

Reception to year 6

The Arts

Drama

September 2022

Scope and sequence

Revised to align with the Australian Curriculum Version 9.0 (2022)

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Government
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Department for Education

The Arts – Drama: Reception to year 6

Contents

Context statement	2
Achievement standards	3
Scope and sequence	4
Strand:	
Exploring and responding	4
Developing practices and skills	6
Creating and making	7
Presenting and performing	8

Context statement

In drama, students explore and depict real and fictional worlds through use of body language, voice, gesture, space, and staging to make meaning. Students create, rehearse, perform, and respond using the elements and conventions of drama and the emerging and existing technologies available to them. They consider drama from a range of styles, traditions, cultures, and contexts, from the viewpoint of maker, performer, and audience. Students make informed critical judgements about their own creative and performance skills, and the dramatic works they interpret as artists and as audiences. Students think about where, how, when, and why drama takes place; and the elements, skills, and processes involved in the ideation, creation, performance, interpretation, and appreciation of drama.

Teachers are advised to use their professional judgement when selecting a range of dramatic works, theorists, and artists on which to focus the delivery of this curriculum. Choices should reflect accessibility and student needs and interests. Where examples are given, these are suggestions and are by no means exhaustive or mandated. The use of local dramatic works and artists is strongly encouraged.

The **Achievement standards** have the verbs in bold text, are aligned with the content descriptions, and must be considered when designing assessment activities, collecting evidence of student learning, and when assessing student work.

This document is structured around the 4 interrelated strands of The Arts:

- **Exploring and responding**
- **Developing practices and skills**
- **Creating and making**
- **Presenting and performing.**

Each strand has one or more content descriptions, followed by dot pointed content clarifiers that describe the explicit learning required.

The strands and content descriptions should be combined when planning teaching and learning activities; they are not designed to be addressed as isolated activities.

Making and responding and **viewpoints** are key considerations embedded in The Arts curriculum. They are intrinsically connected and should be integrated when designing learning experiences.

- As students make drama, they actively respond to their own developing dramatic art works and the dramatic art works of others.
- As students respond to drama, they draw on the knowledge, understanding, and skills acquired through their experiences in making dramatic artwork.
- Students learn from drama works they experience, and they are an audience for their own drama works.
- Students consider drama from multiple viewpoints, as artists and as audiences.

The elements of drama are fundamental to all learning in this subject: Role, character, relationships, situation, voice, movement, focus, tension, space, time, language, ideas, dramatic action, symbol, mood and atmosphere, and audience.

These documents have been designed to:

- provide clarity and context for teaching and learning in South Australia, in alignment with the Australian Curriculum: The Arts
- identify the discipline specific and transferable knowledge, skills, and understandings required at each year level
- enable rigour, engagement, and discipline specific skill development.

Achievement standards

Reception	Year 1 to 2	Year 3 to 4	Year 5 to 6
<p>By the end of reception, students:</p> <ul style="list-style-type: none"> • describe experiences, observations, ideas, and/or feelings about arts works they encounter at school, home, and/or in the community • use play, imagination, arts knowledge, processes, and/or skills to create and share artworks in different forms. 	<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • identify where they experience drama • describe where, why, and/or how people across cultures, communities, and/or contexts experience drama • pretend and imagine as they create roles and situations in improvised drama and/or dramatic play • perform their drama in informal settings. 	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • describe use of selected elements of drama in drama they experience, create, and/or perform • describe where, why, and/or how drama is created and/or performed across cultures, times, places, and/or other contexts • use selected elements of drama when creating drama and/or performing • collaborate to improvise and/or devise drama that communicates ideas, perspectives, and/or meanings • perform their work in informal settings. 	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • explain how the elements of drama are used in drama they create, perform, and/or experience • describe how drama created and/or performed across cultures, times, places, and/or other contexts communicates ideas, perspectives, and/or meaning • describe how drama can be used to continue or revitalise cultures • work collaboratively as they combine elements of drama to shape and sustain dramatic action • improvise and/or devise drama and/or interpret scripts • perform their drama in formal and/or informal settings.

