

AC9ADR4E01

explore where, why and how drama is created and/or performed across , times, places and/or other contexts

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Elaborations

- listening to actors in a drama created for purposes such as entertainment or infotainment talk about how they developed their character and what they found interesting or surprising about the imaginary world they created; then considering and discussing the actors' responses
- comparing the expectations and requirements of performers and audience in a range of cultural settings, such as cultural settings in Australia and , and applying this learning in their own performances; for example, identifying how the audience and performers interact and what knowledge the audience needs to have about the drama
- reflecting on live or recorded drama performances and asking questions such as “What is the purpose of this drama?”, “What features and ideas in the drama come from other , times and places?”, “How could we use these ideas in our drama?”, “Why do you think people from diverse create drama for similar purposes?”
- examining drama in their community and comparing it to other drama of different people, times and ; for example, exploring examples of puppetry and/or physical (movement-based) theatre in their communities and comparing this with examples of those forms from other , times or places
- reflecting on and sharing ideas with others about the meaning and intended purposes of their own drama; for example, sharing responses using movement, gesture or language

Students learn to:

explore where, why and how drama is created and/or performed across cultures, times and places, and other contexts

(AC9ADR4E01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Navigating intercultural contexts

- Adapt in intercultural exchanges

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Navigating intercultural contexts

- Respond to biases, stereotypes, prejudices and discrimination

Growing Asia-Australia engagement

- Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Analysing

- Interpret concepts and problems

Inquiring

- Develop questions

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

Reflecting

- Think about thinking (metacognition)

Resources

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9ADR4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9ADR4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9ADR4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
- uses learnt vocabulary and simple adjectives to recount key ideas from heard text
- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9ADR4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Respond to biases, stereotypes, prejudices and discrimination

Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination

Content description

AC9ADR4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- discuss examples of stereotypical statements used in familiar intercultural exchanges, reflecting on their feelings and responses
- describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9ADR4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9ADR4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

Content description

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Continuum extract

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

Content description

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- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views

Content description

AC9ADR4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe how people express agreement or disagreement about what they value within familiar intercultural contexts
- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9ADR4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9ADR4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
- select, describe and reflect on the thinking and learning strategies and processes used when

completing activities and drawing conclusions

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes

Resource – Drama Examples of knowledge and skills

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AC9ADR4E02

explore how First Nations Australians use drama to communicate their connection to, and responsibility for, Country/

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Elaborations

- collecting and sharing information about drama created and performed by First Nations Australians for occasions such as festivals or ceremonies, reflecting on how these performances can communicate important information or knowledge about Country/
- exploring how First Nations Australians use drama to express connection to and responsibility for Country/ , such as communicating knowledge or maintaining unique ways of life; for example, exploring how drama is used to communicate knowledge about the local environment
- observing how the are used in drama created and/or performed by First Nations Australians to communicate connection to and responsibility for Country/ ; for example, in drama that shares cultural narratives
- accessing drama created and/or performed by First Nations Australians and exploring how drama communicates knowledge, such as ways to live sustainably, and to respect and care for the land, sea, sky or waterways
- looking at performances that represent the importance of and for First Nations Australians as a starting point for talking about different ways of seeing the same place and telling stories

Students learn to:

explore how First Nations Australians use drama to communicate their connection to responsibility for, Country/Place

(AC9ADR4E02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Develop empathy

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

Navigating intercultural contexts

- Adapt in intercultural exchanges

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and

revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

- Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.
- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Develop empathy

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.
- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Understanding ethical concepts and perspectives

- Recognise influences on ethical behaviour and perspectives

Culture

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People

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Engaging with cultural and linguistic diversity

- Develop empathy

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Culture

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Country/Place

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People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Systems

- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Engaging with cultural and linguistic diversity

- Develop empathy

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Culture

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Country/Place

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People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Resources

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy

Content description

AC9ADR4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views

Content description

AC9ADR4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe how people express agreement or disagreement about what they value within familiar intercultural contexts
- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9ADR4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9ADR4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Recognise influences on ethical behaviour and perspectives

Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives

Content description

AC9ADR4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify how emotions and behaviour interact, and share examples of when they match and when they do not
- explain how emotions can affect behaviour and decision-making in different situations
- explain how habits and behaviour shape character and examine how they inform ethical perspectives

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy

Content description

AC9ADR4E02

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

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Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy

Content description

AC9ADR4E02

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- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

