

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2022**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

TABLE OF CONTENTS

[Curriculum elements 3](#_Toc96335231)

[Foundation 3](#_Toc96335232)

[Years 1–2 8](#_Toc96335233)

[Years 3–4 12](#_Toc96335234)

[Years 5–6 17](#_Toc96335235)

Curriculum elements

Foundation

|  |
| --- |
| **Year level description** |
| In Foundation, learning in The Arts builds on the Early Years Learning Framework and each student’s prior learning and experiences. The curriculum allows for play-based approaches that integrate arts learning experiences across the 5 Arts subjects and/or specialist teaching. There are examples in the content elaborations for each subject and examples that span across the subjects.In Foundation, Arts learning fosters students’ understanding of how the arts enrich their lives and the lives of all people. Engagement with the arts strengthens students’ sense of wellbeing and develops their connections with the world. Arts learning involves exploration and purposeful, creative play, together with structured learning appropriate for their level of development. In The Arts, students work individually and collaboratively with peers and teachers, drawing on their imaginations, stimulus materials such as images or works of fiction, and real-life experiences. Students explore the arts in their lives and communities. They learn that the arts are central to all cultures and explore the diversity of arts works across cultures. They build empathy and understanding that what is familiar to one person can be new to somebody else. Students use arts knowledge and skills to make arts works that represent their ideas about the world and share their work with peers in informal settings. They experience being an audience. As they make and respond, students learn about safe practices in the arts. In Foundation, learning in Drama can involve students:* discovering how they and others communicate feelings and understandings in and through drama
* exploring elements of drama such as role, situation, language and place, and drama forms such as dramatic play, process drama and/or puppetry
* accepting and participating in fictional situations
* reflecting on their drama experiences and contributing to the drama using language and/or in embodied ways.
 |
| **Achievement standard** |
| By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. |

|  |  |
| --- | --- |
| **Strand: Exploring and responding** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore how and why the arts are important for people and communities AC9ADRFE01 | * exploring how facial expressions, gestures and other ways of moving, and using voice or language, can communicate emotions and feelings in arts works; for example, characters in portraits, cartoons, songs, chants or dances from different times and cultures
* identifying and/or learning social or cultural dances that have meaning for people and communities, taking care to observe relevant protocols; for example, working with community representatives or using accredited resources
* using dramatic play to explore ideas or understandings they observe or perceive in a text or image (print or screen); for example, exploring questions such as “What is happening?”, “What will happen next?”
* identifying arts works and experiences in their lives, such as songs they sing, dances or drama they watch or perform, animations, computer games or music videos, public art, 2D, 3D or screen-based works they encounter at school or in community settings and sharing ideas and feelings about the works with peers and teachers
* singing songs that are used for celebrations, such as school songs, anthems, sports teams’ songs, birthday songs and songs that help teach content or concepts from other learning areas, such as health messages
* exploring how illustrations/images in a text (fiction or non-fiction, print or screen) help to communicate narrative or information about characters, settings and/or mood
* listening to First Nations Australians talk about the importance of the arts for connecting to people, culture and Country/Place; for example, using resources created or co-created by First Nations Australians
 |

|  |  |
| --- | --- |
| **Strand: Developing practices and skills** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9ADRFD01 | * playing with the tactile qualities of a range of materials (rough, smooth, spikey, gooey) and exploring how they feel about these qualities to develop ideas for a visual artwork, dance or soundscape; for example, using art materials, movement and/or voice to depict or embody the tactile qualities they have discovered; moving their body to communicate the smooth or rough qualities of a stone or ball
* imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the characters; for example, working in groups and using dramatic play to imagine possibilities about characters and situations or asking questions such as “What happens next?”
* identifying and describing shapes, colours and lines they observe in their environment and exploring ways to use these shapes creatively; for example, imagining and trialling ways to use geometric and organic shapes and collage techniques to represent a familiar object such as a face; improvising movements that trace a series of shapes such as circle, rectangle and triangle; improvising a melody that follows the contour of the shape or working collaboratively to form frozen or still images of each shape
* playing games to develop subject-specific practices such as pitch, beat and/or rhythm recognition; exploring ways that body parts, zones and bases can be moved safely and expressively; taking on the point of view of a fictional character in dramatic play
* responding to the emotions they experience while listening to different pieces of music and using movement to share their response; for example, using scarves and movement, or creating visual images using materials such as crayons or paint
* improvising rhythmic patterns for clapping or stamping or inventing new movements for familiar action songs, and interpreting these visually by using elements of art/design such as shapes, lines and/or colours and materials such as paper and pencil or string
* exploring their speaking and singing voices and discovering ways to use their voices/vocalisation to communicate ideas and feelings
* improvising movements to explain the steps in a process, and then using a camera to capture a series of images or a photographic story that can be displayed in the classroom to remind everybody about the process
 |