Scope and sequence

Subject: Drama							
Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and responding	Explore how and why The Arts are important for people and communities.	Explore where, why, and/or how people across cultures, communities, and/or other contexts experience drama.		Explore where, why, and how drama is created and performed across cultures, times, places, and contexts.		Explore ways that the elements of drama are combined to communicate ideas, perspectives, and meanings in drama across cultures, times, places, and/or other contexts.	
	<ul style="list-style-type: none"> • Explore where they might experience drama and why people make drama. Consider the question ‘Why is drama important?’. • With support, use words to communicate their preferences for the drama they create and view. With support, describe events and characters. • Listen to First Nations Australians People talk about the importance of drama for connecting people, culture, Country, and Place. For example, use resources created or co-created by First Nations Australians. 	<ul style="list-style-type: none"> • Explore and identify where and when they might experience drama and why people make drama in their community, and across cultures and contexts. • With guidance, explore preferences for the drama they view and create, and use appropriate language to discuss emotions and thoughts provoked by the performance. • Explore and identify the main idea and setting and recall details about the drama. 	<ul style="list-style-type: none"> • Explore and describe why drama is made, why people make drama in their community, and how drama passes on community knowledge, stories, and lessons. • Explore and describe what they enjoy and why, about drama from a variety of cultures, communities, and contexts. • Explore how the elements of voice, character, and body are used in the drama they view across cultures and contexts. 	<ul style="list-style-type: none"> • Explore and describe why artistic choices are made by the performer and identify the story and meaning of the drama. • Explore how the elements of voice, body, and movement support the role and setting in the drama they view across cultures, times, and places. • Describe and discuss what features in the drama come from other cultures, times, and places. • Participate in drama created for different purposes. For example, drama from various cultures, times, places, and contexts. 	<ul style="list-style-type: none"> • Describe the elements of drama and explore meaning through making connections to self and the emotions of the characters in drama from a variety of cultures, times, and places. • Explore and discuss the viewpoints; compare the expectations and requirements of drama in a range of cultural settings. • Reflect and use the elements of drama to make comment about the strengths of drama across cultures, times, places, and contexts. • Respond to and respect the work of others as performers and audience members. 	<ul style="list-style-type: none"> • Explore and describe what the performer intended the audience to experience or understand from drama that is from a variety of cultures, times, places, and other contexts. • Explore and describe the drama they have made or seen, including: <ul style="list-style-type: none"> ◦ identifying artistic choices made with reference to skills and elements which support the drama ◦ the communication of a message. • Respond to and respect the work of others as performers and audience members in differing cultural contexts. 	<ul style="list-style-type: none"> • Explain the meaning of the drama they view, and how using the drama elements communicates ideas, perspectives, and meaning in drama across cultures, times, places, and contexts. • View and reflect on: <ul style="list-style-type: none"> ◦ the elements of drama and narrative structures (beginning, middle, end, suspense, and tension) ◦ different performance styles that might contribute to their drama and that of other cultures. • Identify and describe the audience expectations in differing cultural contexts.

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Explore examples of drama created and/or performed by First Nations Australians.</p>		<p>Explore how First Nations Australians use drama to communicate connection to, and responsibility for, Country/Place.</p>		<p>Explore the ways that First Nations Australians use drama to continue and revitalise cultures.</p>	
		<ul style="list-style-type: none"> • Explore when, where, how, and why First Nations Australians use drama to share knowledge about their culture, for example, during celebrations such as Reconciliation Week. 	<ul style="list-style-type: none"> • Explore and identify 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, and the acknowledgement of significant occasions including Sorry Day. • Explore First Nations Australians’ use of drama to express connection to and responsibility for Country and Place, such as communicating knowledge about the local seasons, or storytelling to communicate knowledge to maintain unique ways of life. 	<ul style="list-style-type: none"> • Explore and share information about drama created and performed by First Nations Australians for occasions such as festivals or ceremonies and reflect on how these performances can communicate important information or knowledge about Country/Place. • Explore how First Nations Australians use drama to express connection to and responsibility for Country and Place, such as communicating knowledge or maintaining unique ways of life. For example, explore how drama is used to communicate knowledge about the local environment. 	<ul style="list-style-type: none"> • Explore drama created and/or performed by First Nations Australians and how drama communicates knowledge such as ways to live sustainably and to respect and care for the land, sea, sky, or waterways. • View performances that represent the importance of Country/Place for First Nations Australians. Use as a starting point for talking about a range of ways of seeing the same place and telling stories. 	<ul style="list-style-type: none"> • Understand that the drama of First Nations Australians Peoples is unique to Country and/or Place of a particular group or groups. • Explore how performances that tell stories maintain culture, for example, how a narrative drama communicates knowledge about the land, sea, and waterways. • Explore and describe traditions, customs, and places where these dramas take place. 	<ul style="list-style-type: none"> • Understand and communicate that the drama of First Nations Australian Peoples is unique to Country and Place of a particular group or groups. • Identify and discuss the role of storytelling in First Nations Australians’ cultural traditions, through direct engagement or online resources. • Identify protocols and customary practices for presenting First Nations Australians’ drama.

