

Approaches to Learning and Teaching – The Arts (Drama) Level 2

The Arts standard	
Dimension: Creating and making	When using Drama to implement standards for the Arts, teachers could develop learning activities that allow students to:
(Students) create and present performing and visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences.	<ul style="list-style-type: none"> • create drama through classroom activities that focus on sharing and communicating. Students build on previous drama experiences as they participate in dramatic play, small-group improvisations, story telling, movement and process drama. The dramas could be based on a variety of sources such as picture books, CD-ROMs, performances and visual arts works, and on real-life events. With teacher guidance and leadership, students plan works; for example, making decisions about how a character will move, talk or develop. Some dramas may be presented informally with other members of the class.
(Students) demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms.	<ul style="list-style-type: none"> • with teacher guidance, select, arrange and make choices about expressive ways of using: <ul style="list-style-type: none"> – dramatic elements such as movement, voice, gesture, mood, symbol – drama conventions such as character portrayal, tableaux (freeze frames), and use of dance, song, language, and mime – media, materials and technologies such as costumes/textiles/fabrics, props, acting space, stimulus materials (such as picture books, music, film/video) – drama skills, techniques, processes such as improvisation dramatic play, role-play, character development, movement, miming – dramatic forms such as story telling, mime, improvisation, puppetry, process drama.
(Students) identify, describe and discuss characteristics of their own and others' arts works.	<ul style="list-style-type: none"> • respond to their own or others' dramatic work, students, for example, <ul style="list-style-type: none"> – identify ways dramatic elements, conventions, skills, techniques and/or processes have been used – describe their thoughts, feelings and reactions – identify characters to which they relate – describe the content and story of the drama – create a piece of drama, music or visual art – discuss other drama works they have participated in or seen.
Ideas for assessment tasks	
<ul style="list-style-type: none"> • create ideas for dramatic play and/or role-play based on responses to stimulus material • participate in dramatic play and the creation of roles and characters • share and plan imagined ideas using emerging knowledge of drama conventions • contribute to, participate in and plan for teacher-directed role-play and the presentation of characters • use dramatic elements, with teacher guidance and support, including sound, space and language (verbal and vocal) • use expressive skills such as movement and voice to: <ul style="list-style-type: none"> – express ideas, observations, feelings by making choices about roles and/or characters – portray roles and characters to retell familiar stories and/or participate in dramatic play • select, with teacher guidance, stagecraft elements to support drama such as making (with teacher assistance in using tools and materials safely) costumes and/or puppetry and/or masks for use in their performances. • identify, describe and discuss own drama experiences and performances seen in the community. 	

Approaches to Learning and Teaching – The Arts (Drama) Level 2

Interweaving other domains with Drama – Level 2

Strand	Domain
Physical, Personal and Social Learning	<p>At Level 2, links between The Arts – Drama and domains in the Physical, Personal and Social Learning strand that can be used to enhance student learning include:</p> <p>Health and Physical Education (learning focus) <i>(Students) discuss the way various situations and behaviours affect the way they feel, and develop personal responses to such behaviours and situations.</i> For example, students might develop actions and dialogue for a character in a role-play, based on their response to the situation in which the character finds themselves.</p> <p>Personal Learning (learning focus) <i>(Students) begin to recognise their contribution to the achievement of a positive learning environment in the classroom.</i> For example, students use active listening skills when listening to instructions and ideas from the teacher and other students. They respond positively to suggestions from other students and provide positive feedback when viewing performances.</p>
Discipline-based Learning	<p>At Level 2, links between The Arts – Drama and domains in the Discipline-based Learning strand that can be used to enhance student learning include:</p> <p>English (learning focus) <i>(Students) extend their knowledge of how language is used in a range of written and spoken texts.</i> For example, students might undertake drama activities focusing on use of language with other elements such as gesture, rhythm and sound to communicate ideas based on spoken texts or through development of role-plays based on characters in texts they have read or heard.</p> <p>Humanities (learning focus) <i>... develop their understanding of the concepts of time – chronology and sequencing, and change and continuity – through a study of changes in the local community over time.</i> For example, students use drama to show a timeline of events focusing on an aspect of community life or they might re-create characters such as shop-keepers or doctors – such as creating a sequence of scenes focusing on the different shop-keepers who have worked at a local corner-shop/milk-bar/convenience store.</p>
Interdisciplinary Learning	<p>At Level 2, links between The Arts – Drama and domains in the Interdisciplinary Learning strand that can be used to enhance student learning include:</p> <p>Communication (learning focus) <i>When communicating with others, students begin to distinguish between differing contexts ...</i> For example, working in pairs, on the teacher’s instruction, students could create frozen images based on topics such as talking to a friend in the playground, saying something important in class, introducing someone important at home. Students then discuss how they might modify their behaviour and language in such circumstances so that they are able to communicate their message more clearly.</p> <p>Thinking (learning focus) <i>... develop their own explanations for the observations they make ...</i> For example, students use their imagination and creativity to explore ideas in groups and create short dramas to show explanations for different events in the community and environment around them.</p>
<p>Ideas for assessment tasks</p>	
<ul style="list-style-type: none"> • use responses to stimulus material to create ideas for dramatic play and/or role-play • participate in dramatic play and/or role-play, followed by creation of roles and characters • share and plan ideas using emerging knowledge of drama such as imaginatively transforming the classroom into fictional spaces as part of their drama work, for example a cave • plan for and participate in teacher directed role-play and the presentation of characters • use of dramatic elements, with teacher guidance and support, including sound, space and language • emerging ability to use expressive skills such as movement and voice to: <ul style="list-style-type: none"> – express ideas, observations, feelings by making choices about roles and/or characters – portray roles and characters to retell familiar stories and/or participate in dramatic play • use of stagecraft elements, with teacher guidance, to support their drama such as making and/or using costumes and/or puppetry and/or masks • identify, describe and discuss their own drama experiences and performances in the community. 	