece? Was it good enough to get into a higher level course? What would you have added/changed? Feedback from the judges.*
- *View and analyse a range of short films (e.g. Just Dancing, Matou Uma, Brown Sugar, O Tamaiti, The Kitchen Sink, Doors Slamming etc.). Rehearse and perform in a short film written by either yourself or another student. Evaluate what it was like (i.e. the rehearsing and shooting of the film), did it turn out like it was supposed to, what things would you have added or changed to your acting, were you believable as your character, any feedback about your performance?*

POSSIBLE LEARNING EXPERIENCES (cont):

- *Choose an indigenous actor (e.g. Shimpal Lelisi, Duanne Johnson, Glynnis Paraha, Jay Laga'aia, Mario Gaoa etc.). Investigate the actor's background (i.e. geographical, social, personal, professional, cultural background). Analyse their different acting jobs, roles, abilities and techniques. Critique their acting in one of their works. Present your findings as a 1500 word research paper.*

Strand 6

Drama - Directing

AIM

From their study of *Directing*, students will develop their knowledge, skills and understanding by:

- *Negotiating, manipulating and exploring a range of different ideas, stimuli and concepts.*
- *Guiding other students to become stage and film actors, using appropriate practices, processes and techniques.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Observe and comment on one professional piece of work directed by a Pacific Islander.
- Explore and develop basic directing skills (i.e. instructing and communication abilities, people skills, stage knowledge) for stage theatre.
- Examine, direct another student and evaluate a scene from a short Sāmoan legend.
- Understand and develop good teamwork and people skills.
- Discuss experiences of being directed in Lotu Tamaiti performance.

POSSIBLE LEARNING EXPERIENCES:

- *Watch the short film 'O Tamaiti' (directed by Sima Urale). Comment and discuss what you thought of the piece, the story, how it was filmed what the actors were like etc. Explain why you liked/ disliked it.*
- *Explore the language of instruction e.g. Instruct a student, who is blindfolded, through a maze of objects without touching them. Explain why being a good instructor and communicator is important for a director.*
- *In a group of three choose three Sāmoan legends. Each student is to direct one legend. Present to the class. Write down the whole process and any feedback given after the performance.*
- *Describe how Lotu Tamaiti productions are generally directed, what they would change and why.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Examine, direct one other student and evaluate a scene from a Pacific Island play.
- Examine the works, techniques and style of an international director.
- Explore and develop basic directing skills for video.
- Develop and use good teamwork and people skills while directing.

POSSIBLE LEARNING EXPERIENCES:

- *Direct others in a scene from a fagogo or talatu' u. Present to the class. Evaluate the process and feedback given.*
- *Explore how to story board a script, what the different camera shots are and how to edit basically on video.*
- *Develop appropriate working relations with others in the group by being: assertive not aggressive; contributing to the group work; develop respect from the others through respecting them; be able to freely share ideas opinions; not putting anyone down; to be able to encourage and keep the team motivated and their spirits up etc.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Direct and present, with guidance, a scene from an international play.
- Explore and examine a play, focusing on how to transform the script to a live performance.
- Explore, develop and direct a short video presentation.

POSSIBLE LEARNING EXPERIENCES:

- *In groups of four choose a scene each from the play 'Romeo and Juliet'. Direct the others in the scene. Present the scenes to the class. Evaluate the whole directing, rehearsing process and any feedback given.*
- *Create a music video by choosing one song and editing footage (i.e. footage from other films, other music videos, documentaries, advertisements etc.). Present to the class.*
- *Brainstorm ideas for a news item. Write and draw it up in a simple story board format. Direct and film appropriate people for the item. Edit. Present to the class. Evaluate the process and the end product. Collect feedback from the class on how you could have improved the film.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge skills and understanding when they:

- Explore, develop, direct and evaluate a video presentation.
- Explore, develop, direct and evaluate a play for performance, with guidance.

POSSIBLE LEARNING EXPERIENCES:

- *Choose a type of video presentation you would like to make (e.g. a scene from a film or Television series; a short documentary; a news presentation; a music video; an advertisement or a short film). Plan the filming shots. Develop the story, dialogue, or movements needed etc. Direct the filming. Edit the film. Present to the class. Evaluate the whole development from beginning to end and any feedback given.*
- *As a class split the play into Acts (i.e. this could be the School Production). Choose the best directors in the class to direct an Act each focusing on the main characters of that Act. Each main director has one or two assistant directors who direct the extras in that Act. The teacher will give guidance and make sure there is continuity through out the play.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Research a Pacific Island director.
- Plan, workshop, direct and evaluate a short film.
- Organise, supervise and administer auditions.