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Developing practices and skills</p>	<p>Use play, imagination, arts knowledge, processes, and/or skills to discover possibilities and develop ideas.</p>	<p>Use the elements of drama and imagination in dramatic play and/or process drama.</p>		<p>Use the elements of drama to explore and develop ideas for dramatic action in improvisations and devised drama.</p>		<p>Explore ways to combine the elements of drama to communicate ideas, perspectives, and/or meaning in improvisations, devised drama, and/or scripted drama.</p>	
	<ul style="list-style-type: none"> • With support, explore and play with vocal and non-vocal sounds to communicate emotion in guided drama experiences. • Explore facial expressions to portray emotions of the character in guided drama and improvisations. • With support, use and develop voice and movements to link ideas, and actions, and to communicate emotions in guided drama experiences. 	<ul style="list-style-type: none"> • Use and develop the elements of voice, body, and movement, to communicate character traits and emotions and link action in guided drama experiences. • Use vocal and non-vocal sounds to portray real or imaginary characters and explore their role in improvisation and guided drama experiences. • Consider and play with posture, facial expressions, and movement to portray emotions of characters in guided drama and improvisations. 	<ul style="list-style-type: none"> • Play with and develop the elements of voice, movement, and space in dramatic play and improvisation to communicate characters and settings. • Use posture, gesture, and facial expressions to imagine the emotions of characters and enhance the situation when interacting and reacting to guided drama and improvisations. • Use voice in character to speak and develop ways in which the voice and sounds may be used to create or retell a story. For example, during puppet plays. 	<ul style="list-style-type: none"> • Explore a variety of exercises to develop their understanding of drama elements by using voice, body, movement, and dramatic action. • Experiment with and develop loudness, softness, pace, and pitch of the voice to create roles and situations. • Explore how movement, body language, gestures, and voice are incorporated to enhance the drama and support a story or given circumstance. • Observe how character choices affect audience perspectives and meanings. 	<ul style="list-style-type: none"> • Explore characterisation through experimenting with the varied use of the voice, body, movement, and language to support the story or improvisation. • Develop and use movement, body, language, gestures, and voice to enhance the drama and support the story in improvised and devised drama. • Demonstrate the use of word choice, expression, and tone, alongside spatial awareness, to create a sense of time and place for characters in story, improvisation, or a given circumstance. 	<ul style="list-style-type: none"> • Combine and demonstrate gestures, blocking, movement, and voice to communicate the emotion, motivation, and relationships of a character in improvised, devised, and scripted drama. • Develop and rehearse dialogue and dramatic action in devised and scripted drama to communicate ideas, perspectives, and meaning to the intended audience. • Consider the viewpoints in refining their work through questions such as, ‘What did the performer intend the audiences to experience and understand from drama?’ and, ‘How did the performers use the elements of drama and design elements effectively?’. 	<ul style="list-style-type: none"> • Combine and use body (through adjusting the weight or lightness of movement), speed, use of stillness, levels, and movement through space to focus on character and situation in improvised, devised, or scripted drama. • Imagine they are in the time and place of an historic or imagined event. Use the elements of drama to explore ways to retell the narrative from different character’s point of view. • Use the viewpoints to refine their work; consider the intention of what the performer wants the audience to understand from drama. Consider the question, ‘How do performers use the elements of drama and design elements to effectively produce drama?’.

