

**RATIONALE:**

This rationale complements and extends the rationale for The Arts learning area. Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action. Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

**Learning Area The Arts: Foundation to Year 2 Achievement Standard**

By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks. Students use the elements and processes of arts subjects to make and share artworks that represent ideas.  
**Drama: Foundation to year 2 Achievement Standard**  
By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

**AIMS**

In addition to the overarching aims of the Australian Curriculum: The Arts, Drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

**Organisation and Content Structure**

In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places. The Australian Curriculum: The Arts Foundation to Year 10 enables exploration of the dynamic relationships between Arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms. Within all Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Many different words describe design within the Arts such as choreographing, narrating, devising, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing possibilities for students to create innovative and hybrid forms of art.

**Strands** - Content descriptions in each Arts subject reflect the interrelated strands of *Making* and *Responding*.

- *Making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- *Responding* includes exploring, responding to, analysing and interpreting artworks.

**Relationship between the strands:** *Making* and *Responding* are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

**Viewpoints** - In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students' knowledge, understanding and inquiry skills.

In **Drama**, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

**Knowledge and skills of Drama**

In Drama, students physically inhabit an imagined role in a situation. By being in role and responding to role, students explore behaviour in the symbolic form of dramatic storytelling and dramatic action. In purposeful play, students' exploration of role sharpens their perceptions and enables personal expression and response. Their intellectual and emotional capacity grows, specifically the capacity to feel and manage empathy. As audiences, students learn to critically respond to and contextualise the dramatic action and stories they view and perceive. Creating, performing and viewing drama enables the exploration of ideas and feelings. The exploration of dramatic forms and styles, and associated cultural, social and historical contexts, diversifies students' expression, understanding and experience of their world. Students discover and explore the elements of drama, applying principles and making and responding to drama in various forms.

**The Arts across Foundation to Year 10: Years F–2**

Students bring to school diverse backgrounds and a range of experiences in the arts. They are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the Australian Curriculum: The Arts builds on the Early Years Learning Framework and its key learning outcomes, namely: children have a strong sense of identity; children are connected with, and contribute to, their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators. The Arts in Foundation to Year 2 builds on these as rich resources for further learning about each of the art forms.

In the early years, play is important in how children learn; it provides engagement, then purpose and form. In the Arts, students have opportunities to learn through purposeful play and to develop their sensory, cognitive and affective appreciation of the world around them through exploratory, imaginative and creative learning. Purposeful play engages students in structured activities that can be repeated and extended. This repetition is a form of practising and supports the sequential development of skills in the Arts. Students will learn about and experience connections between the art forms.

The arts in the local community includes the arts of all the cultural groups represented in that community and is the initial focus for learning in the Arts at school. Students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples have a strong identity, in which respect for Country and Place continues to grow. They learn that Aboriginal and Torres Strait Islander storytelling is history which can be oral or told through paintings, dance or music. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement.

**Content descriptions in each Arts subject focus on similar concepts and skills that, across the bands, present a developmental sequence of knowledge, understanding and skills.** The focus of each content description in Foundation to Year 6 expands into more specific content descriptions for Years 7 to 10 as presented in the table below. For transition purposes from primary to secondary in Years 7–8 and consistency state-wide, generalist primary teachers at Year 7 could focus on the four initial similar concepts and skills eg, the 1st, 3rd, 5th and 6th Content Descriptions, with the deeper and expanded concepts being the focus in year 8, eg, the 2nd, 4th, 5th, and 7th Content Descriptions. E.g. The focus in Year 7 could then be on: 8.1, 8.3, 8.5 and 8.6, and in Year 8: 8.2, 8.4, 8.5 and 8.7.

Content description	Foundation–Yr 6	Content description	Yrs 7–10
1 <sup>st</sup>	Exploring ideas and improvising with ways to represent ideas	1 <sup>st</sup>	Exploring ideas and improvising with ways to represent ideas
		2 <sup>nd</sup>	Manipulating and applying the elements/concepts with intent
2 <sup>nd</sup>	Developing understanding of practices	3 <sup>rd</sup>	Developing and refining understanding of skills and techniques
		4 <sup>th</sup>	Structuring and organising ideas into form
3 <sup>rd</sup>	Sharing artworks through performance, presentation or display	5 <sup>th</sup>	Sharing artworks through performance, presentation or display
4 <sup>th</sup>	Responding to and interpreting artworks	6 <sup>th</sup>	Analysing and reflecting upon intentions
		7 <sup>th</sup>	Responding to and interpreting artworks

**Years F–2 Level Description: Drama**

In Foundation to Year 2, students explore drama. They learn about how drama can represent the world and that they can make drama to represent their ideas about the world. They share their drama with peers and experience drama as audiences.

