

BOONDALL STATE SCHOOL DRAMA YEAR LEVEL PLAN : PREP – YEAR 2

THE ARTS - DRAMA 40 min /week	Band Description	In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world. In the Foundation Year, students undertake The Arts appropriate for their level of development. They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making. 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, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why. Students learn about safe practices in the arts through making and responding safely in the different arts subjects. They experience the role of artist and they respond to feedback in their art making. As an audience, they learn to focus their attention on artworks presented and to respond to artworks appropriately. In Foundation to Year 2, students learn to be an audience for different arts experiences within the classroom. In Drama, students: <ul style="list-style-type: none"> • become aware of role and situation as they listen and respond as fictional characters • explore voice and movement to create role • learn about focus and identifying the main idea of the drama • learn how their ideas can be expressed through role and story. 		
	Unit Description	Prep Semester One MY PLACE (adapted C2C unit 1)	Year 1 Semester One DRAMA STORIES FROM THE PAST (adapted C2C unit 4)	Year 2 Semester One STORIES COME TO LIFE (adapted C2C unit 5)
	Assessment	Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> • make drama using the elements of role, situation and focus in dramatic play and improvisation • present drama using the elements of role, situation and focus in dramatic play and improvisation <p><i>Oral responses (anecdotal records)</i> <i>Create 3 freeze frames to show a backyard activity (anecdotal records)</i> <i>Perform 3 freeze frames to show a backyard activity (video)</i></p>	Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> • identify some elements of drama • make and present drama using the elements of role, situation and focus in dramatic play and improvisation. <p><i>Oral responses (anecdotal records)</i> <i>Create a short drama story about a memory with a partner (anecdotal records)</i> <i>Perform a drama story about a memory with a partner (video)</i></p>	Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> • make and present drama using the elements of role, situation and focus in dramatic play and improvisation • describe what happens in drama they make, perform and view • identify some elements of drama and describe where and why there is drama. <p><i>Oral responses (anecdotal records)</i> <i>Create 3 freeze frames to show the dramatic retell of a story (anecdotal records)</i> <i>Perform a freeze frame drama (video)</i></p>
	Assessment Conventions	Text – performance Technique - practical Mode –verbal performance Conditions – in class, in pairs, teacher feedback provided	Text – performance Technique - practical Mode – verbal performance Conditions – in class, in pairs, teacher feedback provided	Text – performance, review and respond Technique – practical, oral response Mode – verbal performance, spoken Conditions – in class, in pairs or small groups, teacher feedback provided
	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.			

Aspects of Achievement Standard	By the end of Year 2, 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. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. Taught Assessed	By the end of Year 2, 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. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. Taught Assessed	By the end of Year 2, 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. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. 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	<i>General capabilities</i> Literacy Numeracy Information and Communication Technology (ICT) Capability	Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking	<i>Cross-curriculum priorities</i> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability
Content descriptions for Years Prep to 2 ARTS Review for balance and coverage of Content Descriptions and Concepts in each unit	Year Prep to Year 2 content descriptions		Semester Two
	Making — Exploring ideas and improvising with ways to represent ideas		
	Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)		✓
	Making — Developing understanding of practices		
	Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)		✓
	Making — Sharing artworks through performance, presentation or display		
	Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)		✓
	Responding — Responding to and interpreting artworks		
Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR030)		✓	
<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>			