

MOUNTAIN GOAT

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LINKS TO THE AUSTRALIAN CURRICULUM

YEAR 3 THE ARTS: DRAMA

LEVEL DESCRIPTION

In this band, learning in The Arts builds on each student's prior learning and experiences. Arts learning continues to use purposeful and creative play-based activities that foster development of students' identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using subject-specific skills, and creative and critical practices. They work individually and in collaboration with peers and teachers.

Students continue to explore drama that they experience at home, school or through family and community events. They 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 making and responding . 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, times, places and/or other contexts such as countries or cultures in Asia.

In this band, the focus is on students:

- ❖ exploring and responding to
 - works and experiences that showcase where, why and how drama is created, performed and used across cultures, times, places and/or other contexts; for example, participating in drama events as performer and audience
- ❖ developing creative and critical practices and skills
 - creative practices for creating and performing drama using elements of drama such as role, situation, language, place, movement, character, relationships, voice and time

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	<ul style="list-style-type: none"> • critical practices for observing, reflecting on and responding to drama they experience, including their own drama ❖ creating drama in improvised and devised forms such as dramatic play, process drama, puppetry, improvisation, Readers' Theatre, mime and movement, and/or basic play-building
<p>CONTENT DESCRIPTIONS</p>	
	<hr/> <p>EXPLORING AND RESPONDING</p> <p>Explore where, why and how drama is created and/or performed across cultures, times, places and/or other contexts(AC9ADR4E01):</p> <ul style="list-style-type: none"> ❖ listening to actors in a drama created for purposes such as entertainment or infotainment talk about how they developed their character and what they found interesting or surprising about the imaginary world they created; then considering and discussing the actors' responses ❖ reflecting on live or recorded drama performances and asking questions such as “What is the purpose of this drama?”, “What features and ideas in the drama come from other cultures, times and places?”, “How could we use these ideas in our drama?”, “Why do you think people from diverse cultures create drama for similar purposes?”
	<hr/> <p>DEVELOPING PRACTICES AND SKILLS</p> <p>Use the elements of drama to explore and develop ideas for dramatic action in improvisations and/or devised drama (AC9ADR4D01):</p> <ul style="list-style-type: none"> ❖ exploring roles and situations; for example, by using language (choice of words, expressions and tone) or experimenting with ways to heighten tension in the dramatic action
	<hr/> <p>CREATING AND MAKING</p> <p>Improvise and/or devise and shape drama using the elements of drama to communicate ideas, perspectives and/or meaning(AC9ADR4C01):</p>

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	<ul style="list-style-type: none"> ❖ devising dialogue for a previously “wordless story” or devising dramatic action/movement for a story they know only through spoken (audio) sources ❖ using the elements of drama and the principles of story to shape improvisations to communicate their intentions as drama makers; for example, establishing time and place, and the roles and characters in the drama ❖ working in groups to devise sections of a drama (for example, using process drama strategies) and then, working as a class, using a guided play-building process to combine the sections
	<hr/> <p style="text-align: center;">PRESENTING AND PERFORMING</p> <p>Perform improvised and/or devised drama in informal settings (AC9ADR4P01):</p> <ul style="list-style-type: none"> ❖ using voice, movement and language to sustain role and relationships when performing drama; for example, varying facial expressions and movements to create roles and situations ❖ manipulating focus, tension, space and time to shape dramatic action when performing their drama
<p>ACHIEVEMENT STANDARD</p>	<hr/> <p style="text-align: center;">SUBJECT ACHIEVEMENT STANDARD</p> <p>By the end of Year 4, students describe use of selected elements of drama in drama they experience, create and/or perform. They describe where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts.</p> <p>Students use selected elements of drama when creating drama and/or performing. They collaborate to improvise and/or devise drama that communicates ideas, perspectives and/or meaning. They perform their work in informal settings.</p> <p>https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/drama/year-3?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>