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AC9ADR4D01

use the to explore and develop ideas for in improvisations and/or devised drama

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Elaborations

- experimenting with the loudness/softness, pace and pitch of their voices/vocalisations to create roles and situations, time and place; for example, when initiating and developing roles and situations in process drama
- exploring roles and situations; for example, by using language (choice of words, expressions and tone) or experimenting with ways to heighten tension in the
- improvising ways to connect short scenes, such as clapping a rhythmic pattern, saying words or phrases and/or through movement
- developing spatial awareness when creating ; for example, considering how close/far apart they should stand to others in the performance space or how they can use movement to manipulate tension

Students learn to:

use the elements of drama to explore and develop ideas for dramatic action in improvisations and devised drama

(AC9ADR4D01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

- Create possibilities
- Put ideas into action

Speaking and listening

- Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to

general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Generating

- Create possibilities

Generating

- Create possibilities

Measurement and geometry

- Positioning and locating

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADR4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADR4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9ADR4D01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others

- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADR4D01

Continuum extract

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- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADR4D01

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- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9ADR4D01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Position to self

- locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")
- orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom)
- follows simple instructions using positional language (e.g. "please stand near the door", "you can sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")

Position to other

- uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
- interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
- gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

Using informal maps and plans

- draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)
- describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to describe where they sit relative to the teacher's desk)
- orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)
- locates self on an informal map to select an appropriate path to a given location

Resource – Drama Examples of knowledge and skills

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AC9ADR4C01

improvise and/or devise and shape drama using the to communicate ideas, perspectives and/or meaning

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Elaborations

- using learning from explorations of drama that communicate First Nations Australians' connection to and responsibility for to devise drama that communicates their own connection to and responsibility for place; for example, devising drama that communicates their feelings about a "favourite" place or shows how they care for a place in their community
- creating drama by exploring and experiencing a range of roles and situations that they initiate and develop; for example, exploring roles and situations in a "miniature world"
- improvising drama to explore issues and ideas, considering how empathy can assist them to take on roles, accept situations and "stand in the shoes" of another; for example, comparing their own and their peers' responses to "everyday" interactions or imagining themselves as participants in an event that is happening or happened in another time or place
- devising dialogue for a previously "wordless story" or devising /movement for a story they know only through spoken (audio) sources
- using the and the principles of story to shape improvisations to communicate their intentions as drama makers; for example, establishing time and place, and the roles and characters in the drama
- working in groups to devise sections of a drama (for example, using process drama strategies) and then, working as a class, using a guided play-building process to combine the sections
- communicating with an audience their connection to and responsibility for by Acknowledging Country before a performance or presentation, taking care to observe protocols and using resources created or co-created by First Nations Australians, and/or by participating with Elders in a Welcome to Country (as appropriate)

Students learn to:

improvise and/or devise and shape drama using the elements of drama to communi

perspectives and/or meaning

(AC9ADR4C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

- Create possibilities
- Consider alternatives
- Put ideas into action

Self-management

- Goal setting
- Perseverance and adaptability

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Culture

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.
- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius , were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.

People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Generating

- Create possibilities
- Put ideas into action

Generating

- Create possibilities
- Put ideas into action

Generating

- Create possibilities
- Put ideas into action

Social management

- Communication

Generating

- Put ideas into action

Social management

- Communication

Generating

- Create possibilities
- Put ideas into action

Social management

- Communication
- Collaboration

Engaging with cultural and linguistic diversity

- Communicate responsively

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People

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Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADR4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADR4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADR4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9ADR4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- collaboratively develop goals to improve learning
- plan for learning, by setting improvement goals
- select and use strategies to monitor own learning and refine goals to plan for further improvement

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9ADR4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADR4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADR4C01

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Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

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Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR4C01

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- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9ADR4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9ADR4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Resource – Drama Examples of knowledge and skills

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AC9ADR4P01

perform improvised and/or devised drama in informal settings

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-

Elaborations

- using voice, movement and language to sustain role and relationships when performing drama; for example, varying facial expressions and movements to create roles and situations
- demonstrating commitment to the reality/world of the drama; for example, staying “in-role” throughout the performance (even when not actively participating in the)
- manipulating focus, tension, space and time to shape when performing their drama

Students learn to:

perform improvised and/or devised drama in informal settings

(AC9ADR4P01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Interacting

Self-management

- Perseverance and adaptability

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Self-management

- Perseverance and adaptability

Social management

- Communication

Self-management

- Perseverance and adaptability

Analysing

- Evaluate actions and outcomes

Generating

- Put ideas into action

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9ADR4P01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9ADR4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
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Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

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Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9ADR4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADR4P01

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- put ideas into action by experimenting with options and predicting possible results
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Resource – Drama Examples of knowledge and skills

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