

BOONDALL STATE SCHOOL DRAMA YEAR LEVEL PLAN : YEAR 3 and 4

THE ARTS - DRAMA	40 min /week	Band Description	<p>In Years 3 and 4, learning in The Arts builds on the experience of the previous band. It involves students making and responding to artworks independently and collaboratively with their classmates and teachers. As they experience The Arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity. As they make and respond to artworks, students explore meaning and interpretation, elements and forms, and social and cultural contexts of the arts. They make personal evaluations of their own and others' artworks, making connections between their own artistic intentions and those of other artists.</p> <p>Students continue to learn about safe practices in the arts and in their interactions with other artists. Their understanding of the role of the artist and the audience builds on their experience from the previous band. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks.</p> <p>In Years 3 and 4, students' awareness of themselves and others as audiences is extended beyond the classroom to the broader school context.</p> <p>In Drama, students:</p> <ul style="list-style-type: none"> • extend their understanding of role and situation as they offer, accept and extend their ideas in improvisation • vary voice and movement to create role when devising drama • learn about focus, tension, space and time in their own and others' drama • explore meaning and interpretation, forms and elements including voice, movement, situation, time and place, and tension as they make and respond to drama • use language and ideas to shape dramatic action • use story structures to shape drama for audiences. 	
		Unit Description	Year 3 Semester Two	Year 4 Semester Two
			OUR SPECIAL PLACE (adapted C2C unit 2 and QCAA unit)	DRAMATIC TRADITIONS (adapted C2C unit 3 and QCAA unit)
			<p>In this unit, students explore connections to Country/Place through Dreaming stories and Before Time stories as stimulus. Students work in groups create, present and respond to a drama story that expresses their ideas and feelings about a special place in the school.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures in Dreaming stories and Before Time stories 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 using the elements of drama to make comparisons. <p><i>Make and perform a short scene about a special place in the school using movement and vocal skills</i> <i>Respond orally to short scenes displaying knowledge of role and situation.</i></p>	<p>In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama. Students work in small groups to create, present and respond to a freeze frame story around a chosen newspaper headline.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama • shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama • identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, using the elements of drama to make comparisons. <p><i>Make and perform a freeze frame story (using a newspaper headline as stimulus) using elements of drama to create role and situation</i> <i>Respond to and reflect on freeze frame stories presented</i></p>
		<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>		
Assessment	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama • collaborate to plan, make and perform drama that communicates ideas • describe and discuss similarities between drama they make, perform and view • discuss how they and others organise the elements of drama in their drama. <p><i>Oral responses (anecdotal records)</i> <i>Creation of short drama working in a collaborative manner to show understanding of dramatic elements (anecdotal records)</i> <i>Performance of drama story about a special place (video)</i> <i>Written reflection about own performance</i></p>	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe and discuss similarities and differences between drama they make, perform and view • discuss how they and others organise the elements of drama in their drama • use relationships, tension, time, place and narrative structure when improvising and performing devised and scripted drama • collaborate to plan, make and perform devised drama that communicates ideas. <p><i>Oral responses (anecdotal records)</i> <i>Creation of a freeze frame story working in a collaborative manner to show understanding of dramatic elements (anecdotal records)</i> <i>Assessing the performance of a freeze frame drama (video)</i> <i>Written response task identifying elements of drama and reflections about own and others performances</i></p>		
Assessment Conventions	<p>Text – practical, performance, review and respond Technique – practical performance, written test, checklist Mode – verbal performance, written, spoken Conditions – in class, in small groups, scaffolding provided, teacher feedback provided</p>	<p>Text – practical, performance, review and respond Technique – practical performance, written test, checklist Mode – non-verbal performance, written, spoken Conditions – in class, in pairs, scaffolding provided, teacher feedback provided</p>		

Aspects of Achievement Standard	<p>By the end of Year 4, 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 in their drama.</p> <p>Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.</p> <p>Taught</p> <p>Assessed</p>		<p>By the end of Year 4, 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 in their drama.</p> <p>Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.</p> <p>Taught</p> <p>Assessed</p>	
	All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the Arts - Drama.			
Moderation	<p>Consistency of teacher judgments</p> <p>Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>			
General capabilities and cross-curriculum priorities	Opportunities to engage with:	Opportunities to engage with:	Opportunities to engage with:	Opportunities to engage with:
Key	<p><i>General capabilities</i></p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 		<p><i>Cross-curriculum priorities</i></p> <ul style="list-style-type: none"> Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 	
			<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 	
Content descriptions for Years 3 & 4 ARTS	Years 3 and 4 content descriptions			Semester Two
	Making — Exploring ideas and improvising with ways to represent ideas			
	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031)			✓
	Making — Developing understanding of practices			
	Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032)			✓
	Making — Sharing artworks through performance, presentation or display			
	Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)			✓
	Responding — Responding to and interpreting artworks			
Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons (ACADRR034)			✓	
<p><i>Content Descriptions in each Arts subject focus on similar concepts and skills that across the bands, present a developmental sequence of knowledge, understanding and skills. The concepts for each subject are derived from the Content Descriptions and Achievement Standards, and are supported by The Arts viewpoints ahunt26of contexts, knowledge, evaluations and judgments.</i></p>				