

Years 1–2 Drama

Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>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.</p> <p>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.</p> <p>In this band, the focus is on students:</p> <ol style="list-style-type: none"> 1. exploring and responding to <ul style="list-style-type: none"> • drama across cultures, communities and/or other contexts through experiencing and participating • examples of drama created and/or performed by First Nations Australians 2. developing creative and critical practices <ul style="list-style-type: none"> • 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 3. creating drama using forms such as dramatic play, process drama, puppetry, improvisation, Readers' Theatre and/or mime and movement 4. performing/sharing drama in informal settings such as classroom presentations. 	<p>Across Years 1–2, students study Drama for one lesson per week. The units are sequential and build on the knowledge and skills learnt in previous units. Unit 2 provides opportunities to incorporate learning experiences associated with the English curriculum and can be best implemented if supported by advice from local Aboriginal or Torres Strait Islander elders. As students also study Visual Arts in Years 1–2, The Arts learning area achievement standard is used across the band.</p>


Unit 1 — Expressing emotion	Unit 2 — Sharing the story	Unit 3 — Reader's theatre	Unit 4 — Circus school
Duration: Year 1, Semester 1 Timing: 20 weeks	Duration: Year 1, Semester 2 Timing: 20 weeks	Duration: Year 2, Semester 1 Timing: 20 weeks	Duration: Year 2, Semester 2 Timing: 20 weeks
<p>Viewpoint question: How can I use play to devise drama and communicate emotion?</p> <p>In this unit, students explore emotional states and how to communicate emotion. Focusing on one emotion at a time, the teacher uses a text to explore how an emotion translates to the body, movement, facial expression and voice. Students improvise how to represent a range of emotions and develop their personal and social skills; students describe their own and others' emotional responses.</p> <p>Using imagination and dramatic play, students are led through activities using familiar settings (e.g. playground, classroom, the park) and situations as stimulus. Students identify and explore emotions as they collaboratively experiment with reacting in character to given situations. As they watch one another's improvisations, they reflect on how movement, voice and facial expressions communicate emotions. Students apply their learning as they respond to a range of texts (e.g. animations, images or picture books) by discussing the variety of emotions communicated. They use visual images or emojis to identify and sequence the emotional states explored. Responding to structured class activities, students create and co-create characters, improvise responses to given scenarios and share their responses with their peers. Through responding as both an audience member and artist, students make connections between emotions and how they can be expressed.</p> <p>Students consider alternative perspectives and develop empathy by discussing how other characters feel in scenarios that have been explored. They discuss similarities and differences between their own and other characters' emotions and responses.</p>	<p>Viewpoint question: How can I use drama to communicate a character?</p> <p>In this unit, students explore how drama can be used to communicate a character and setting. Through focusing on settings from a range of texts (e.g. images, books), students discuss how Country/Place, as understood by First Nations Australians, is represented, and how this holistic relationship with Country can be expressed through artwork. Students experiment with various ways to represent a range of settings, using freeze frames, movement, sounds and action. They improvise and share their responses with their peers.</p> <p>Students explore two characters from a focus text (providing an opportunity to connect the learning with English). They discuss what each character looks like. They then brainstorm ideas for each character's voice, language and movement before improvising practical responses. Through process drama, students explore the characters and their situations to develop an understanding of each character's perspective. They consider the similarities and differences between the needs, emotions and motivations of each character. Developing their critical and creative thinking, students create possibilities by putting ideas into action as they experiment with options for movement and voice to portray different characters.</p> <p>Students are provided with a short script from a focus text and use performance skills, such as projection and voice, to perform their scene. They collaborate in pairs, practising individual and group decision-making to rehearse the scene. Through informal class sharing, students develop their verbal and non-verbal communication skills and refine their performance skills in response to teacher and peer feedback.</p> <p>Note: Through consultation with local Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, such as language use, traditional storytelling forms, and dance. When translating Aboriginal and Torres Strait Islander stories, teachers are encouraged to approach this activity with cultural sensitivity, recognising these stories as part of Indigenous Cultural and Intellectual Property (ICIP).</p>	<p>Viewpoint question: How can I manipulate my voice to communicate meaning?</p> <p>In this unit, students extend their understanding of narrative to use voice to tell a story. Using vocal warm-ups (e.g. tongue twisters) to introduce vocal technique, students participate in drama games to consider ways to change the meaning of a given word, line or question through manipulating voice. Using a narrative text, students experiment with ways to communicate meaning through manipulating how they use voice, timing and expression. They share their ideas with the class for feedback and discuss the impact of choices in changing the meaning.</p> <p>Students view examples of Readers' Theatre, where scripts are read aloud with emphasis on expressive delivery and projection. To apply this understanding, students discuss the meaning of a provided text (e.g. a rhyme) and work in groups to brainstorm ideas for ways to present an allocated section of the text. In groups, students use vocal techniques, sound effects and movement to experiment with ideas and develop their verbal and non-verbal communication skills. Students perform their section of the text for the class as an informal presentation for peer feedback.</p> <p>Using provided narrative scripts (e.g. fairytales), students emphasise repetition and rhyme. Students practise ways to represent a mood, character and emotion through movement and vocal choices. Students develop critical and creative thinking by creating possibilities for their performance through experimentation. They refine their performance skills, focusing on vocal and expressive qualities, as they rehearse as a group and respond to class feedback. Students share their final performance with the class.</p>	<p>Viewpoint question: How can mime and clowning be used to communicate an idea?</p> <p>In this unit, students explore a range of genres and relevant conventions for miming and clowning. In response to texts (e.g. silent films, short videos of performers) students explore and describe where, why and how people experience drama, focusing on mime and clowning genres and conventions. Students respond to a range of texts throughout the unit to verbally discuss and describe how drama choices can be used to communicate meaning.</p> <p>Students apply their understanding by experimenting with miming and clowning techniques. Through responding to provided scenarios (e.g. trying to catch a hat that is blowing away, sneaking up on a friend and surprising them), students explore dynamics, exaggeration, timing and facial expressions. Revising narrative structure, students experiment with communicating their character, setting and relationship with another character. They improvise responses, refining their verbal and non-verbal communication skills as they share their work with the class for feedback.</p> <p>Focusing on a circus theme, students explore the characters that could be in a circus (e.g. tightrope walker, ringleader, strongperson, juggler) and ways they could use mime and clowning techniques to communicate each character. In response to text (images, videos, books), students experiment with characters to creatively expand on ideas as well as develop individual and group decision-making skills as they choose a preferred character for their performance. Students then use provided scenarios to devise a short scene as part of a class circus performance. Working in pairs or small groups, students use imagination and dramatic play as they brainstorm ideas and experiment with ways to communicate their chosen character and scenario. They share their draft performances and respond to feedback to refine their choices. The teacher structures the group performances to create a whole class performance. Students perform their drama with Prep students as part of an end-of-year learning celebration.</p>