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Creating and making</p>	<p>Create artworks that communicate ideas.</p>	<p>Create and co-create fictional situations based on imagination and experience.</p>		<p>Improvise, devise, and shape drama using the elements of drama to communicate ideas, perspectives, and/or meaning.</p>		<p>Develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives, and meaning in improvised, devised, and/or scripted forms.</p>	
	<ul style="list-style-type: none"> • With support, use dramatic play to create characters and imaginary events. • Take turns to create and offer an idea to the whole class improvisation. • Select a prop to create an improvised character or role, for example, a carry case for a traveller. • Use puppets, 2D shapes, or objects to help retell part of a story. 	<ul style="list-style-type: none"> • With guidance, create roles from known characters and pretend to be in imaginary events or class fiction texts. • Create dialogue using their own words in guided drama and improvisation. • Create and explore shapes, feelings, emotions, and movements with teacher and peers to establish the fictional situations and roles in drama. • Select props that enhance their character or role, for example, a basket for a fruit seller. • Co-create and contribute their ideas and actions to drama making in small groups. 	<ul style="list-style-type: none"> • Alter voice and body to create characteristics of a role that contribute to group guided drama experiences. • Select props and use the space to match the subject matter and further define their character or role. For example, use a row of seats to indicate a bus stop. • Imagine and create possible new details to the plot and story in improvisation. • Work in pairs to participate in role play, improvisation, and guided drama to dramatise problems and resolutions. • Identify, create, and imagine ways in which voice, sounds, and movement may be used to help retell a story in improvisations and situations from their real and imagined experience. 	<ul style="list-style-type: none"> • Experience a variety of roles and situations as they imagine and develop scenes within the plot and setting of a story. • Use the elements of voice, body, and character to create and sustain a role to maintain focus and communicate meaning to the audience. • Create and communicate ideas for costumes and props and use the elements of body, voice, and space to shape their story telling, improvisations, and drama. • Improvise and create drama to explore issues and ideas. For example, research information about a local or global issue and use newspaper headlines as a stimulus to improvise dialogue between the opposing points of view. 	<ul style="list-style-type: none"> • Portray and improvise a variety of roles and situations in the dramatic narrative to communicate ideas, perspectives, and meaning. • Describe and communicate the visual details of real and imagined worlds, improvised stories, and traditional tales. • Create improvised dialogue whilst in role, to show the element of relationships, and explore issues and ideas that respond to and show a character’s emotions. • Collaborate to select and use props and costumes appropriate to the drama. Describe how the elements of body, voice, space, and the principle of story communicate the meaning behind the drama. • Make intentional choices to add the elements of voice, body, and movement to their work, to communicate ideas, 	<ul style="list-style-type: none"> • Combine various physical, vocal, body, and movement choices to develop characters within a devised or scripted drama to convey emotion, motivation, and relationships. • Select props, costumes, and multimedia technology to support the performance and create dramatic meaning. • Create and shape ideas to support the story, given situation, and characters in devised or scripted drama. • Identify and experiment with the qualities and inner traits of characters to explore physical, fictional, and emotional space, and imagined feelings. • Rehearse and collaborate with others to interpret scripted drama and the how the characters might respond physically and 	<ul style="list-style-type: none"> • Develop relationships between scripted or improvised characters and their given circumstances in devised or scripted dramas. • Create and propose ideas to develop the story and given situation of the drama and the characters. Consider the perspectives of the character’s physical, fictional, and emotional space, and imagined feelings. • Create dialogue and movement to portray character intentions and relationships in improvised and scripted drama. • Plan and create a simple set for a drama using elements of design to support and communicate the ideas, meaning, or perspectives of the drama. • Collaborate to interpret scripts and rehearse dialogue and dramatic action to create atmosphere in

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					meaning, and perspectives.	emotionally in different situations.	theatrical performances.
Presenting and performing	Share their artworks with audiences.	Share their drama in informal settings.		Perform improvised and devised drama in informal settings.		Rehearse and perform improvised, devised, and/or scripted drama in formal and/or informal settings.	
	<ul style="list-style-type: none"> • Share a section of a story or drama, for example, beginning, middle or end. • Share a retelling of a story to peers, for example, through dramatic play with repurposed toys or objects. • With support, use audience skills and practise appropriate reactions, for example, when to listen, laugh, and applaud. 	<ul style="list-style-type: none"> • With guidance, rehearse and perform in an informal setting, sections of a story or drama that piece together a beginning, middle, or end. • Retell a familiar story through acting and share with an audience in an informal setting. • With guidance, identify and demonstrate the roles of an appropriate audience member and a performer. 	<ul style="list-style-type: none"> • In pairs, rehearse and share a story or drama which includes a beginning, middle, or end. • In an informal setting, perform sequences of frozen images to demonstrate key scenes from a familiar story. • Demonstrate the roles of an audience member and a performer using focus and attention. 	<ul style="list-style-type: none"> • Perform a short-scripted scene or improvised sections of a process drama, with a sense of role and situation. Use gesture, facial expression, body language, and voice to express character. • Work cooperatively with a partner or in a small ensemble to plan and rehearse drama for a live or virtual performance held in an informal setting. • Demonstrate appropriate onstage and offstage behaviour as an audience member and performer. 	<ul style="list-style-type: none"> • Use voice, movement, and language to sustain a role and relationships when performing drama; for example, vary movements and facial expressions to create roles and situations in informal settings. • Demonstrate commitment to the world of the drama; for example, stay in-role throughout the performance, even when not actively participating in the dramatic action. • Manipulate focus, tension, space, and time to shape dramatic action when performing drama in informal settings. 	<ul style="list-style-type: none"> • Rehearse and perform devised or scripted scenes focusing on dialogue and dramatic action, to communicate a story. • Work effectively and cooperatively in an ensemble, and identify their responsibilities to plan, rehearse, and present drama for a live or virtual performance. • Select and rehearse using props, costumes, or available multimedia technologies to enhance dramatic action in their performance in informal and formal settings. 	<ul style="list-style-type: none"> • Collaborate to rehearse and perform drama and interpret scripts for performance in informal and formal settings. • Perform various roles of director, performer, backstage crew (sound, props, and costume), and audience member to present a short performance in informal and formal settings. • Communicate their ideas about their drama with the audience in multiple ways, for example, use director’s notes in a program or include visual and audio cues as the audience enters the performance space.

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