

MOUNTAIN GOAT

MOUNTAIN

LINKS TO THE AUSTRALIAN CURRICULUM

FOUNDATION YEAR THE ARTS: DRAMA	
<p>LEVEL DESCRIPTION</p>	<p>In Foundation, Arts learning fosters students' understanding of how the arts enrich their lives and the lives of all people. Engagement with the arts strengthens students' sense of wellbeing and develops their connections with the world. Arts learning involves exploration and purposeful, creative play, together with structured learning appropriate for their level of development. In The Arts, students work individually and collaboratively with peers and teachers, drawing on their imaginations, stimulus materials such as images or works of fiction, and real-life experiences.</p> <p>Students use arts knowledge and skills to make arts works that represent their ideas about the world and share their work with peers in informal settings. They experience being an audience. As they make and respond, students learn about safe practices in the arts.</p> <p>In Foundation, learning in Drama can involve students:</p> <ul style="list-style-type: none"> ❖ discovering how they and others communicate feelings and understandings in and through drama exploring elements of drama such as role, situation, language and place, and drama forms such as dramatic play, process drama and/or puppetry ❖ accepting and participating in fictional situations ❖ reflecting on their drama experiences and contributing to the drama using language and/or in embodied ways.
<p>CONTENT DESCRIPTIONS</p>	<hr/> <p>CREATING AND MAKING</p> <p>Create arts works that communicate ideas (AC9ADRFC01):</p> <ul style="list-style-type: none"> ❖ creating works in response to inspiration from sources such as play, imagination, observation, literature, artworks from their cultures and communities or arts knowledge and skill development activities ❖ repurposing materials and objects such as clothing or packing boxes as starting points for imagining

MOUNTAIN GOAT

MOUNTAIN

	<p>and developing scenes and scenarios; for example, using packing boxes to create an imagined environment or vehicle</p> <ul style="list-style-type: none"> ❖ considering as a class the characters and situations associated with a story and then re-imagining them by asking questions of the story, such as “What’s up?”, “What happens next?” or “What else might/could happen?” to support the development of their own socio-dramatic or miniature worlds play
	<hr/> <p>PRESENTING AND PERFORMING</p> <p>Share their arts work with audiences (AC9ADRF01):</p> <ul style="list-style-type: none"> ❖ sharing their artworks with the class via a “gallery” or “performance walk”; for example, walking around the space looking at the works and using positive language to comment on the works and identify features such as similarities or differences, use of materials and elements of art/design, such as line ❖ sharing their work with their teacher and responding to questions such as “What is going on in your work?”, “Tell me the story of what is happening?”, “What did you enjoy about making this work?”
<p>ACHIEVEMENT STANDARD</p>	<p>By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.</p> <p>Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.</p> <p>https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/drama/foundation-year?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0</p>