

AC9ADR6E01

explore ways that the are combined to communicate ideas, perspectives and/or meaning in drama across, , times, places and/or other contexts

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Elaborations

- exploring how drama is used within their own communities to maintain, continue and revitalise culture
- identifying and discussing use of such as space, time, language, movement, character and/or relationships in the drama; for example, using Viewpoints to develop questions such as, “What did you see in the drama?”, “How did the actors make the characters believable?”, “When was the drama set? (For example, time, place or other context)”, “What was the purpose of the drama?”
- exploring drama from other places and times, and discussing how it might contribute to their own drama, and how shape meaning in drama; for example, exploring how drama is used to share in celebrations, ceremonies or rituals that happen in their local community and/or in another place, such as a country or in

Students learn to:

**explore ways that the elements of drama are combined to communicate ideas, pers
meaning in drama across, cultures, times, places and/or other contexts**

(AC9ADR6E01)

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

- 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 .

Inquiring

- Identify, process and evaluate information

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

Inquiring

- Develop questions

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

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

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.

Resources

Work Samples

WS02 - Hot seat in character

Snapshot – Develop multiple perspectives

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

Content description

AC9ADR6E01

Continuum extract

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

- 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
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

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

AC9ADR6E01

Continuum extract

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

- 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
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9ADR6E01

Continuum extract

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

- 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
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9ADR6E01

Learning progression extract

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

- 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
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Identify, process and evaluate information

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

Content description

AC9ADR6E01

Continuum extract

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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 – Examine cultural perspectives and world views

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

Content description

AC9ADR6E01

Continuum extract

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

- 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
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9ADR6E01

Continuum extract

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

- 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
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9ADR6E01

Continuum extract

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

- 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
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Develop multiple perspectives

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

Content description

AC9ADR6E01

Continuum extract

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

- 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
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

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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- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
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- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Examine cultural perspectives and world views

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

Content description

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- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
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Snapshot – Explore the influence of cultures on interactions

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

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Resource – Drama Examples of knowledge and skills

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Please use search to find another page or browse from the home page .

Resource – WS02 - Hot seat in character

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience.■They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts.■They describe how the arts are used to continue and revitalise cultures.

Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning.■They demonstrate

safe practices.■They present and perform their arts works in formal and/or informal settings.

By the end of Year 6, students explain how the elements of drama are used in drama they create, perform and/or experience.■They describe how drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning.■They describe how drama is used to continue and revitalise cultures.

Students work collaboratively as they combine elements of drama to shape and sustain dramatic action.■They improvise and/or devise drama and/or interpret scripts. They perform their drama in informal and/or formal settings.

AC9ADR6E01

explore ways that the elements of drama are combined to communicate ideas, perspectives and/or meaning in drama across, cultures, times, places and/or other contexts

AC9ADR6D01

explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama

AC9ADR6C01

develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms

AC9ADR6P01

rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings

AC9ADR6E02

explore the ways that First Nations Australians use drama to continue and revitalise

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Elaborations

- exploring how performances that tell stories maintain culture; for example, narrative drama that communicates knowledge about land, sea, sky or waterways
- identifying and discussing the role of storytelling in First Nations Australians' cultural traditions, through direct engagement or using online resources created or co-created by First Nations Australians
- identifying examples that illustrate how change over time; for example, by using available resources published by First Nations Australian communities and organisations
- investigating the ways that a diverse range of First Nations Australian drama makers and performers embed themselves and their communities in drama in a range of representative forms as a visual declaration of identity, storytelling and resilience; for example, exploring how drama is used to share cultural narratives

Students learn to:

explore the ways that First Nations Australians use drama to continue and revitalise

(AC9ADR6E02)

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
- Explore the influence of cultures on interactions

Culture

- 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

- 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 multiple perspectives

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

Culture

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Country/Place

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

People

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

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.

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

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.

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.

Resources

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop

Content description

AC9ADR6E02

Continuum extract

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

- 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
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9ADR6E02

Continuum extract

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

- 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
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9ADR6E02

Continuum extract

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

- 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
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

Snapshot – Develop multiple perspectives

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

Content description

AC9ADR6E02

Continuum extract

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

- 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
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

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

AC9ADR6E02

Continuum extract

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

- 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
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Examine cultural perspectives and world views

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

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- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
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Snapshot – Explore the influence of cultures on interactions

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

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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

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Snapshot – Examine cultural perspectives and world views

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

Content description

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AC9ADR6D01

explore ways to combine the to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama

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Elaborations

- experimenting with empathy to develop characters and relationships in drama, considering

situations from the perspectives of different characters, exploring responses and challenging stereotypes; for example, when interpreting scripted drama