POSSIBLE LEARNING EXPERIENCES:

- *Choose an indigenous director (i.e. Justin Simeai-Barton, Sima Urale, Adria Imada, Don Selwyn, Vilsoni Hereniko, Racheal Perkins, Oscar Kightley). Investigate their background (i.e. geographical, social, personal, professional, cultural background). Analyse their different directional works, methods and techniques. Choose one of their pieces and critique it. Present findings to the class, in a 5-8 minute presentation, with a summary handout.*
- *Plan, workshop and direct your written short film (i.e. between 3-8 minutes). Work out the camera shots, sets and tools needed. Create character breakdowns and backgrounds, to go through with the actors. Try different approaches to the filming and acting. Edit the film. Present to the class. Evaluate what it was like (i.e. the planning, rehearsing, directing and shooting of the film), did it turn out like it was supposed to, did the actors follow the directors instructions and directions, what things could have been added or changed? Any feedback?*
- *As a class organize the audition pieces for the school Sāmoan musical production. Plan out who is auditioning when, where, with whom and who is videoing, judging etc. Supervise and read lines for a few of the auditions. Give directional advice. Administer the audition pieces (i.e. edit the video, write out feedback sheets for each person who auditioned, go through the audition video with the class and give feedback on each one, list out who you would pick for the parts etc.). Discuss as a class who should get which parts. Give reasons, vote and write up the role list for the production. Give out the results. Organise rehearsal dates.*

Strand 7

Drama - Technology

AIM

From their study of *Technology* students will develop their knowledge, skills and understanding by:

- *Exploring and evaluating the effects of different Drama tools (i.e. video, lighting, costumes) in works of others as well as their own.*
- *Using these tools to develop ideas and concepts in Drama.*
- *Using these tools to communicate and enhance their Drama ideas.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Investigate how different drama tools are used in present Sāmoan culture.
- View and respond to Sāmoan drama performances and their use of drama tools.
- Explore and experiment with a range of different drama tools (i.e. sound, props, lighting, sets, video...).
- Explore and use some drama tools (i.e. sound, props, lighting, sets, video...) to help express a reading of a short story, poem or a legend.

POSSIBLE LEARNING EXPERIENCES:

- *Examine how the costume and settings of Sāmoan dramas have changed from basic traditional wear, outside, to a striking colourful uniform on stage with lights and microphones. Write a short newspaper article or information brochure on how Sāmoan culture uses different drama tools.*
- *Watch a Faleaitu performance and describe what tools they used to help their performance.*
- *Explore the combined use of tools for a reading e.g. using candlelight for a more serious mood, with a dark costume to match, while having the conch shell sound at the start and end of the reading, and also using a patū for sound effects.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Explore and create basic drama tools for a small dramatic piece (i.e. a short story, a poem, a short play, a scene from a play).
- Describe how a range of different tools and materials are used to communicate ideas and themes.
- View and respond to a live drama performance and their use of a range of drama tools and materials.
- Investigate the use of drama tools and materials used in the past traditional Sāmoan culture, and what Sāmoans use today.

POSSIBLE LEARNING EXPERIENCES:

- *Explore different types of appropriate sounds, props, lighting and backdrops for the performance of a short story.*
- *Evaluate the use of tools in another school's 'school production'; fill out a questionnaire on their use of different drama tools and materials. What did they use, were these effective or not, how could they have done it better?*
- *Investigate what tools were used in past traditional Sāmoan cultural performances. What sort of things do they use today? Compare the findings. Have things changed that much?*

Drama - Technology

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Explore, create and use different drama tools and materials for a solo or duo drama piece.
- Investigate the use of different drama tools in English drama through the different historical periods.
- Explore the history of masks in drama performances around the world. Create an original mask.
- Develop and film a short drama video piece.
- Demonstrate knowledge of a camera and camera shots.

