



## Drama Year 5/6 Semester 2 Outline 2017

### Description

The 5/6 Drama program will focus on developing communication skills, confidence & self-expression for students. The program will utilise various dramatic techniques, including; improvisation, characterisation, play-building, role-play and script work. The aim is to meet students at their individual skill level in order to develop, nurture, and encourage their own talents.

**Student Feedback and Assessment:** Students' knowledge, understanding and skills will be continually assessed and demonstrated through a range of tasks and regularly reflected on throughout the semester during class.

### **Australian Curriculum Outcomes for the course are based on the following:**

- **Responding:** 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
- **Making:** Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action
- **Performing:** 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

Outcomes	Content	Context	Feedback/Assessment
<i>Responding</i>	A key part of musicianship development in this course involves building aural skills (listening musically) and increasing the sharing of technical music language.	In whole group and small group discussions: <ul style="list-style-type: none"> <li>• Compare and analyse dramatic elements</li> <li>• Relate to social contexts</li> <li>• Apply to creating dramatic works</li> </ul>	Ongoing observations throughout the semester, and student performance reflection.
<i>Making</i>	Develop use of voice and movement to create character and enhance story-telling. Explore the use of dramatic tension through the use of pace, focus, and body language. Create characters for performance through focused rehearsal time.	The course provides time for students to explore story building through experience and play building, focusing on first person narrative and traditional folk lore.	Ongoing observations and student feedback regarding group effectiveness and contribution to activities.
<i>Performing</i>	Rehearse and perform various performance styles. Develop understanding of narrative structure for performance, what drives dramatic tension, and how to engage an audience.	Community wellbeing, team work and personal achievement will be encouraged through performance work and group drama activities.	Group performance piece, student Observations of performance work recorded for digital portfolio reflection.

Achievement Standards covered from Australian Curriculum:

Please note the Achievement Standards for the Arts is in a Year 5/6 Band.  
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.

### **Contact Details**

If you would like to contact me regarding this unit or if you have questions during the semester please call on 61422200 or email me at: [juliet.moody@ed.act.edu.au](mailto:juliet.moody@ed.act.edu.au)