- imagining and developing a “new scene” to include in a dramatic re-telling of a known narrative
- using Viewpoints to ask questions to explore the role of in the use of , such as “How are relationships, language and symbols shaped by ?”, “How do we use our own to create shortcuts of meaning and ideas?”, “How do we understand the of others?”
- using improvisation or process drama to compare different ways that improvised and scripted drama can create characters and action, or evaluating drama they experience in live performance and considering how they can use specific techniques in their own work
- imagining that they are in the time/place of an historical event and considering why people involved in the event made (or will make) certain decisions and/or what they could have done differently

Students learn to:

explore ways to combine the elements of drama to communicate ideas, perspective improvisations, devised drama and/or scripted drama

(AC9ADR6D01)

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

Speaking and listening

- Speaking

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 awareness

- Empathy

Generating

- Consider alternatives

Analysing

- Interpret concepts and problems

Generating

- Create possibilities

Generating

- Consider alternatives

Resources

Work Samples

WS02 - Hot seat in character

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADR6D01

Continuum extract

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

- 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
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADR6D01

Continuum extract

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

- 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
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADR6D01

Continuum extract

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

- 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
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9ADR6D01

Learning progression extract

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

Crafting ideas

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts

- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9ADR6D01

Continuum extract

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

- discuss the value of different needs, emotions, cultures and backgrounds
- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADR6D01

Continuum extract

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

- 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
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9ADR6D01

Continuum extract

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADR6D01

Continuum extract

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

- 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
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADR6D01

Continuum extract

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

- 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
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Resource – Drama Examples of knowledge and skills

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Please use search to find another page or browse from the home page .

Resource – WS02 - Hot seat in character

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience.■They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts.■They describe how the arts are used to continue and revitalise cultures.

Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning.■They demonstrate safe practices.■They present and perform their arts works in formal and/or informal settings.

By the end of Year 6, students explain how the elements of drama are used in drama they create, perform and/or experience.■They describe how drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning.■They describe how drama is used to continue and revitalise cultures.

Students work collaboratively as they combine elements of drama to shape and sustain dramatic action.■They improvise and/or devise drama and/or interpret scripts. They perform their drama in informal and/or formal settings.

AC9ADR6E01

explore ways that the elements of drama are combined to communicate ideas, perspectives and/or meaning in drama across, cultures, times, places and/or other contexts

AC9ADR6D01

explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama

AC9ADR6C01

develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms

AC9ADR6P01

rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings

AC9ADR6C01

develop characters and situations, and shape and sustain to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms

-
-

Elaborations

- exploring physical, fictional or emotional spaces to create characters and respond to situations
- varying use of voice/vocalisation using techniques such as projection, dynamics, pace, pause and pitch, to create and communicate characters' intentions, or exploring how movement and gesture can be used without voice/vocalisation to communicate ideas or intentions
- rehearsing, interacting and negotiating with others to interpret scripts and create characters and their relationships
- using Viewpoints to ask questions when exploring character; for example, "How did the performers use the and design elements effectively?", "For what purposes did they make drama?", "What evidence supports your judgement about the drama?"
- devising drama based on research or knowledge about a project happening in their school/local community to encourage cultural awareness or to present different perspectives in a debate, such as a debate about an environmental issue
- working collaboratively to devise drama for a school ritual, gathering (such as an assembly) or ceremony; for example, drama that explores a school motto, a health message or a campaign such as "no-packaging lunch"

Students learn to:

develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms

(AC9ADR6C01)

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

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 .

Generating

- Create possibilities
- Consider alternatives
- Put ideas into action

Social management

- Communication
- Collaboration

Generating

- Create possibilities
- Consider alternatives
- Put ideas into action

Generating

- Create possibilities
- Consider alternatives
- Put ideas into action

Social management

- Communication
- Collaboration
- Conflict resolution

Inquiring

- Develop questions

Engaging with cultural and linguistic diversity

- Communicate responsively
- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

Navigating intercultural contexts

- Adapt in intercultural exchanges

Social management

- Communication
- Collaboration
- Conflict resolution

Futures

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Resources

Work Samples

WS01 - Blueback: Readers' Theatre

WS02 - Hot seat in character

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADR6C01

Continuum extract

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

- 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
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADR6C01

Continuum extract

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

- 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
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADR6C01

Continuum extract

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

- 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
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9ADR6C01

Continuum extract

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

- plan for learning, by setting improvement goals
- select and use strategies to monitor own learning and refine goals to plan for further improvement
- use and refine strategies that contribute to regulating behaviour and achieving learning goals

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR6C01

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADR6C01

Continuum extract

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Critical and Creative Thinking: Generating: Consider alternatives