In Foundation to Year 2, learning in Drama builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.

Students become aware of role and situation as they listen and respond as fictional characters. They explore voice and movement to create role. They learn about focus and identifying the main idea of the drama. As audiences they recognise that the purpose of drama is to share it with others.

In the Foundation Year, students undertake drama suitable to their level of development.

As they experience drama, students draw on drama from a range of cultures, times and locations. They explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. While drama in the local community should be the initial focus for learning, young students are also aware of and interested in drama from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that drama is used by Aboriginal and Torres Strait Islander people for different purposes.

As they make and respond to drama, students explore meaning and interpretation, forms and elements and social and cultural contexts of drama. They make simple evaluations of drama expressing what they like and why.

Students learn about safety in dramatic play and in interaction with other actors. They experience the role of artist and they respond to feedback in their drama making. As an audience they learn to focus their attention on the performance and to respond at the end of the performance.

**Years F–2: Examples of knowledge and skills in Drama**

The elements of drama work dynamically together to create and focus dramatic action and dramatic meaning. Drama is conceived, organised, and shaped by aspects of and combinations of role, character and relationships, situation, voice and movement, space and time, focus, tension, language, ideas and dramatic meaning, mood and atmosphere and symbol. Through *Making and Responding*, students develop knowledge, skills and understanding of their drama making, developing the capacity to use proficiently the techniques of voice and movement to make drama. Students learn the skills of working collaboratively, recognising that imaginative, creative and critically analytic teamwork is central to drama.

**Examples of knowledge and skills in Drama**

The following information serves to articulate the main parts of the broader conceptual areas of Knowledge and Skills. These are not an exclusive, exhaustive list, but an indication of the breadth of study within Drama. In this band students are introduced to the ways that ideas and intentions are communicated in and through drama. They develop knowledge, understanding and skills through drama practices focusing on:

**Elements of drama****Role, character and relationships**

*Role* - taking on the point of view of a fictional character and listening and responding in role to others in role

*Situation* - establishing a fictional setting and relating to it in role

**Voice and movement**

*Voice* - using voice, for example, varying loudness/softness, pace and pitch

*Movement* - body language, for example, using posture, gestures, facial expressions, to create role and situation

*Focus* - identifying the main idea of the drama

**Audience**

- recognising that the purpose of drama is to communicate and share ideas with others.

**Years F–2 : Considering viewpoints in Drama**

In both *Making and Responding*, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique drama as actors, directors and audiences, they may ask and answer questions to interrogate the playwrights' and actors' meanings and the audiences' interpretations. Meanings and interpretations are informed by social, cultural and historical contexts, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about their own drama and the drama they see as audiences. The complexity and sophistication of such questions will change across Foundation to Year 10. In the later years, students will consider the interests and concerns of artists and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.

**Examples of viewpoints and questions within the Drama Content Elaborations Year F–2**

Considering viewpoints:

- *Forms and elements*: For example – How did the performers use their voices? What sort of movements did the performers use? What voice and movement have you noticed in others' performances that you might consider in making your own drama and why?
- *Meanings and interpretations*: For example – 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?
- *Evaluations*: What did you like best in the drama? Why?
- *Societies and cultures*: For example – Why are these people making drama? Where are they making drama?

**Years F-2 Content Descriptions: Drama**

2.1 Explore role and dramatic action in dramatic play, improvisation and process drama

2.2 Use voice, facial expression, movement and space to imagine and establish role and situation

2.3 Present drama that communicates ideas, including stories from their community, to an audience

2.4 Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples.

NB: It is advised that the 'Learning in Drama' two page introduction (Subject, structure) is used along with this 'explorer' paper. Download it from the Australian Curriculum website.

Source: [www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/) accessed 22/02/2017