

Introducing Drama

Australian Curriculum: The Arts

Transcript of video 1 of 5

This video is available from <http://www.qcaa.qld.edu.au/arts-drama.html>.

Australian Curriculum: The Arts is available from <http://www.qcaa.qld.edu.au/32902.html>.

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The two strands of the Australian Curriculum: The Arts are Making and Responding. Making refers to drawing on a variety of skills, techniques and processes to both create and then share the drama. Responding is the ability to reflect on the sharing of drama works from an audience's perspective and as the creator of the work.

Teaching excerpt

Annette

So what could you improve for next time?

Student

I probably should have been louder, because I wasn't very loud. And varying my voice, because I was mainly ... because we were sad, I was just mainly really sad and slow, but I think I could have done better than what I did.

End of teaching excerpt

Annette

In the Australian Curriculum: The Arts, the viewpoints are the perspectives through which work can be created or referred to. And these are either from the audience's perspective or the artist's perspective.

For the audience's perspective, they may view a work that's shared from a social or cultural perspective, dependent on the content of the work. And from an artist's perspective, they might be asked to consider some of the elements of drama in the way that they make and share the work.

The elements of drama are smaller components [that] work together to create dramatic action and meaning. Some of these include: role, character, relationships, situation, place, time and symbol.

Teaching excerpt

Excellent, ladies. Some lovely choices being made about the roles you're going to play, the relationship between the characters, and the situation you're finding yourselves in. We're going to make two more choices. You may have already decided on these when you were thinking about your situation. But I'd like you to think about the place, so *where* you are in your situation. I know for these girls who were going on the ballet trip, they said they were at the airport.

I'd also like you to think about *when* it is. So it's in the present day, but is it the morning? Is it going to be in the afternoon? Is it late at night? Because the *time* might affect the situation. It might affect the

sorts of *behaviours* you have, the sorts of things you *do* at night, the sorts of things you might *eat* or *say*. So it will affect a number of different things. Same with the place, because we do behave in certain ways in different places.

End of teaching excerpt

Production or design elements in drama help to assist the work that students create. These might be decisions about the use of space, lighting, music and other factors that enhance the overall product and result. Dramatic conventions are commonly accepted techniques [that] are associated with various forms and styles of drama. For example, the form of process drama might use conventions such as ...

Teaching excerpt

- Student [‘Tap and talk’ appears on screen] This is a picture of my grandpa and I, which is what I got from him before he passed away.
- Annette [‘Picture books as stimulus’ appears on screen] Now, we’re going to be working with a picture from the book *The Little Refugee*.
- Student [‘Bringing a freeze frame to life’ appears on screen] Come on, Ahn. We’re going to be late.
- Annette No, I’m all right. I don’t want to come.
- Student [‘Rituals’ appears on screen] We’re going to go through what I call the ritual of packing it.
- Annette In order to find out the elements and principles [that] are used for Year 5 and 6 Drama, you can go to the Australian Curriculum website and there will be a list of the specific elements that pertain to those year levels, as well as the knowledge and skills.