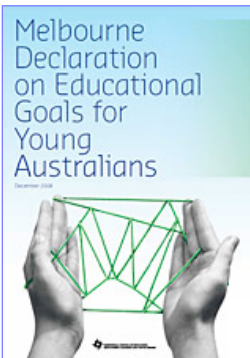


Date - **Friday, 9 March 2012**
 Workshop Time - **12.00pm - 1.30pm**
 Workshop session and title - **2.1 Delve into Drama in the Arts National Curriculum**
 Style of Presentation: **Forum**
 Presenters: **Christine Adams Robin Pascoe**
 Conference Theme: **Curriculum**

Purpose: To help the Drama Australia community understand the ways that Drama is described in the Shape of the Australian Curriculum The Arts (www.acara.edu.au). The session is designed to orient participants to some likely outcomes of the Arts National Curriculum and their potential impact. More importantly, the session is a forum to encourage debate, discussion and the sharing of opinions and ideas. (Note: this session will consider only the documents published at the time of the workshop).

To help participants, we have provided selected extracts from the Shape of the Australian Curriculum The Arts with some leading questions for discussion. But remember, once the discussion begins, it can flow in many different directions.

Part 1: Understanding the context
 Why would we have the Arts in a National Curriculum?



Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well being of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion.

Why is the Melbourne Declaration important?

Highlight the aspects of the national goals that provide a rationale for the Arts National Curriculum

Goal 1:
 Australian schooling promotes equity and excellence
Goal 2:
 All young Australians become:
 – successful learners
 – confident and creative individuals
 – active and informed citizens

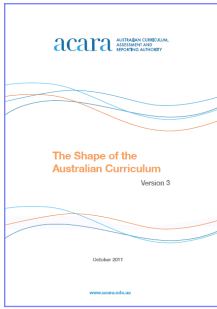
Successful learners...
 – develop their capacity to learn and play an active role in their own learning
 – have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
 – are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines
 – are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
 – are able to plan activities independently, collaborate, work in teams and communicate ideas
 – are able to make sense of their world and think about how things have become the way they are
 – are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives
 – are motivated to reach their full potential.

Confident and creative individuals...
 – have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical well being
 – have a sense of optimism about their lives and the future
 – are enterprising, show initiative and use their creative abilities
 – develop personal values and attributes such as honesty, resilience, empathy and respect for others
 – have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
 – have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment
 – relate well to others and form and maintain healthy relationships
 – are well prepared for their potential life roles as family, community and workforce members
 – embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.

Active and informed citizens...
 – act with moral and ethical integrity
 – appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture
 – understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
 – are committed to national values of democracy, equity and justice, and participate in Australia's civic life
 – are able to relate to and communicate across cultures, especially the cultures and countries of Asia
 – work for the common good, in particular sustaining and improving natural and social environments
 – are responsible global and local citizens

Part 2: Understanding the brief

How would we write the Arts National Curriculum?



The development of the Australian Curriculum is guided by the Shape of the Australian Curriculum. This document is approved by education ministers to guide the development of the Australian Curriculum.

The first version of the shape paper was published in May 2009, to guide the development of the Australian Curriculum for English, Mathematics, Science and History.

At its October 2011 meeting the Ministerial Council for Education, Early Childhood Development and Youth Affairs endorsed a revised version of the [Shape of the Australian Curriculum v3.0](#). The shape paper provides a policy background for the implementation of the first phase of curriculum development and guides the further development of Australian Curriculum. The revised version provides information about:

- 1 The design of the whole curriculum and implementation of the F-10 Australian Curriculum
- 2 Achievement standards and their relationship with curriculum content within the Australian Curriculum
- 3 The provision of curriculum for students with disability.

<http://www.acara.edu.au/curriculum/curriculum.html#2>

Why would we have a National Arts Curriculum?
What are the benefits and risks for Drama education?

What are the constraints and opportunities in writing a National Arts Curriculum?

Part 3: Exploring the Shape of the Arts National Curriculum

What is said about the Arts?

