

BOONDALL STATE SCHOOL DRAMA YEAR LEVEL PLAN : YEAR 5 and 6

THE ARTS - DRAMA	40 min /week	Band Description	<p>In Years 5 and 6, 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 the arts, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in artworks they make and observe. Students extend their understanding of safety in the arts. In Years 5 and 6, their understanding of the roles of artists and audiences builds on previous bands. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.</p> <p>In Drama, students:</p> <ul style="list-style-type: none"> develop understanding of character through voice and movement and extend their understanding and use of situation, focus, tension, space and time extend their understanding and use language and ideas to create dramatic action and consider mood and atmosphere in performance use conventions of story and other devices such as dramatic symbol to communicate meaning and shape and sustain drama for audiences explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama. explore meaning and interpretation, forms and elements of dance, including the use of space and energy in dances as they make and respond to dance. 	
		Unit Description	Year 5 Semester Two	Year 6 Semester Two
			SPACE TROOPERS (adapted QCAA unit)	NATURAL DISASTERS (adapted C2C unit 1)
			<p>In this unit, students make and respond to drama by exploring drama from different cultures, time and places. Students are enrolled as space troopers in a process drama. They work in teams to make decisions and problem solve in response to a mission brief.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situations develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action rehearse and perform a drama that develops narrative, drives dramatic tension and engages an audience explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts. <p><i>Make and perform in small groups in role as a space trooper in a process drama displaying knowledge and understanding of role and situation</i></p> <p><i>Express ideas and interpretations about the process drama created and viewed, identifying how the elements of drama were used</i></p>	<p>In this unit, students make and respond to drama exploring the impact of natural disasters on communities. Student will create a documentary drama about a natural disaster exploring appropriate roles and situation while developing tensions and relationships.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations in response to stimulus of earthquakes, volcanoes, cyclones and floods develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities. <p><i>Work collaboratively to develop the elements of drama to shape character, voice and movement in improvisation and play building</i></p> <p><i>Create 3 short scenes depicting the impact of natural disasters</i></p> <p><i>Explains how dramatic action and meaning are communicated in drama they make, perform and view.</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"> creates appropriate dramatic action by selecting elements and conventions to express ideas relevant to space trooper role, context and purpose. demonstrates focus for most key moments of the process drama, moving clearly to show dramatic action and speaking slowly, clearly and loudly enough to be heard and understood. expresses impressions and interpretations of their own and others' responses to the space trooper context and purpose using drama languages. <p><i>Oral responses (anecdotal records)</i></p> <p><i>Creation of space mission drama story working in a collaborative manner to show understanding of dramatic elements (anecdotal records)</i></p> <p><i>Assessing the performance of a space mission drama (video)</i></p> <p><i>Written response task identifying elements of drama and reflections about own and others performances</i></p>	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> explain how dramatic action and meaning are communicated in drama they make, perform and view explain how drama from different cultures, times and places influences their own drama making work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences. <p><i>Oral responses (anecdotal records)</i></p> <p><i>Creation of 3 short scenes working in a collaborative manner to show understanding of dramatic elements (anecdotal records)</i></p> <p><i>Performance of a natural disaster drama (video)</i></p> <p><i>Written response task identifying elements of drama and reflections about own and others performances</i></p>		
Assessment Conventions	<p>Text – performance, review and respond</p> <p>Technique – practical performance, written response, checklist</p> <p>Mode – verbal performance, written, spoken</p> <p>Conditions – in class, in small groups, scaffolding provided, teacher feedback provided</p>	<p>Text – performance, review and respond</p> <p>Technique – practical performance, written response, checklist</p> <p>Mode – verbal performance, written, spoken</p> <p>Conditions – in class, in small groups, scaffolding provided, teacher feedback provided</p>		

	Aspects of Achievement Standard	By the end of Year 6, 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. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences. Taught Assessed	By the end of Year 6, 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. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences. Taught Assessed
	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	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.	
General capabilities and cross-curriculum priorities	Opportunities to engage with:	Opportunities to engage with:	Opportunities to engage with:
Key	General capabilities	Cross-curriculum priorities	
	<ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 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 5 & 6 ARTS Review for balance and coverage of Content Descriptions and Concepts in each unit	Years 5 and 6 content descriptions		Semester Two
	Making — Exploring ideas and improvising with ways to represent ideas		
	Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035)		✓
	Making — Developing understanding of practices		
	Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036)		✓
	Making — Sharing artworks through performance, presentation or display		
	Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037)		✓
	Responding — Responding to and interpreting artworks		
Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)		✓	
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.			