|  |  |
| --- | --- |
| **Strand: Creating and making** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| create arts works that communicate ideas AC9ADRFC01 | * creating arts works in a range of forms to communicate ideas from lived personal or social experiences; for example, creating a dance or scenes showing favourite activities such as games; using digital devices to record their peers playing a game and creating a voice-over that describes what's happening; composing a song or chant about a favourite food or activity; drawing a home scene of people and animals
* creating works in response to inspiration from sources such as play, imagination, observation, literature, artworks from their cultures and communities or arts knowledge and skill development activities
* extending and varying known songs, chants or rhymes; for example, changing words, interpreting without using voice, adding movements/actions or improvising rhythm patterns as accompaniment
* manipulating objects, puppets, 2D images and/or available technologies to create or retell stories
* devising a chant/rap that a character from an animated series, a text or a fictional hero could use to communicate a health or sustainability message or to learn the steps in a process; recording the chant/rap using an available digital device and sharing live or via a school-managed space such as a learning management system
* repurposing materials and objects such as clothing or packing boxes as starting points for imagining and developing scenes and scenarios; for example, using packing boxes to create an imagined environment or vehicle
* considering as a class the characters and situations associated with a story and then re-imagining them by asking questions of the story, such as “What’s up?”, “What happens next?” or “What else might/could happen?" to support the development of their own socio-dramatic or miniature worlds play
 |

|  |  |
| --- | --- |
| **Strand: Presenting and performing** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| share their arts works with audiences AC9ADRFP01 | * sharing their artworks with the class via a “gallery” or “performance walk”; for example, walking around the space looking at the works and using positive language to comment on the works and identify features such as similarities or differences, use of materials and elements of art/design, such as line
* performing songs, soundscapes or chants/raps, using music skills they have learnt and practised, such as listening to and aiming to match starting pitch, staying in time with the group or following the agreed plan; for example, following a graphic score when performing a soundscape
* taking images of class arts events (with permission from the people involved), creating an image sequence to document the occasion, and adding sound; for example, importing the images to a software program, sequencing the images, and using instruments and voices to create a soundscape to accompany the images
* talking about ideas such as themes, processes used to make the work, or features of the work such as patterns, pathways or lines; for example, talking with the teacher and explaining the important features of their work
* presenting retellings of stories to peers; for example, through dramatic play using repurposed objects, toys or puppets they have made
* sharing their work with their teacher and responding to questions such as “What is going on in your work?”, “Tell me the story of what is happening?”, “What did you enjoy about making this work?”
* performing movement/dance sequences they have created for other groups in their class and introducing their work by describing their favourite moments in the sequence or explaining why they chose a particular movement
* using digital devices to record their arts explorations; for example, curating (selecting, ordering) a sequence of digital images (photos) to show the steps in a process; for example, images that show how they created new colours by mixing primary colours (using playdough or paint) and adding commentary that expresses their feelings, emotions and understandings
 |

Years 1–2

|  |
| --- |
| **Band level description** |
| In this band, learning in The Arts builds on each student’s prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers, drawing on their imagination, real-life experiences and learnings from across the curriculum. Students explore drama that they experience at home, school or through family and community events. They connect with people living and working in the community who create and/or perform drama; for example, by experiencing live or virtual performances. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own drama. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, communities and/or other contexts. In this band, the focus is on students: * exploring and responding to
	+ drama across cultures, communities and/or other contexts through experiencing and participating
	+ examples of drama created and/or performed by First Nations Australians
* developing creative and critical practices
	+ creative practices for creating and performing drama, using the elements of drama such as role, situation, language, place and movement
	+ critical practices such as observing, reflecting on and responding to drama they experience, including their own drama
* creating drama using forms such as dramatic play, process drama, puppetry, improvisation, Readers’ Theatre and/or mime and movement
* performing/sharing drama in informal settings such as classroom presentations.
 |
| **Drama Achievement standard** |
| By the end of Year 2, students identify where they experience drama. They describe where, why and/or how people across cultures, communities and/or other contexts experience drama.Students pretend and imagine as they create roles and situations in improvised drama and/or dramatic play. They perform their drama in informal settings. |
| **Learning area Achievement standard** |
| By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts. Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings. |