8. The *Australian Curriculum: The Arts* will comprise five subjects:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts.

9. The Australian Curriculum for the Arts will be based on the assumption that all young Australians are entitled to engage with the five Arts subjects and should be given an opportunity to experience the special knowledge and skills base of each.

- All students will study the five Arts subjects —dance, drama, media arts, music and visual arts —from Foundation to the end of primary school. Schools will be best placed to determine how this will occur.
- From the first year of secondary school (Year 7 or 8), students will have an opportunity to experience some Arts subjects in greater depth and to specialise in one or more Arts subjects. Schools may continue to offer all Arts subjects. This will be determined by their state/territory jurisdiction and/or the school.
- In Years 9–12, students will be able to specialise in one or more Arts subjects as part of their overall curriculum package.

15. In broad terms, learning in the Arts involves **making** and **responding**. Students learn as artists, by making art works that communicate to audiences. They learn as audiences, by responding critically to the Arts. These actions are taught together as each depends on the other.

16. *Making* and *responding* will provide **overarching organisers** for the Arts curriculum and will provide a **consistent structure for the primary years and for generalist teachers**. Within these broad organisers, each subject in the Arts will have specific terminology, concepts and processes that serve as subject organisers. In this curriculum, **making will be described in art form-specific ways within each Arts subject. Responding will be described in more general terms, which will be applied across the five Arts subjects**. The curriculum will recognise equally the distinctiveness of dance, drama, media arts, music and visual arts. It also recognises connections between art forms.

What does it mean for teachers and students when there is a *curriculum entitlement* for drama F-6/7?

Is this a new opportunity for drama teachers?
Or is it a threat?

What is **making** in drama?

What is **responding** in drama?

What are the implications for teaching drama?

What is changing for student learning from year to year of schooling?
See what the Shape paper says:

11. Learning in the Arts and the development of aesthetic knowledge are sequential and cumulative. The new content, skills and processes specified in each band will be revisited in increasing complexity and sophistication in later bands.

19. Students will respond to art works through their senses, thoughts and emotions. They will come to understand and appreciate art works through critical and contextual study. As students begin to learn in the Arts they will respond to what they see or hear in an art work, and express what they feel personally about an art work. As their learning in the Arts subjects progresses, students' exploration of art works will be deepened through investigation of particular aspects including (but not limited to) those shown in Diagram 1.

Part 3: Exploring Drama in the Shape of the Arts National Curriculum

What is said about the Drama?

Overview: Drama F–12

33. In drama, students will explore, depict and celebrate human experience by imagining and representing other people through live enactment. Drama is a **collaborative art, combining physical, verbal, visual and aural dimensions**. In drama students will experience theatre and develop an understanding of the **performer/audience relationship**. Learning in drama can be both **process and performance**. Students will combine **the elements of drama** to make, present and respond to representations of human situations, characters, behaviour and relationships. They will **make drama through dramatic play, role-play and improvisation, structuring the elements into play-building, directing and scriptwriting**. In **presenting drama** they will learn, as actors, to use **body and gesture, voice and language**, through **interpretation and rehearsal processes** as well as production and performance. In **responding**, students will learn about how drama contributes to **personal, social and cultural identity**. They will study the **diversity of purposes, forms and styles** in drama and theatre both **contemporary and from other times, places and cultural contexts**.

What are the implications for teaching and learning of drama as a **collaborative art**?

What are the dimensions of drama? When the shape paper says they are **combined**, what does it mean for teaching and learning?

- Physical
- Verbal
- Visual
- Aural

What is the **performer/audience relationship**? What might it look like in a Year 1 class or a Year 12 class?

What is the balance of **process and performance**? Does the balance change?

What do you understand to be the **elements of drama**? Whose listing?

How do we reach consensus?

Is this what we teach in drama? Is this **all** that we teach?

What does this mean for a student in Year 3? or Year 9?

What **purposes, forms and styles**? What do we mean by terms such as *form and style*?

