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| **CURRICULUM AREA – The Arts: Drama** |
| **Context**Using familiar folk stories, students investigate how storytelling can express creativity and communicate ideas. Through dramatic play activities, they explore different character perspectives and learn how to use their bodies, voice and facial expressions to create a range of characters and situations.  They develop an understanding of why people tell stories and the different forms of storytelling. In small groups, students improvise dramatic performances for an audience and reflect on the performances by explaining what they enjoyed and why.  |
| **Drama: Foundation Level** *Content Descriptions addressed in this example*Explore ideas for characters and situations through dramatic play [(VCADRE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE017)Use voice, facial expression, movement and space to imagine and improvise characters and situations [(VCADRD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD018)Present drama that communicates ideas and stories [(VCADRP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP019)Respond to drama, expressing what they enjoy and why [(VCADRR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR020)Note: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted.  |
|  | **VCAA example of indicative progress towards the Foundation Level Achievement Standard** | **Foundation Level Achievement Standard** |
|  | Indicative progress towards the Foundation Level achievement standard may be when students:* Participate in dramatic play
* use body/voice/face to communicate ideas about characters
* show drama ideas to peers
* talk about ideas for characters
 | By the end of Foundation level students make and perform drama that communicates ideas and stories. Students discuss characters and situations in drama they make, perform and view. |

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| **CURRICULUM AREA – The Arts: Drama** |
| **Context**Students explore how different cultures communicate ideas and stories through drama, as they investigate Koorie stories from their local area and myths, fables and stories from other cultures from around the world that are relevant to them. They engage in small group and whole group teacher-led activities, where they develop their ability to create characters using voice, body and space. Students watch drama performances from their local community and around the world using available technology.  They are encouraged to talk about the different ways voice and movement are used in the drama they have seen and describe what they enjoyed and why. |
| **Drama: Level 1-2** *Content Descriptions addressed in this example** Explore ideas and narrative structures 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, including the drama of Aboriginal and Torres Strait Islander Peoples

Note: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted.  |
| **Foundation Level Achievement Standard** | **VCAA example of indicative progress towards Levels 1-2 Achievement Standard** | **Levels 1-2 Achievement Standard** |
| By the end of Foundation level students make and perform drama that communicates ideas and stories.Students discuss characters and situations in drama they make, perform and view. | Indicative progress towards the Levels 1-2 achievement standard may be when students:* explore ideas they identify in stories, myths, fables
* create roles and situations
* present improvised material to the class
* create a storyboard that articulates ideas in drama they have viewed
 | By the end of Level 2, students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.Students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.  |

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| **CURRICULUM AREA – The Arts: Drama** |
| **Context**Students work both independently and collaboratively throughout this unit to explore ideas surrounding peace and conflict resolution.  They brainstorm examples of conflict in their own lives, community and the world around them, and discuss ways in which conflict is resolved.  Through a variety of drama exercises including role-play, mime and improvisation the students learn how to use their voice, bodies and movement to show conflict, tension and develop dramatic action.  In small groups, the students devise a short role-play involving a form of conflict and peace resolution to perform to the class.  |
| **Drama: Levels 3-4:** *Content Descriptions addressed in this example** Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama [(VCADRE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE025)
* Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place [(VCADRD026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD026)
* Shape and perform dramatic action using narrative structures and tension in devised and scripted drama [(VCADRP027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP027)
* Identify intended purposes and meaning of drama, including the drama of Aboriginal and Torres Strait Islander Peoples [(VCADRR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR028)

Note: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted.  |
| **Levels 1-2 Achievement Standard** | **VCAA example of indicative progress towards Levels 3-4 Achievement Standard** | **Levels 3-4 Achievement Standard** |
| By the end of Level 2, students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.Students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.  | Indicative progress towards the Level 4 achievement standard may be when students:* contribute ideas when improvising drama in a group
* explore options for creating a sense of time or place in their drama
* develop skills in using focus
* identify use of the elements of drama in improvisations
 | By the end of Level 4, students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They use performance skills to communicate ideas and create a sense of time and place in their drama.Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience. |
| **CURRICULUM AREA – The Arts: Drama** |
| **Context** Students explore themes of belonging, relationships and communication as they develop their understanding of play-building and how to create characters.  They learn how to use their bodies, voice and movement to portray different character traits and emotions.  Students work independently to create their own characters and then develop a short scripted drama in small groups, based on the unit’s themes.  |
| **Drama: Levels 5-6** *Content Descriptions addressed in this example** Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations [(VCADRE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE029)
* Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action [(VCADRD030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD030)
* Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience[(VCADRP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP031)
* Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts including in the drama of Aboriginal and Torres Strait Islander Peoples [(VCADRR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR032)

Note: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted.  |
| **Levels 3-4 Achievement Standard** | **VCAA example of indicative progress towards Levels 5-6 Achievement Standard** | **Levels 5-6 Achievement Standard** |
| By the end of Level 4, students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They use performance skills to communicate ideas and create a sense of time and place in their drama.Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience. | Indicative progress towards the Level 6 achievement standard may be when students:* improvise to explore options for using specific elements of drama to create characters
* develop skills in using specific techniques to focus dramatic action
* learn and rehearse a part/s for scripted drama
* outline intended meaning to the audience when introducing a showing of work in progress
 | By the end of Level 6, students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences.Students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. |