

The Arts with Kathryn

Welcome to 2017. During Term 1 the whole school will be 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.

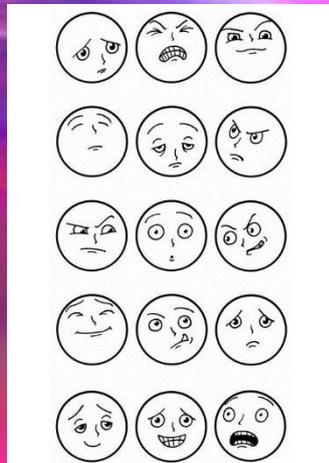
Receptions

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.



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

- Students will rehearse and perform sequences of ideas to communicate stories through drama.

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.

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.

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.
- Students will practise movements within a space to create the difference between their performance space and the audience space.

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

- Students will present scenes in which they apply story structures to set the scene, link action and create an ending.

- Students will follow cues and use voice and movement to link action, ideas and stories in their drama.

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.

Respond to drama and consider where and why people make drama

- Students will connect to and share drama experiences through technology.
- Students will recognise that drama can show that people have different feelings about the world based on their experiences of the environment and other people.

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.
- Students will take photos and videos of drama they devise to view and extend their drama ideas.



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

Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama

- Students will explore and experience a range of roles and situations that they initiate and develop.
- Students will make improvisations that explore issues and ideas using empathy.

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

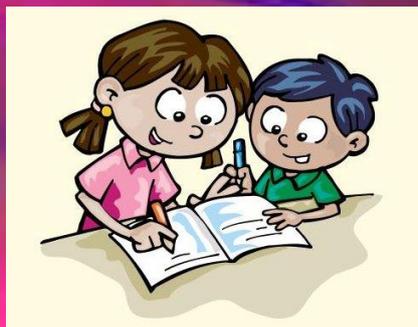
- Students will explore roles and situations by trialling the use of language, such as choice of words, expressions and tone.
- Students will develop sensory and spatial awareness when creating dramatic action

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.
- Students will explore Aboriginal and Torres Strait Islander stories and how they are dramatically portrayed as a reference for shaping their own drama.

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

- Students will identify meaning and describe purposes in drama from different social, cultural or historical contexts.
- Students will write about and discuss with others the meaning and intended purposes of their own drama using drama terminology.



Year 4

Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama

- Students will use the elements of drama and the principles of stories to shape improvisations to communicate their intentions as drama makers.
- Students will experiment with tension, and create dramatic meaning to sustain improvisations and process dramas.

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 apply story structures in their drama, including roles and events linked through cause and effect and dramatic tension.
- Students will share with others dramatic action that is structured through dramatic tension.
- Students will plan and rehearse their drama for a performance.
- Students will explore dramatic traditions and practices from one or more Asian societies in their drama.

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

- Students will compare the expectations and requirements of performers and audience in different cultural settings and apply this learning in their own performances.

Year 5

Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations

- Students will experiment with empathy to develop characters and relationships in drama and considering perspectives, exploring responses and challenging stereotypes.
- Students will explore physical, fictional and emotional space to create characters and situations and imagined feelings.



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 use available software and applications to plan for play building and to create scripts.

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 talk and write about drama from other places and times and how it might or does contribute to their own drama, and how cultural understandings shape meanings in drama.

Year 6

Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations

- Students will manipulate dramatic action to create different meanings.
- Students will compare different ways improvisation and scripted drama create characters and action, and evaluating drama from other cultures and considering how they can use specific techniques in their own work.

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

- 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.
- Students will plan and design elements of their performance, for example, creating a stage design and interpreting diagrams and locations and using proximity and directional stage language in performance spaces during rehearsal.

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

Combine the elements of drama in devised and scripted drama to

explore and develop issues, ideas and themes

- Students will work with different combinations of the elements of drama to create and sustain dramatic situations and show contrast.

Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions

- Students will create roles and characters by understanding and managing the underlying structure and intent of the drama.
- Students will develop techniques of dramatic forms according to their established conventions and traditions.
- Students will understand human behaviour, emotions and empathy to convey roles and characters.

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.

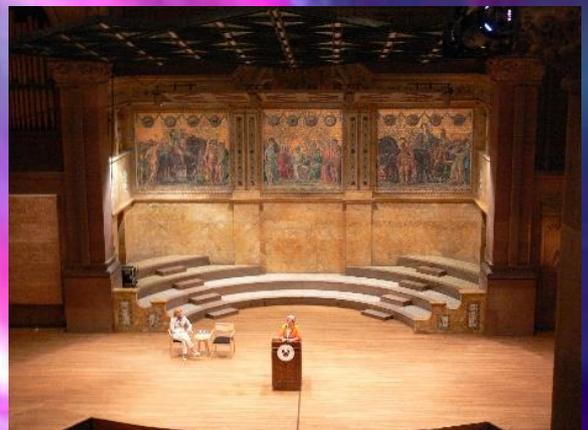
Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions

- 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 year Seven students are currently applying for this year's Art Ambassador positions. Successful applicants will be involved in

- Monday lunchtime planning meetings
- Thursday lunchtime they will be organising activities in W13
- Assisting in organising Dream Big (formerly Come Out) whole school events.
- End Of Year Celebration where they will be MCs, Stage Hands, Stage Runners and Publicists.



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