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|  | Prep Year to Year 2 band plan — Australian Curriculum: Drama  Overview for planning with the Australian Curriculum: The Arts |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | | | | | | | |
| Australian Curriculum: The Arts | | | Band: Prep Year–Year 2 | | | | Arts subject: Drama | | | |
| Identify curriculum[[1]](#footnote-1) | **Course organisation** | The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. 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 covers each of the five Arts subjects — Dance, Drama, Media Arts, Music and Visual Arts — across bands of year levels:   * Foundation to Year 2[[2]](#footnote-2) * Years 3 and 4 * Years 5 and 6 * Years 7 and 8 * Years 9 and 10.   Each subject focuses on its own practices, terminology and unique ways of looking at the world. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.  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.  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.   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.   In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world.  The Arts band plans are organised to:   * align with the Australian Curriculum: The Arts * identify opportunities for teaching, learning, assessment and feedback, organised in units according to band levels, and developed using the Australian Curriculum: Drama content descriptions and achievement standards.   The Arts band plans provide flexibility to:   * make decisions about how the subject will be implemented, based on the local context and needs of students in schools * implement each of the Australian Curriculum: The Arts subjects at least once per band. | | | | | | | | |
|  | **Phase curriculum focus** | Curriculum focus: Prep Year to Year 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 [[3]](#footnote-3)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. | | | | | | | | |
| **Band description** | 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. | | | | | | | | |
| **Achievement standard** | By the end of Year 2, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) what happens in drama they make, perform and view. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) some elements in drama and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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. | | | | | | | | |
| **Content descriptions** | For each unit:   * Explore [role](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=role) and [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) in dramatic play, [improvisation](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=improvisation) and [process drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=process+drama) [(ACADRM027)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRM027) * Use voice, facial expression, movement and space to imagine and establish [role](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=role) and situation [(ACADRM028)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRM028) * Present drama that communicates ideas, including stories from their community, to an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience) [(ACADRM029)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRM029) * Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples [(ACADRR030)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRR030) | | | | | | | | |
| Teaching and learning | **Viewpoints[[4]](#footnote-4)**  👁 | The Australian Curriculum: The Arts outlines a range of viewpoints — a collection of perspectives, lenses or frames through which artworks can be explored and interpreted. These perspectives, lenses and frames include the contexts, knowledge and evaluations students consider when both making and responding to artworks.  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.  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. | | | | | | | | |
| Key questions: Prep Year to Year 2   * Context as artist and audience * What sorts of drama are you familiar with? * Where and why do people make drama? | | | * Knowledge as artist and audience * How do people use their voice/s in drama? * What sorts of movements do people use in drama? | | | | * Evaluations as artist and audience * What does drama make you think about and why? * What do you like about drama you watch or make? | |
|  | **Unit overviews**  The Australian Curriculum assumes that all students will study the five Arts subjects from Foundation to the end of Year 6.  Schools decide which units of study per subject to complete, and how and when. This band plan provides five potential units. | Unit 1 — My place | | Unit 2 — Performance poetry | | **Unit 3 — Shopping roleplays** | | **Unit 4 — Drama stories from the past** | | **Unit 5 — Stories come to life** |
| Children make and respond to drama by exploring the school/local community/imagined places as stimulus for process drama and dramatic play.  Children will:   * explore [role](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=role) and [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) in [process drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=process+drama) and dramatic play about place/space identifying visual features of the place/space including special words such as those used by Aboriginal peoples and Torres Strait Islander peoples * use voice, facial expression, movement and space to imagine and establish [role](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=role) and situation * present drama that communicates ideas about place/space to an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience) * respond to own and others’ drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples. | | Children make and respond to drama by exploring performance poetry as stimulus.  Children will:   * explore role and dramatic action in dramatic play, improvisation and process drama, focusing on situations and ideas expressed in poetry * use voice, facial expression, movement and space to imagine and establish role and situation * present drama that communicates ideas about poetry to an audience * respond to own and others’ drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples. | | Children make and respond to drama by exploring money and features/values of Australian coins as stimulus.  Children will:   * explore [role](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=role) and [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) in dramatic play, [improvisation](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=improvisation) and [process drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=process+drama) focusing on situations involving money * use voice, facial expression, movement and space to imagine and establish [role](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=role) and situation * present drama that communicates ideas about shopping and money to an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience) * respond to own and others’ drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples. | | Children make and respond to drama by exploring photographs and/or stories of family and friends as stimulus.  Children will:   * explore role and dramatic action in dramatic play, improvisation and process drama about stories of family and friends * use voice, facial expression, movement and space to imagine and establish role and situation * present drama that communicates ideas about stories of family and friends to an audience * respond to own and others’ drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples. | | Children make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement.  Children will:   * explore [role](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=role) and [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) in texts and stories through dramatic play, [improvisation](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=improvisation) and [process drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=process+drama) * use voice, facial expression, movement and space to imagine and establish [role](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=role) and situation in drama based on stories * present drama that communicates ideas, including stories from their community, to an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience) * respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal peoples and Torres Strait Islander peoples. |
| **General capabilities** | Literacy   Critical and creative thinking    Personal and social capability     Intercultural understanding | | | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures | | | | | | | | |
| Develop assessment | **Assessment**  The *Prep Year to Year 2 The Arts: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_arts\_p2.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_p2.pdf) | Unit 1 — My place | | Unit 2 — Performance poetry | | **Unit 3 — Shopping roleplays** | | **Unit 4 — Drama stories from the past** | | **Unit 5 — Stories come to life** |
| The assessment for each unit provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Drama Foundation to Year 2 achievement standard. Children should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. It will gather evidence of children’s ability to: | | | | | | | | |
| * describe what happens in drama they make, perform and view about the place/s they live in * identify some elements in drama and describe where and why there is drama in the world around them * make and present drama that explores the school/local community/imagined places using the elements of role, situation and focus in dramatic play, improvisation and process drama. | | * describe what happens in performance poetry they make, perform and view * identify some elements in drama found in performance poetry and describe where and why there is drama * make and present performance poetry using the elements of [role](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=role), situation and [focus](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=focus) in dramatic play and [improvisation](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=improvisation). | | * describe what happens in drama they make, perform and view about shopping * identify some elements in drama when exploring shopping contexts and describe where and why there is drama * make and present drama about shopping and money using the elements of role, situation and focus in improvisation and dramatic play. | | * describe what happens in drama they make, perform and view about the stories of families and friends * identify some elements in drama when exploring stories from the past and describe where and why there is drama * make and present drama about stories from the past using the elements of role, situation and focus in dramatic play and improvisation. | | * describe what happens in drama they make, perform and view using the stimulus of text and stories * identify some elements in drama based on stories and texts and describe where and why there is drama * make and present drama based on the stimulus of text and stories using the elements of role, situation and focus in dramatic play and improvisation. |
| Make judgments  and use feedback | **Consistency of teacher judgments** | * Make judgments of student achievements using the relevant achievement standards and task-specific standards. * Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. * Make consistent and comparable judgments by matching characteristics of the student work and qualities in the achievement standards. | | | | | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* —[www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1](http://www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1). [↑](#footnote-ref-1)
2. Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June. [↑](#footnote-ref-2)
3. Purposeful play is a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations (*Early Years Learning Framework*). [↑](#footnote-ref-3)
4. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* *— Drama: Rationale* and *Learning in Drama*, [www.australiancurriculum.edu.au/the-arts/drama/rationale](http://www.australiancurriculum.edu.au/the-arts/drama/learning-in-drama). [↑](#footnote-ref-4)