|  |  |
| --- | --- |
| **Strand: Exploring and responding** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore where, why and how people across cultures, communities and/or other contexts experience dramaAC9ADR2E01 | * identifying where they might experience drama in their lives and community; for example, sharing experiences of attending drama performances at their school or taking part in drama in their community, and considering why these performances might have been created
* recognising how drama can show feelings and ideas that people have about the world or personal experiences
* asking questions about the drama they experience; for example, “How and why are these people making drama?”, “Where are they making drama?”, “What is the drama about?”
* considering how drama communicates cultural knowledge in their own communities; for example, exploring how drama communicates stories, traditions and experiences that are important to people, such as drama that communicates stories from cultures, countries or regions in Asia
 |
| explore examples of drama created and/or performed by First Nations Australians  AC9ADR2E02 | * exploring when, where, how and why First Nations Australians use drama to share knowledge about their cultures; for example, during celebrations such as National Aboriginal and Torres Strait Islander Children’s Day, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including Sorry Day
* exploring First Nations Australians’ use of drama to express connection to and responsibility for Country/Place, such as communicating knowledge about the local seasons, or storytelling to communicate knowledge to maintain unique ways of life
* observing how the elements of drama such as place, language and movement are used in First Nations Australians’ cultural expressions that they experience; for example, through direct engagement or using resources created or co-created by First Nations Australians
* exploring ways of communicating knowledge through stories; for example, learning about stories that communicate knowledge of the environment in their region, through direct engagement (co-creating drama to share the knowledge) or using resources created or co-created by First Nations Australians
* co-creating a Welcome to Country (as appropriate) or an Acknowledgement of Country to perform before their drama class with a First Nations Australian person who has cultural authority, or using advice from a resource such as protocols from their school sector
 |

|  |  |
| --- | --- |
| **Strand: Developing practices and skills** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| use the elements of drama and imagination in dramatic play and/or process dramaAC9ADR2D01 | * exploring a situation through dramatic play using familiar props; for example, empty containers (boxes, plastic bottles, food packaging), clothing or toys
* understanding and employing appropriate drama terminology when discussing drama they have created and/or experienced; for example, using terms such as dramatic play, process drama, pretending, audience, theatre, performance, actors
* understanding and employing own language and drama terminology relating to the elements of drama, including role, place, situation, language and movement
* taking part in purposeful dramatic play focusing on creating roles and situations; for example, developing ideas from texts such as children’s literature or images
* taking turns in offering and accepting ideas, and staying in a role when participating in improvised drama
* brainstorming and discussing situations based on their experiences, such as situations related to games played during break time, and using these ideas to improvise drama
 |

|  |  |
| --- | --- |
| **Strand: Creating and making** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| create and co-create fictional situations based on imagination and/or experience AC9ADR2C01 | * using puppets to create new stories, including stories that communicate their understanding of existing stories or personal experiences; for example, using puppets they have made from repurposed or recycled materials and/or puppets that are modelled on puppets used in an Asian culture
* using learning from explorations of drama that communicates First Nations Australians’ connection to and responsibility for Country/Place to devise drama that communicates their own connection to and responsibility for place; for example, devising short scenes that communicate feelings about a “favourite” place or show how they care for a place in their community
* using costume items and props to share information about their character with other participants in the drama when “in-role” during Readers’ Theatre
* identifying situations drawn from stories, films, fantasy, history or personal experience that might be explored through dramatic play, process drama or puppetry
* considering how unstructured materials might be used to create play spaces, or everyday clothing items might be used to symbolise roles (hats, coats, lab coats, briefcases, etc.)
* contributing ideas and actions within whole group or small group improvisations as part of a process drama to support or extend the offerings of others, including teacher-in-role
* communicating non-verbally by using facial expressions and movements to explore and show role and situation when participating in mime or movement-based drama
* accepting the pretence situation established by others or participating in its active development; for example, by creating relevant props and suggesting relevant roles or additional situations to explore
* using inquiry questions to propose situations to explore in dramatic play and process drama, such as “What else might happen to these characters?”, “What might happen next?”, “What might have happened before the story?”, “What if I was there?”
 |

