The Arts in the local community includes the Arts as a rich resource for further learning about each of the art forms. 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 and learning about the world around them. They are interested in the arts and the creative processes involved in making and responding to the arts. Students discover and explore the elements of drama, applying principles and making and responding to drama in various forms.

## 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 creative potential 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, Drama 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 6 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.

## Content Descriptions

### Foundation–Year 6

<table>
<thead>
<tr>
<th>Content description</th>
<th>Foundation–Yr 6</th>
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</thead>
<tbody>
<tr>
<td>1st</td>
<td>Exploring ideas and improvising with ways to represent ideas</td>
</tr>
<tr>
<td>2nd</td>
<td>Developing understanding of practices</td>
</tr>
<tr>
<td>3rd</td>
<td>Sharing artworks through performance, presentation or display</td>
</tr>
<tr>
<td>4th</td>
<td>Responding to and interpreting artworks</td>
</tr>
</tbody>
</table>

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

## 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.
### 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 physical and emotional space involved.

As they make and respond to drama, students learn about how drama can represent the world and that they can make drama for different purposes 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.

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

The elements of drama work dynamically together to create a performative work and dramatic meaning. Drama is conceived, organised, and shaped by aspects 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**
- taking on the point of view of a fictional character and listening and responding to others in role

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

**Voice and movement**
- 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 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

### 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 Years 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?