

MOUNTAIN GOAT

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LINKS TO THE AUSTRALIAN CURRICULUM

YEARS 1 AND 2 THE ARTS: DRAMA	
LEVEL DESCRIPTION	<p>In this band, students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers, drawing on their imagination, real-life experiences and learnings from across the curriculum.</p> <p>Students connect with people living and working in the community who create and/or perform drama; for example, by experiencing live or virtual performances. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own drama. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, communities and/or other contexts.</p> <p>In this band, the focus is on students:</p> <ul style="list-style-type: none"> ❖ exploring and responding to <ul style="list-style-type: none"> • drama across cultures, communities and/or other contexts through experiencing and participating ❖ developing creative and critical practices <ul style="list-style-type: none"> • creative practices for creating and performing drama, using the elements of drama such as role, situation, language, place and movement • critical practices such as observing, reflecting on and responding to drama they experience, including their own drama ❖ creating drama using forms such as dramatic play, process drama, puppetry, improvisation, Readers' Theatre and/or mime and movement ❖ performing/sharing drama in informal settings such as classroom presentations.
CONTENT DESCRIPTIONS	<hr/> <p>EXPLORING AND RESPONDING</p>

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	<p>Explore where, why and how people across cultures, communities and/or other contexts experience drama (AC9ADR2E01):</p> <ul style="list-style-type: none"> ❖ identifying where they might experience drama in their lives and community; for example, sharing experiences of attending drama performances at their school or taking part in drama in their community, and considering why these performances might have been created
	<hr/> <p>DEVELOPING PRACTICES AND SKILLS</p> <p>Use the elements of drama and imagination in dramatic play and/or process drama (AC9ADR2D01)</p> <ul style="list-style-type: none"> ❖ exploring a situation through dramatic play using familiar props; for example, empty containers (boxes, plastic bottles, food packaging), clothing or toys ❖ understanding and employing appropriate drama terminology when discussing drama, they have created and/or experienced; for example, using terms such as dramatic play, process drama, pretending, audience, theatre, performance, actors ❖ understanding and employing own language and drama terminology relating to the elements of drama, including role, place, situation, language and movement ❖ taking part in purposeful dramatic play focusing on creating roles and situations; for example, developing ideas from texts such as children’s literature or images ❖ taking turns in offering and accepting ideas, and staying in a role when participating in improvised drama
	<hr/> <p>CREATING AND MAKING</p> <p>Create and co-create fictional situations based on imagination and/or experience (AC9ADR2C01):</p> <ul style="list-style-type: none"> ❖ considering how unstructured materials might be used to create play spaces, or everyday clothing items might be used to symbolise roles (hats, coats, lab coats, briefcases, etc.) ❖ contributing ideas and actions within whole group or small group improvisations as part of a process

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	<p>drama to support or extend the offerings of others, including teacher-in-role</p> <ul style="list-style-type: none"> ❖ communicating non-verbally by using facial expressions and movements to explore and show role and situation when participating in mime or movement-based drama ❖ accepting the pretence situation established by others or participating in its active development; for example, by creating relevant props and suggesting relevant roles or additional situations to explore ❖ using inquiry questions to propose situations to explore in dramatic play and process drama, such as “What else might happen to these characters?”, “What might happen next?”, “What might have happened before the story?”, “What if I was there?”
	<hr/> <p>PRESENTING AND PERFORMING</p> <p>Share their drama in informal settings (AC9ADR2P01):</p> <ul style="list-style-type: none"> ❖ considering their personal responses to drama experiences at school, in their homes or in their communities; for example, reflecting on their drama using questions such as, “What do you want your audience to think about your drama?”, “What did this drama make you think about?”, “How did you feel when making/watching the drama?”, and evaluating: “What did you like best in the drama? Why?”
<p>ACHIEVEMENT STANDARD</p>	<hr/> <p>SUBJECT ACHIEVEMENT STANDARD</p> <p>By the end of Year 2, students identify where they experience drama. They describe where, why and/or how people across cultures, communities and/or other contexts experience drama.</p> <p>Students pretend and imagine as they create roles and situations in improvised drama and/or dramatic play. They perform their drama in informal settings.</p> <p>https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/drama/year-1?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>

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