	Unit 1 — Expressing emotion		Unit 2 — Sharing the story		Unit 3 — Reader's theatre		Unit 4 — Circus school	
	Assessment 1 — Expressing emotion project	Timing/week	Assessment 2 — Sharing the story performance	Timing/week	Assessment 3 — Reader's theatre project	Timing/week	Assessment 4 — Circus school short response	Timing/week
Assessment	<p>Description: In response to practical activities over several lessons, students improvise and play to create (devise) and perform drama about emotions. Demonstrating safe practices throughout all activities, students experiment with communicating emotion and share (perform) their responses with their peers.</p> <p>Technique: Project — Devise drama Mode: Practical Conditions:</p> <ul style="list-style-type: none"> • up to 30 seconds • performed as a group, assessed individually 	Term 2, Week 4 ongoing	<p>Description: Using a short script from a text explored in class, students use performance skills to share (perform) a scene for their peers.</p> <p>Technique: Performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> • up to 30 seconds • performed in a pair, assessed individually 	Term 4, Week 4 ongoing	<p>Description: In small groups, students create (devise) and share (perform) drama focusing on vocal and expressive skills, using a narrative text provided. They demonstrate safe practices throughout the rehearsal and performance process.</p> <p>Technique: Project — Devise drama and performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> • up to 30 seconds • performed as a group, assessed individually 	Term 2, Week 8	<p>Description: Students respond to a diverse range of drama texts (images and/or short videos), using sentence starters to:</p> <ul style="list-style-type: none"> • identify where they experience drama • describe how people across cultures, communities and/or other contexts experience drama. <p>Technique: Short response Mode: Spoken/signed Conditions:</p> <ul style="list-style-type: none"> • up to 30 seconds • broken into components and completed over multiple lessons 	Term 3, Week 8 ongoing
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.		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.		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.		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.	
Moderation	Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.							

Content descriptions	Unit				Content descriptions	Unit				Content descriptions	Unit				Content descriptions	Unit			
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
Exploring and responding					Developing practices and skills					Creating and making					Presenting and performing				
explore where, why and how people across cultures, communities and/or other contexts experience drama AC9ADR2E01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	use the elements of drama and imagination in dramatic play and/or process drama AC9ADR2D01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	create and co-create fictional situations based on imagination and/or experience AC9ADR2C01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	share their drama in informal settings AC9ADR2P01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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