

## Level description: Years 3 and 4

In this band, learning in The Arts builds on each student's prior learning and experiences. Arts learning continues to use purposeful and creative play-based activities that foster development of students' identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using subject-specific skills, and creative and critical practices. They work individually and in collaboration with peers and teachers.

Students continue to explore drama that they experience at home, school or through family and community events. They connect with people living and working in the community who create and/or perform drama; for example, by experiencing live or virtual performances.

They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own making and responding. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, times, places and/or other contexts such as countries or cultures in Asia.

In this band, the focus is on students:

- **exploring and responding to**
- **works and experiences that showcase where, why and how drama is created, performed and used across cultures, times, places and/or other contexts; for example, participating in drama events as performer and audience**
- **examples of drama created and/or performed by First Nations Australians that communicate connection to and responsibility for Country/Place**
- **developing creative and critical practices and skills**
- **creative practices for creating and performing drama using elements of drama such as role, situation, language, place, movement, character, relationships, voice and time**
- **critical practices for observing, reflecting on and responding to drama they experience, including their own drama**
- **creating drama in improvised and devised forms such as dramatic play, process drama, puppetry, improvisation, Readers' Theatre, mime and movement, and/or basic play-building**
- **performing drama in informal settings such as spaces within the school.**

## Achievement standard: Years 3 and 4

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts. Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings.

By the end of Year 4, students describe use of selected elements of drama in drama they experience, create and/or perform. They describe where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts.

Students use selected elements of drama when creating drama and/or performing. They collaborate to improvise and/or devise drama that communicates ideas, perspectives and/or meaning. They perform their work in informal settings.