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|  | Years 3 and 4 band plan — Australian Curriculum: DramaOverview 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: Years 3–4 | 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.
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|  | **Phase curriculum focus** | Curriculum focus: Years 3 to 6 Through the primary years, students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationships with others. In Years 3 to 6, learning in the Arts occurs both through integrated curriculum and The Arts subject-specific approaches. Some of the instinct to play evident in the early years becomes formalised into both experimentation and artistic practice. Students in these years increasingly recognise the connections between the Arts and other learning areas.While arts in the local community continues to be the initial focus for learning in the Arts, 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 tell history through combinations of art forms. They learn that particular Aboriginal and Torres Strait Islander histories have been recorded and will explore the meanings of stories and styles in which they are told. 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.Students also study artworks which represent Australia’s connections with other places, the effects of these interconnections and the factors that affect people’s knowledge and opinions of other places.During these years of schooling, students’ thought processes become more logical and consistent, and they gradually become more independent as learners. Students talk about changes in their own thinking, performance or making, giving reasons for their actions and explaining and demonstrating their organisation of ideas. They begin to recognise, appreciate and value the different ways in which others think, act and respond to artworks and consider how practices in the Arts may be enacted and sustained. |
| **Band description** | 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. |
| **Achievement standard** | By the end of Year 4, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) similarities and differences between drama they make, perform and view. They [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) how they and others [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) the elements of drama 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** | For each unit: * Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama [(ACADRM031)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRM031)
* Use voice, body, movement and language to sustain [role](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=role) and relationships and create [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) with a sense of time and place [(ACADRM032)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRM032)
* Shape and perform [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama [(ACADRM033)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRM033)
* 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](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+drama) to make comparisons [(ACADRR034)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRR034)
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| Teaching and learning | **Viewpoints[[3]](#footnote-3)** 👁 | 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: Years 3 and 4* Context as artist and audience:
* Why do you think people from different cultures make drama?
* What does drama tell us about the past, people and places?
 | * Knowledge as artist and audience:
* How do the performers vary their voices, movements and gestures to create and share believable characters and create dramatic action?
* How are the elements of drama such as role, situation, time and place used in drama?
* What production/design elements are used in drama?
 | * Evaluations and judgments as artist and audience:
* How does drama make you feel and why?
* What relationships and situations do you recognise in the drama you watch and listen to?
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| **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 three potential units. | Unit 1 — Dramatic traditions | Unit 2 — Country/Place | Unit 3 — Exploring issues through drama |
| Students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia’s neighbouring countries as stimulus.Students will:* explore ideas and narrative structures of stories from Australia and neighbouring countries through roles and situations and use empathy in their own improvisations and devised drama
* use voice, body, movement and language to sustain role and relationships and create [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) with a sense of time and place
* shape and perform [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) using narrative structures and tension in devised and scripted drama
* identify intended purposes and meaning of drama using the [elements of drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+drama) to make comparisons.
 | Students explore connection to Country/Place through Dreaming stories and Before Time stories as stimulus.Students will:* explore ideas and narrative structures in Dreaming stories and Before Time stories through roles and situations and use empathy in their own improvisations and devised drama
* use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place
* shape and perform dramatic action using narrative structures and tension in devised and scripted drama
* identify intended purposes and meaning of drama using the elements of drama to make comparisons.
 | Students make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.Students will:* explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue
* use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama
* shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama
* identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal peoples and Torres Strait Islander peoples, using the elements of drama to make comparisons.
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| **General capabilities**  |  Literacy   Critical and creative thinking    Personal and social capability     Intercultural understanding    Ethical understanding |
| **Cross‑curriculum priorities**  |  Aboriginal and Torres Strait Islander histories and cultures  |
| Develop assessment | **Assessment**The *Years 3 to 6 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\_yr3-6.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr3-6.pdf) | Unit 1 — Dramatic traditions | Unit 2 — Country/Place | Unit 3 — Exploring issues through drama |
| 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: Dance Years 3 and 4 achievement standard. Students 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 their ability to:  |
| * describe and discuss similarities and differences between drama from different traditions they make, perform and view
* discuss how they and others use the stimulus of different traditions to organise the elements of drama in their own drama
* use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama from different traditions
* collaborate to plan, make and perform drama that communicates ideas from different traditions.
 | * describe and discuss similarities and differences between drama they make, perform and view about Country/Place including Dreaming stories and Before Time stories
* discuss how they and others use the stimulus of Country/Place to organise the elements of drama in their own drama
* use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama about Country/Place including Dreaming stories and Before Time stories
* collaborate to plan, make and perform drama that communicates ideas about different Country/Place including Dreaming stories and Before Time stories.
 | * describe and discuss similarities and differences between drama they make, perform and view that investigates issues and ideas about the world
* discuss how they and others organise the elements of drama in their own drama to express issues and ideas about the world
* use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama that incorporates issues and ideas about the world
* collaborate to plan, make and perform drama that communicates issues and ideas about the world.
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| 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.
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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. 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-3)