POSSIBLE LEARNING EXPERIENCES:

- *Examine change through the years in the layout of the eighteenth century English theatre and stage, their costumes and make-up as well as props.*
- *Examine the use of masks in drama, in places like: African cultures; Asian and Indian cultures, as well as the past Greek culture. Choose one culture and recreate your own version of one of their masks. Present to the class explaining what culture you chose, what they use the mask for, what does the mask represent etc.*
- *Create a basic environment video. Brainstorm the topic. Get ideas for the short film. Choose a song. Break the song up into visual parts. Plan out, what visuals will be used for each part of the song (i.e. storyboarding). Film and edit. Hand in the video with the storyboard and original ideas.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Create and evaluate settings, costumes, sounds, props for a stage performance.
- Create and evaluate settings, props, costumes, sounds and lighting for a drama video.
- Critique different cultural uses of drama tools.
- Research how modern technology can help cultural dramas.
- Film and edit a video piece.

POSSIBLE LEARNING EXPERIENCES:

- *As a class discuss the production, listing the tools that would be needed. Split into tool groups (i.e. lighting group, sound group, make-up, costume, props etc). Each group breaks down the script for their area. Look at what needs to be done, what needs to be provided, what needs to happen on and off stage, what needs to be made etc.*
- *Research and write an essay on 'whether or not modern technology can help improve cultural dramas'. Use examples to back up any opinions.*
- *Choose a topic to make a short film piece on (e.g. fashion trends of today, migrants of Sāmoa, identity - 'what is a Sāmoan?' traditional vs modern, the making of Siapo, youth of today etc.). Plan out the story, the shots and what / who is needed. Storyboard it. Film and edit it. Present to the class explaining what the original idea was, how it was done and whether or not it turned out the way it was planned.*

Drama - Technology

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Design and create a set and tools for a musical production.
- Critique a film's use of tools.
- Design, create, film and evaluate sets, props, sound for a short film.
- Plan, film, edit and present a short film.

POSSIBLE LEARNING EXPERIENCES:

- *Design the set for the school Sāmoan musical production. Plan, design, and create a miniature of the set. Present to the class explaining why you built it that way and how appropriate it is to the musical. The class picks which one is most suitable for the school production, the resources and time available. Create, as a class, the set and tools (i.e. props) needed for the production.*
- *View a range of short films (e.g. Just Dancing, O Tamaiti, The Kitchen Sink etc.). Choose one to critique. Look at the sets and tools they used, camera shots, colouring and music used. Were these things appropriate to the story? Did they enhance the story? What things would you have added or changed? Give the short film a rating from 1-5 and explain using evidence.*
- *Plan, film and edit the short film (i.e. 3-8 minutes). Present to the class explaining why it was filmed the way it was, why the specific sets and tools were chosen, and how these things enhance the film.*
- *Investigate the use of tools and setting in telling of fagogo before electricity was available. Explain the significance of tools and setting to the mood of the fagogo.*

Strand 8

Drama - Script Writing

AIM

From their study of *Scriptwriting*, students will develop their knowledge, skills and understanding by:

- *Exploring, understanding and creating stories and scripts.*
- *Applying scriptwriting skills in the production of original ideas for school and non- school based performances.*

Drama - Script Writing

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Explore and examine the structure, style, themes and ideas used in a play written by one Pacific Island playwright.
- Explore themes and ideas for a story and create a short story using these ideas.
- Explore, examine and report on the history of one Pacific Island playwright.

POSSIBLE LEARNING EXPERIENCES:

- *Explore and examine the structure, style, themes and ideas used in a play written by Toa Fraser or other Pacific playwright.*
- *Look at the theme 'dramatic love'/tragedy: love with some sort of drama, problem or barrier, for example: 'Romeo and Juliet', 'Much Ado about Nothing' etc. Brainstorm ideas for a Sāmoan love tragedy. Develop and create these ideas into a short story.*
- *Choose one Pacific Island playwright (e.g. Oscar Kightley, Toa Fraser, Makerita Urale etc.). Investigate their background (i.e. social, cultural, geography, personal and professional history). Present as a visual poster.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Participate in devising a dramatic text for presentation in a group.
- Explore and examine the work of one Pacific Island playwright looking at the writing style, themes, ideas and history behind the work.
- Develop skills in script writing by translating a simple Western fairy tale into a short Sāmoan play.
- Develop the script for one act and minimum of two scenes for a fagogo or talatu'u.