|  |  |
| --- | --- |
| **Strand: Presenting and performing** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| share their drama in informal settings AC9ADR2P01 | * retelling a familiar story through acting and sharing with an audience
* performing sequences of frozen images linked by transitions in order to communicate key scenes from a familiar story
* considering their personal responses to drama experiences at school, in their homes or in their communities; for example, reflecting on their drama using questions such as, “What do you want your audience to think about your drama?”, “What did this drama make you think about?”, “How did you feel when making/watching the drama?”, and evaluating: “What did you like best in the drama? Why?”
 |

Years 3–4

|  |
| --- |
| **Band level description** |
| In this band, learning in The Arts builds on each student’s prior learning and experiences. Arts learning continues to use purposeful and creative play-based activities that foster development of students’ identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using subject-specific skills, and creative and critical practices. They work individually and in collaboration with peers and teachers. Students continue to explore drama that they experience at home, school or through family and community events. They connect with people living and working in the community who create and/or perform drama; for example, by experiencing live or virtual performances. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own making and responding. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, times, places and/or other contexts such as countries or cultures in Asia. In this band, the focus is on students: * exploring and responding to
	+ works and experiences that showcase where, why and how drama is created, performed and used across cultures, times, places and/or other contexts; for example, participating in drama events as performer and audience
	+ examples of drama created and/or performed by First Nations Australians that communicate connection to and responsibility for Country/Place
* developing creative and critical practices and skills
	+ creative practices for creating and performing drama using elements of drama such as role, situation, language, place, movement, character, relationships, voice and time
	+ critical practices for observing, reflecting on and responding to drama they experience, including their own drama
* creating drama in improvised and devised forms such as dramatic play, process drama, puppetry, improvisation, Readers’ Theatre, mime and movement, and/or basic play-building
* performing drama in informal settings such as spaces within the school*.*
 |
| **Drama Achievement standard** |
| By the end of Year 4, students describe use of selected elements of drama in drama they experience, create and/or perform. They describe where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts.Students use selected elements of drama when creating drama and/or performing. They collaborate to improvise and/or devise drama that communicates ideas, perspectives and/or meaning. They perform their work in informal settings. |

|  |
| --- |
| **Learning area Achievement standard** |
| By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places and/or other contexts. Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. |

|  |  |
| --- | --- |
| **Strand: Exploring and responding** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore where, why and how drama is created and/or performed across cultures, times, places and/or other contextsAC9ADR4E01 | * listening to actors in a drama created for purposes such as entertainment or infotainment talk about how they developed their character and what they found interesting or surprising about the imaginary world they created; then considering and discussing the actors’ responses
* comparing the expectations and requirements of performers and audience in a range of cultural settings, such as cultural settings in Australia and Asia, and applying this learning in their own performances; for example, identifying how the audience and performers interact and what knowledge the audience needs to have about the drama
* reflecting on live or recorded drama performances and asking questions such as “What is the purpose of this drama?”, “What features and ideas in the drama come from other cultures, times and places?”, “How could we use these ideas in our drama?”, “Why do you think people from diverse cultures create drama for similar purposes?”
* examining drama in their community and comparing it to other drama of different people, times and cultures; for example, exploring examples of puppetry and/or physical (movement-based) theatre in their communities and comparing this with examples of those forms from other cultures, times or places
* reflecting on and sharing ideas with others about the meaning and intended purposes of their own drama; for example, sharing embodied responses using movement, gesture or language
 |
| explore how First Nations Australians use drama to communicate their connection to, and responsibility for, Country/PlaceAC9ADR4E02 | * collecting and sharing information about drama created and performed by First Nations Australians for occasions such as festivals or ceremonies, reflecting on how these performances can communicate important information or knowledge about Country/Place
* exploring how First Nations Australians use drama to express connection to and responsibility for Country/Place, such as communicating knowledge or maintaining unique ways of life; for example, exploring how drama is used to communicate knowledge about the local environment
* observing how the elements of drama are used in drama created and/or performed by First Nations Australians to communicate connection to and responsibility for Country/Place; for example, in drama that shares cultural narratives
* accessing drama created and/or performed by First Nations Australians and exploring how drama communicates knowledge, such as ways to live sustainably, and to respect and care for the land, sea, sky or waterways
* looking at performances that represent the importance of Country/Place and Story for First Nations Australians as a starting point for talking about different ways of seeing the same place and telling stories
 |

