

The Arts with Kathryn

Welcome to Term 2. During Term 2 the whole school will be continuing their learning about Drama. Below is a list of Content Descriptors taken from the Australian Curriculum and some examples of tasks that the students will be involved in.

Year 1

Explore role and dramatic action in dramatic play, improvisation and process drama

- Students will take part in purposeful dramatic play focusing on experiencing the roles and situations they create.



Receptions

Explore role and dramatic action in dramatic play, improvisation and process drama

- Students will explore possibilities for role and situation when participating in whole group teacher-led process drama and role play.

Use voice, facial expression, movement and space to imagine and establish role and situation

- Students will communicate non-verbally by using facial expressions and movements to explore and show various roles and situations.

Respond to drama and consider where and why people make drama

- Students will talk about how voices, movement and space are used in drama they make and see.



Use voice, facial expression, movement and space to imagine and establish role and situation

- Students will communicate verbally by using the voice to explore and show various roles and situations.

Respond to drama and consider where and why people make drama

- Students will identify where they might see and hear drama in their lives and community.

Year 2

Explore role and dramatic action in dramatic play, improvisation and process drama

- Students will take turns in offering and accepting ideas, and stay in role in short improvisations.

Use voice, facial expression, movement and space to imagine and establish role and situation

- Students will manipulate objects and puppets to create stories.



Present drama that communicates ideas, including stories from their community, to an audience

- Students will enhance ideas and stories in their drama by using technologies such as adding sound effects to a performance.

Year 3

Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place

- Students will explore roles and situations by trialling the use of language, such as choice of words, expressions and tone.

- Students will develop sensory and spatial awareness when creating dramatic action

Shape and perform dramatic action using narrative structures and tension in devised and scripted drama

- Students will perform their improvised sections of process drama and play building.
- Students will perform short scripted drama with a sense of role, situation and dramatic tension.

Year 4

Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place

- Students will experiment with the loudness/softness, pace and pitch of their voices to create roles and situations, time and place.
- Students will vary their facial expressions and movements to create roles and situations.
- Students will experiment with body language and gesture from different cultures and times.

Shape and perform dramatic action using narrative structures and tension in devised and scripted drama

- Students will share with others dramatic action that is structured through dramatic tension.
- Students will plan and rehearse their drama for a performance.

Year 5

Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action

- Students will trial different ways to move in character and situations.
- Students will alter voice and movement to show change in mood and atmosphere, and to create images, effects and an engaging delivery.
- Students will rehearse, interact and negotiate with others in interpretation of scripts to create characters and their relationships.

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

- Students will create narrative and tension to communicate dramatic meaning.
- Students will focus communication with the audience by, for example, remembering lines, moves and cues in rehearsal and performance.
- Students will show understanding of the purpose of rehearsing drama and the need for collaboration and group work.

- Students will vary use of voice, for example, projection, dynamics, pace, pause and pitch, to create and communicate characters' intentions.
- Students will adjust the weight (heaviness or lightness of movement), speed, use of stillness, levels and movement through space to focus on character and situation and create 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 and engage an audience

- Students will explore and apply different performance styles, and draw on drama from other locations, cultures and times as sources of ideas in their own drama, and consider any protocols for representing community or cultural stories in performance.
- Students will use props, costumes, instruments and available technologies such as light, sound and multimedia to create dramatic symbols and enhance dramatic action.

Year 6

Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action

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

- Students will review their own drama, outlining how they used elements of drama and narrative structures and the consequences of collaborative processes.
- Students will identify and discuss different performance styles and the portrayal of different roles and relationships in the drama.

Year 7

Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect

- Students will plan, organise and rehearse dramatic action to stage devised and scripted drama.
- Students will use feedback and evaluation when rehearsing, devising and scripting drama.

Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions

- Students will develop and refine vocal qualities of audibility, clarity and contrast through control of pace, pitch, dynamics and use of pause and silence.
- Students will develop use of performance techniques and conventions relevant to selected performance styles.
- Student will develop techniques to engage an audience.

Perform devised and scripted drama maintaining commitment to role

- Students will perform the role within the underlying dramatic structure.

ARTS AMBASSADOR'S NEWS

The Art Ambassadors will be busy throughout this term with our biggest event being Dream Big.

- Dream Big (formerly known as Come Out) will be celebrated at our school throughout week 4. The whole school will be involved in a variety of Art inspired activities and some will be led by the Arts Ambassadors.

As a class design a poster showing images of what dreaming big means to you.

Dress up in your pyjamas ready to Dream Big all week!

Work with buddy classes to create dream hats.

Learn the lyrics to Make It Shine by Victorious.

Spark your imagination through your choice of electives.

Join the Arts Ambassadors for lunchtime activities.

Celebrate the whole week by singing as a school, showing your class poster and parading with your dream hats.

DREAM BIG

WEEK 4

TERM 2



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