POSSIBLE LEARNING EXPERIENCES:

- *Choose one Pacific Island Playwright (e.g. Toa Fraser, Oscar Knightley, Makareta Urale etc.). Explore their works, looking at their development as playwrights, the inspirations for their stories, the background to their stories etc. Present your findings as a visual poster of their works with appropriate pictures.*
- *Turn the story of Cinderella into a Sāmoan setting with Sāmoan characters.*
- *Choose a fagogo, talatu'u or a short story used in Sāmoan or English classes. Work in pairs to develop a script for one act or two scenes. Evaluate the process undertaken and ways of improving their final copy.*

Drama - Script Writing

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Participate, explore, and develop ideas for a short play.
- Workshop and create a short play from these ideas, within a group process.
- Explore and develop skills in scriptwriting for film and video.
- Explore the works and personal history of William Shakespeare.
- Transform a Shakespearian play's story line into a Sāmoan play.

POSSIBLE LEARNING EXPERIENCES:

- *Explore William Shakespeare's background (i.e. ethnicity, cultural, languages, family, children, travel, major life events, wealth, patrons, inspirations for stories, motivation behind writing, hobbies, likes/dislikes, writing history etc.). Present findings as a visual poster.*
- *Transform the Shakespearian play 'Hamlet's story line into a Sāmoan play, set in Sāmoa with Sāmoan characters, culture and values.*
- *Take a film script and look at how it is written differently to a stage script. Examine how it uses camera terms and visuals throughout the script.*

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Explore, develop, create and evaluate a script for a large live production, in a group.
- Compare two plays by two different playwrights.
- Explore, develop and create a script for video.

POSSIBLE LEARNING EXPERIENCES:

- *Brainstorm different ideas for a story for the school production. Choose different ideas and create a story outline. Develop this into a script for the school production. Evaluate the development process: from the beginning developments, the rehearsals of the script, any changes made, and feedback of the script from the actors/director/ crew and audience members etc.*
- *Choose two different types of playwrights (e.g. Shakespeare and Oscar Kightley). Choose one play by each of the playwrights. Compare two plays by both of the playwrights. Compare writing styles, methods, inspirations and stories. Write up any findings in a 1000 word essay.*
- *Brainstorm ideas for a video presentation like: A news presentation, a short documentary, a music video, an advertisement or a short film. Develop the idea(s) into a story outline. From this create a film script to be filmed.*

Drama - Script Writing

ACHIEVEMENT OBJECTIVES

Students will develop knowledge, skills and understanding when they:

- Examine and critique a script and its filmed version.
- Create, develop and critique a short film script.
- Research and analyse a playwright.
- Explore musical scripts.
- Develop and create a Sāmoan play from the storyline of a classical musical.

POSSIBLE LEARNING EXPERIENCES:

- *View a range of short films (i.e. Brown Sugar, O Tamaiti, The Kitchen Sink, Doors Slamming etc.). Look at the script for one of these, how they were written and the camera shots, sets and tool notes given. Did the film look like the script version? What changes were made? Did the film enhance the story? What things would have been done differently? Present the finding as a newspaper report on the film.*
- *View a range of short films (i.e. Brown Sugar, O Tamaiti, The Kitchen Sink, Doors slamming etc.). Develop ideas and themes of your own for a short film. Create a story outline. Develop it into a short film script. Film and direct your script. Present the short film to an audience (i.e. the class, school, invited guests). Explain the process from which the original ideas were developed into the script, and then the development of the script into the film. Record the feedback given by the audience. Evaluate the whole process.*
- *Choose an indigenous playwright (i.e. Oscar Knightly, Makerita Urale, Toa Fraser etc.). Research their background (i.e. geographical, personal, professional, social, cultural background). Analyse one of their plays. Looking at the story, how it was written any methods they used, what research they used etc. Present the findings in a 1500-2000-word investigation.*
- *View a range of musicals. Look at two scripts for a musical. Look at how they are written. Compare how they are written to a play script. As a class choose one to transform into a Sāmoan version. Develop ideas for this. Create the script draft for the school musical production. Workshop with the actors and make appropriate changes. Write up the final script before mid-rehearsals.*