|  |  |
| --- | --- |
| **Strand: Developing practices and skills** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| use the elements of drama to explore and develop ideas for dramatic action in improvisations and/or devised drama AC9ADR4D01 | * experimenting with the loudness/softness, pace and pitch of their voices/vocalisations to create roles and situations, time and place; for example, when initiating and developing roles and situations in process drama
* exploring roles and situations; for example, by using language (choice of words, expressions and tone) or experimenting with ways to heighten tension in the dramatic action
* improvising ways to connect short scenes, such as clapping a rhythmic pattern, saying words or phrases and/or through movement
* developing spatial awareness when creating dramatic action; for example, considering how close/far apart they should stand to others in the performance space or how they can use movement to manipulate tension
 |

|  |  |
| --- | --- |
| **Strand: Creating and making** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| improvise and/or devise and shape drama using the elements of drama to communicate ideas, perspectives and/or meaningAC9ADR4C01 | * using learning from explorations of drama that communicate First Nations Australians’ connection to and responsibility for Country/Place to devise drama that communicates their own connection to and responsibility for place; for example, devising drama that communicates their feelings about a “favourite” place or shows how they care for a place in their community
* creating drama by exploring and experiencing a range of roles and situations that they initiate and develop; for example, exploring roles and situations in a “miniature world”
* improvising drama to explore issues and ideas, considering how empathy can assist them to take on roles, accept situations and “stand in the shoes” of another; for example, comparing their own and their peers’ responses to “everyday” interactions or imagining themselves as participants in an event that is happening or happened in another time or place
* devising dialogue for a previously “wordless story” or devising dramatic action/movement for a story they know only through spoken (audio) sources
* using the elements of drama and the principles of story to shape improvisations to communicate their intentions as drama makers; for example, establishing time and place, and the roles and characters in the drama
* working in groups to devise sections of a drama (for example, using process drama strategies) and then, working as a class, using a guided play-building process to combine the sections
* communicating with an audience their connection to and responsibility for Country/Place by Acknowledging Country before a performance or presentation, taking care to observe protocols and using resources created or co-created by First Nations Australians, and/or by participating with Elders in a Welcome to Country (as appropriate)
 |

|  |  |
| --- | --- |
| **Strand: Presenting and performing** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| perform improvised and/or devised drama in informal settingsAC9ADR4P01 | * using voice, movement and language to sustain role and relationships when performing drama; for example, varying facial expressions and movements to create roles and situations
* demonstrating commitment to the reality/world of the drama; for example, staying “in-role” throughout the performance (even when not actively participating in the dramatic action)
* manipulating focus, tension, space and time to shape dramatic action when performing their drama
 |

Years 5–6

|  |
| --- |
| **Band level description** |
| In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They use play and imagination in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers. Students engage with drama and drama practices across cultures, times, places and/or other contexts; for example, exploring drama in their local area, state/territory, or a country or region of Asia. They connect with people living and working in the community who create and/or perform drama; for example, by experiencing live or virtual performances. They continue to use stimulus materials such as images, events, texts, questions and observations as inspiration for their drama. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from diverse cultures. In this band, the focus is on students:* exploring and responding to
	+ drama from local, regional, national and global cultures, times, places and/or other contexts that shows how drama can be used to communicate ideas, perspectives and/or meaning
	+ drama that showcases ways First Nations Australians are continuing and revitalising cultures
* developing creative and critical practices and skills
	+ creative practices for creating and performing drama using elements of drama such as role, situation, language, place, movement, character, relationships, voice, time, tension, space, focus, contrast, mood/atmosphere and/or symbol
	+ critical practices such as observing, reflecting on and responding to drama they experience, including their own drama
* creating drama in improvised, devised and scripted forms such as process drama, puppetry, improvisation, Readers’ Theatre, mime and movement, play-building and devising, clowning, scripted drama/text interpretation
* presenting and performing drama for audiences in available, informal and/or formal settings, including, as appropriate, school-hosted digital spaces such as a school learning management system*.*
 |
| **Drama Achievement standard** |
| By the end of Year 6, students explain how the elements of drama are used in drama they create, perform and/or experience. They describe how drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how drama is used to continue and revitalise cultures. Students work collaboratively as they combine elements of drama to shape and sustain dramatic action. They improvise and/or devise drama and/or interpret scripts. They perform their drama in informal and/or formal settings. |
| **Learning area Achievement standard** |
| By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. |

