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|  | Years 5 and 6 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 5–6  | 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 5 and 6, learning in Drama builds on the experience of the previous band. It involves students making and responding to devised and scripted drama independently, and collaboratively with their classmates, teachers and communities.Students develop character through voice and movement and extend their understanding and use of situation, focus, tension, space and time. They explore language and ideas to create dramatic action and consider mood and atmosphere in performance. They use conventions of story and other devices such as dramatic symbol to communicate meaning and shape and sustain 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 those of the Asia region. Students learn about drama in and beyond their local community. Students explore how Aboriginal and Torres Strait Islander drama develops narrative, drives dramatic tension and uses performance styles and symbolism to communicate ideas.As they make and respond to drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension. They explore the social, cultural and historical contexts of drama. They evaluate the use of elements of drama in drama they view and perform.Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse performances.  |
| **Achievement standard** | By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how dramatic action and meaning is communicated in drama they make, perform and view. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how drama from different cultures, times and places influences their own drama making.Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences. |
| **Content descriptions** | For each unit: * Explore [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action), empathy and space in improvisations, [playbuilding](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=playbuilding) and scripted drama to develop characters and situations [(ACADRM035)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRM035)
* Develop skills and techniques of voice and movement to create [character](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=character), mood and [atmosphere](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=atmosphere) and [focus](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=focus) [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) [(ACADRM036)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRM036)
* Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and [design elements](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=design+elements) to share community and cultural stories and engage an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience) [(ACADRM037)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRM037)
* Explain how the [elements of drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+drama) and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama [(ACADRR038)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADRR038)
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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 5 and 6* Context as artist and audience:
* What clues tell us about drama in different societies, cultures, environments and times?
* What is similar or different about drama from different places, times and cultures?
 | * Knowledge as artist and audience:
* What are the characteristics of different performance styles of drama?
* How are voice, movement, gesture and the body used to represent a character, situation or idea?
* What production/design elements are used to represent/enhance dramatic action?
 | * Evaluations and judgments as artist and audience:
* What decisions do people make to enhance drama for audiences?
* How are narrative, dramatic tension, and dramatic symbol developed?
* How does the process of developing devised drama differ from scripted drama?
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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 five potential units. | Unit 1 — Natural disasters | Unit 2 — Drama in other countries | **Unit 3 — Performance and design: Transformations** |
| Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus.Students will:* explore [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action), empathy and space in improvisations, [playbuilding](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=playbuilding) and scripted drama to develop characters and situations in response to stimulus of earthquakes, volcanoes, cyclones and floods
* develop skills and techniques of voice and movement to create [character](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=character), mood and [atmosphere](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=atmosphere) and [focus](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=focus) [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action)
* rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and [design elements](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=design+elements) to share community and cultural stories about the impact of natural disasters and engage an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience)
* explain and compare how the [elements of drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+drama) and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities.
 | Students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus.Students will:* explore [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action), empathy and space in improvisations, [playbuilding](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=playbuilding) and scripted drama around ideas related to the interconnections between people and the environment (climate, landforms) to develop characters and situations
* develop skills and techniques of voice and movement to create [character](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=character), mood and [atmosphere](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=atmosphere) and [focus](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=focus) [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action)
* rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and [design elements](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=design+elements) to share community and cultural stories (including those of Europe and North America) and engage an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience)
* explain how the [elements of drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+drama) and production elements communicate meaning by comparing drama from different social, cultural and historical contexts in Europe and North America.
 | Students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, puppetry, clowning, mask, media, props and alternative performance spaces.Students will:* explore [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action), empathy and space in drama forms that use more than the human body through improvisations, [playbuilding](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=playbuilding) and scripted drama to develop characters and situations
* develop skills and techniques of voice and movement to create [character](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=character), mood and [atmosphere](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=atmosphere) and [focus](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=focus) [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) in drama forms that use more than the human body
* rehearse and perform devised and scripted drama (in drama forms that use more than the human body) to develop narrative; drive dramatic tension; and use dramatic symbol, performance styles and [design elements](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=design+elements) to share community and cultural stories and engage an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience)
* explain how the [elements of drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+drama) and production elements (in drama forms that use more than the human body) communicate meaning by comparing drama from different social, cultural and historical contexts.
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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 — Natural disasters | Unit 2 — Drama in other countries | **Unit 3 — Performance and design: Transformations** |
| 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 5 and 6 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:  |
| * explain how [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) and meaning is communicated in drama they make, perform and view about the impact of natural disasters on communities
* explain how drama from different cultures, times and places influences their own drama making about natural disasters
* work collaboratively as they use the [elements of drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+drama) to shape [character](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=character), voice and movement in [improvisation](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=improvisation), [playbuilding](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=playbuilding) and performances of devised and scripted drama for audiences about the impact of natural disasters on communities.
 | * explain how [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) and meaning is communicated in drama they make, perform and view from other cultures and countries
* explain how drama from different cultures (including Europe and North America), times, and places influences their own drama making
* work collaboratively as they use the [elements of drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+drama) to shape [character](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=character), voice and movement in [improvisation](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=improvisation), [playbuilding](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=playbuilding) and performances of devised and scripted drama about other countries and cultures for audiences.
 | * explain how [dramatic action](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dramatic+action) and meaning is communicated in drama forms that use more than the human body in drama they make, perform and view
* explain how drama from different cultures, times and places influences their own drama making and can use more than the human body
* work collaboratively as they use the [elements of drama](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+drama) to shape [character](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=character), voice and movement in [improvisation](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=improvisation), [playbuilding](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=playbuilding) and performances of devised and scripted drama forms (that use more than the human body) for audiences.
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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)