- Forms of drama
- Styles of drama

Which **places, times and cultures**? For students in primary schools? For students in senior secondary?

These questions are designed to stimulate discussion and debate -more than seeking definitive answers. Having said that, there is a role for Drama Australia and out state and territory associations to develop answers to the shared understandings of the content of a National Arts curriculum in drama. Rather than seeking to homogenise practice there is benefit in articulating how we use terminology and why we choose to use particular explanations. And to be able to explain why, when we use terms differently, we know why.

Years F–2

34. Students will begin to learn and use some of the elements of drama. They will explore and learn about role, relationships and narrative through dramatic play, role-play, improvisation and process drama as they explore and depict stories involving causes and consequences. They will experiment with objects, puppets and images. They will engage in informal and often spontaneous performance to classroom and in-house audiences, using their own language and movement, and sometimes simple props and costumes. Students will reflect on their own work and respond to theatre.

How would you translate this broad description into what students need to know and understand, do and value?

What does this mean in terms of students **making drama**?

What do we teach so students can learn this?

What does this mean in terms of students **responding to drama**?

Years 3–4

35. Students will learn about and use further elements of drama. They will explore basic dramatic tension, complex role and relationships, and use of space. They will develop awareness of the primary instruments of drama: movement and gesture, voice and language. They will make more intricate improvisations and process drama, and begin to play-build. They will present their performances with limited rehearsal and begin to encounter scripted texts. In responding, students will reflect on their own and others' drama and begin to learn about diversity of form and style.

What are the implications for secondary drama teachers if students arrive in your classes with this content knowledge and understanding?

Years 5–6

36. Students will make and present drama exploring ideas and issues, roles, and character. They will work with a range of dramatic tensions, spaces, places and times, and use varied registers of language and movement. They will develop play-building skills and experiment with scripted text, beginning to explore a range of forms. They will begin learning about staging, rehearsal and acting skills, and present informal and formal performances to audiences. Students will experience and respond to a range of drama and learn about theatrical forms, contemporary and historical concepts and conventions.

What are the implications of bands covering two years?

Years 7–8

37. Students will learn to apply all the basic elements of drama, including more complex use of dramatic tension and sub-texts. They will make, refine and present student-devised drama, working in groups and as individuals, and experiment with small-scale scriptwriting. They will explore characterisation in scripted text. In performance, they will use characterisation and contrast, experiment with design, and develop a performance vocabulary as they learn the basic principles of dramatic production. They will present informal and formal performances. Students will begin to learn about contemporary and historical theatrical movements, local and global. They will experience and respond to a diversity of forms and styles, including comedy and tragedy.

Years 9–10

38. Students will use drama for exploring and expressing their individual and social identities. They will learn to use symbols, mood, irony and multiple subtexts in making drama. They will experiment with innovative and hybrid forms and performance styles. They will practise directing and production tasks and responsibilities, and refine and practise for their performances. Students will explore and respond to more complex theatre forms and styles from a range of traditions and movements, and begin to develop and articulate a personal framework for critical study.

Years 11–12

39. Students will learn to apply and manage all the elements of drama in their drama practice. They will combine the elements with other arts and media in their interpretation and analysis of historical, contemporary and innovative forms, genres and styles. They will make student-devised and applied theatre, using dramatic symbolism for exploring, expressing and communicating ideas and issues. They will practise scriptwriting, dramaturgy, design and scenography, and directing skills. They will explore and practise techniques of acting, both empathic and distanced, and acquire technical and production management knowledge, skills and techniques. They will perform for a range of audiences. They will experience, present and respond to a range of significant Australian and world theatre from diverse times and places, understanding the artistic, social, cultural, and ideological contexts. In responding, students will recognise and articulate the elements, and gain deep knowledge of some forms and genres of theatre and its applications in the community. They will come to understand the cultural, ethical, social and economic roles of theatre in society, historically and in contemporary society

Will this change any of what you are currently teaching in your senior secondary courses now?

What are your unanswered questions?

Assessment

Achievement standards

Reporting to parents

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