|  |  |
| --- | --- |
| **Strand: Exploring and responding** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore ways that the elements of drama are combined to communicate ideas, perspectives and/or meaning in drama across cultures, times, places and/or other contextsAC9ADR6E01 | * exploring how drama is used within their own communities to maintain, continue and revitalise culture
* identifying and discussing use of elements of drama such as space, time, language, movement, character and/or relationships in the drama; for example, using Viewpoints to develop questions such as “What did you see in the drama?”, “How did the actors make the characters believable?”, “When was the drama set? (for example, time, place or other context)”, “What was the purpose of the drama?”
* exploring drama from other places and times, and discussing how it might contribute to their own drama, and how cultural understandings shape meaning in drama; for example, exploring how drama is used to share cultural knowledge in celebrations, ceremonies or rituals that happen in their local community and/or in another place, such as a country or region in Asia
 |
| explore the ways that First Nations Australians use drama to continue and revitalise culturesAC9ADR6E02 | * exploring how performances that tell stories maintain culture; for example, narrative drama that communicates knowledge about land, sea, sky or waterways
* identifying and discussing the role of storytelling in First Nations Australians’ cultural traditions, through direct engagement or using online resources created or co-created by First Nations Australians
* identifying examples that illustrate how cultural expressions change over time; for example, by using available resources published by First Nations Australian communities and organisations
* investigating the ways that a diverse range of First Nations Australian drama makers and performers embed themselves and their communities in drama in a range of representative forms as a visual declaration of identity, storytelling and resilience; for example, exploring how drama is used to share cultural narratives
 |

|  |  |
| --- | --- |
| **Strand: Developing practices and skills** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted dramaAC9ADR6D01 | * experimenting with empathy to develop characters and relationships in drama, considering situations from the perspectives of different characters, exploring responses and challenging stereotypes; for example, when interpreting scripted drama
* imagining and developing a “new scene” to include in a dramatic re-telling of a known narrative
* using Viewpoints to ask questions to explore the role of cultures in the use of elements of drama, such as “How are relationships, language and symbols shaped by cultures?”, “How do we use our own cultures to create shortcuts of meaning and ideas?”, “How do we understand the cultures of others?”
* using improvisation or process drama to compare different ways that improvised and scripted drama can create characters and action, or evaluating drama they experience in live performance and considering how they can use specific techniques in their own work
* imagining that they are in the time/place of an historical event and considering why people involved in the event made (or will make) certain decisions and/or what they could have done differently
 |

|  |  |
| --- | --- |
| **Strand: Creating and making** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms AC9ADR6C01 | * exploring physical, fictional or emotional spaces to create characters and respond to situations
* varying use of voice/vocalisation using techniques such as projection, dynamics, pace, pause and pitch, to create and communicate characters’ intentions, or exploring how movement and gesture can be used without voice/vocalisation to communicate ideas or intentions
* rehearsing, interacting and negotiating with others to interpret scripts and create characters and their relationships
* using Viewpoints to ask questions when exploring character; for example, “How did the performers use the elements of drama and design elements effectively?”, “For what purposes did they make drama?”, “What evidence supports your judgement about the drama?”
* devising drama based on research or knowledge about a project happening in their school/local community to encourage cultural awareness or to present different perspectives in a debate, such as a debate about an environmental issue
* working collaboratively to devise drama for a school ritual, gathering (such as an assembly) or ceremony; for example, drama that explores a school motto, a health message or a campaign such as “no-packaging lunch”
 |

|  |  |
| --- | --- |
| **Strand: Presenting and performing** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settingsAC9ADR6P01 | * using props, costumes and available technologies such as light, sound or multimedia to create dramatic symbols and enhance dramatic action
* focusing on communication with the audience by, for example, remembering lines, moves and cues in rehearsal and performance
* showing understanding of the purpose of rehearsing and the need for collaboration
* sharing ideas about their drama with audiences; for example, through choice of performance space, approach to entering or leaving the performance space, pre-show presentations or by creating an introduction such as a podcast that can be distributed when an audience member obtains their ticket
 |