**RATIONAL: DRAMA**

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 meanings 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 world’s, 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 technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action. Students learn to think, move, speak and act with confidence. In making and staging drama they learn 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.

**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, technologies and techniques 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 scripting. 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 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, historical and contextual. Based on this curriculum, key questions are provided as a framework for developing students’ knowledge, understanding and inquiry skills.

**Drama**

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meanings 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 world’s, 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 technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn 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: Years 3 and 4 Achievement Standard**

By the end of Year 4, students describe and discuss similarities and differences between artworks they make and those to which they respond. They discuss how they and others organise the elements and processes in artworks.

- Students collaborate to plan and make artworks that communicate ideas.

**Drama: Years 3 and 4 Achievement Standard**

By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements and processes in their drama.

- Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.

**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, 9, 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.

<table>
<thead>
<tr>
<th><strong>Content description</strong></th>
<th><strong>Foundation---Yr 6</strong></th>
<th><strong>Yrs 7---10</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Exploring ideas and improving with ways to represent ideas</td>
<td>Exploring ideas and improving with ways to represent ideas</td>
</tr>
<tr>
<td>2nd</td>
<td>Developing understanding of practices</td>
<td>Manipulating and applying the elements/concepts with intent</td>
</tr>
<tr>
<td>3rd</td>
<td>Sharing artworks through performance, presentation or display</td>
<td>Structuring and organising ideas into form</td>
</tr>
<tr>
<td>4th</td>
<td>Responding to and interpreting artworks</td>
<td>Analysing and reflecting upon intentions</td>
</tr>
<tr>
<td>5th</td>
<td></td>
<td>Responding to and interpreting artworks</td>
</tr>
</tbody>
</table>
### Years 3–4 Level Description: Drama

In Years 3 and 4, learning in Drama builds on the experience of the previous band. It involves students making and responding to drama independently and collaboratively with their classmates and teachers. Students extend their understanding of role and situation as they offer, accept and extend their ideas in improvisation. They vary voice and movement to create role when devising drama. They learn about focus, tension, space and time in their own and others’ drama. They use language and ideas to shape dramatic action. They use story structures to shape drama for audiences. 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. Students learn about drama in their community. They also learn about drama from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander drama uses dramatic action and narrative structure to communicate ideas.

As they make and respond to drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, time and place, and tension. They explore social and cultural contexts of drama. They make personal evaluations of their own and others’ drama. Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the role of the artist and of the audience builds upon their experience from the previous band. As an audience, students focus their attention on the performance and respond to the performance. They consider why and how audiences respond to performance.

### 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**
  - **Voice and movement**
  - **Space and time**
  - **Audience**

#### Elements of drama

- **Role** - adopting a role and maintaining focus in role; character; communicating role traits; relationships; developing relationships between characters in a drama, for example, using dialogue to show relationships
- **Situation** - establishing a fictional setting using space and time; exploring how drama uses story structures
- **Voice** - varying voice, for example, clarity, pace, volume and projection
- **Movement** - using movement and gesture to create belief in character and situation
- **Focus** - framing point of view, situation and characters in drama
- **Tension** - factors that contribute to tension or mystery in a drama; what’s happening next in the drama
- **Space and time** - establishing a clear setting and sense of time to create belief in the drama
- **Language, ideas and dramatic action** - central ideas or themes that give drama consistency
- **Audience** - shaping drama for others, using story structures

### Years 3–4: Content Descriptions: Drama

| 4.1 | Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama |
| 4.2 | Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place |
| 4.3 | Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama |
| 4.4 | Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons |

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