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Critical and Creative Thinking: Generating: Put ideas into action

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR6C01

Continuum extract

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

Personal and Social capability: Social management: Collaboration

Content description

AC9ADR6C01

Continuum extract

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

- 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
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADR6C01

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Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADR6C01

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Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

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Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

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AC9ADR6C01

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- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR6C01

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9ADR6C01

Continuum extract

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

- 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
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Conflict resolution

Personal and Social capability: Social management: Conflict resolution

Content description

AC9ADR6C01

Continuum extract

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

- apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts

- practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict
- select and apply conflict prevention and resolution strategies in a range of contexts, based on an evaluation of suitability and effectiveness

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9ADR6C01

Continuum extract

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

- 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
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Communicate responsively

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

Content description

AC9ADR6C01

Continuum extract

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

- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Develop multiple perspectives

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

Content description

AC9ADR6C01

Continuum extract

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

- 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
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

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

AC9ADR6C01

Continuum extract

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

- 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
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9ADR6C01

Continuum extract

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

- 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
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9ADR6C01

Continuum extract

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

- 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
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR6C01

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9ADR6C01

Continuum extract

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

- 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
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Conflict resolution

Personal and Social capability: Social management: Conflict resolution

Content description

AC9ADR6C01

Continuum extract

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

- apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts
- practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict
- select and apply conflict prevention and resolution strategies in a range of contexts, based on an evaluation of suitability and effectiveness

Resource – Drama Examples of knowledge and skills

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Please use search to find another page or browse from the home page .

Resource – WS01 - Blueback: Readers' Theatre

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.

Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.

By the end of Year 6, students explain how the elements of drama are used in drama they create, perform and/or experience. They describe how drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how drama is used to continue and revitalise cultures.

Students work collaboratively as they combine elements of drama to shape and sustain dramatic action. They improvise and/or devise drama and/or interpret scripts. They perform their drama in informal and/or formal settings.

AC9ADR6C01

develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms

AC9ADR6P01

rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings

Resource – WS02 - Hot seat in character

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience.■They describe how the arts communicate ideas, perspectives

and/or meaning across cultures, times, places and/or other contexts.■They describe how the arts are used to continue and revitalise cultures.

Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning.■They demonstrate safe practices.■They present and perform their arts works in formal and/or informal settings.

By the end of Year 6, students explain how the elements of drama are used in drama they create, perform and/or experience.■They describe how drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning.■They describe how drama is used to continue and revitalise cultures.

Students work collaboratively as they combine elements of drama to shape and sustain dramatic action.■They improvise and/or devise drama and/or interpret scripts. They perform their drama in informal and/or formal settings.

AC9ADR6E01

explore ways that the elements of drama are combined to communicate ideas, perspectives and/or meaning in drama across, cultures, times, places and/or other contexts

AC9ADR6D01

explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama

AC9ADR6C01

develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms

AC9ADR6P01

rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings

AC9ADR6P01

rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings

-
-

Elaborations

- using props, costumes and available technologies such as light, sound or multimedia to create dramatic symbols and enhance
 - focusing on communication with the audience by, for example, remembering lines, moves and cues in rehearsal and performance
 - showing understanding of the purpose of rehearsing and the need for collaboration
 - sharing ideas about their drama with audiences; for example, through choice of performance space, approach to entering or leaving the performance space, pre-show presentations or by creating an introduction such as a podcast that can be distributed when an audience member obtains their ticket
- Students learn to:

rehearse and perform improvised, devised and/or scripted drama in informal and/or

(AC9ADR6P01)

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 .

Generating

- Consider alternatives
- Put ideas into action

Social management

- Communication

Social management

- Communication
- Collaboration

Creating and exchanging

- Respect intellectual property

Self-management

- Perseverance and adaptability

Social management

- Communication
- Collaboration

Resources

Work Samples

WS01 - Blueback: Readers' Theatre

WS02 - Hot seat in character

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9ADR6P01

Learning progression extract

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

- 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
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Perseverance and adaptability

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

Content description

AC9ADR6P01

Continuum extract

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

- 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
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR6P01

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADR6P01

Continuum extract

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

- 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
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADR6P01

Continuum extract

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

- 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
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR6P01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR6P01

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9ADR6P01

Continuum extract

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

- 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
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Respect intellectual property

Digital Literacy: Creating and exchanging: Respect intellectual property

Content description

AC9ADR6P01

Continuum extract

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

- respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source
- respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions
- respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols

Snapshot – Perseverance and adaptability

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

Content description

AC9ADR6P01

Continuum extract

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

- 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
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADR6P01

Continuum extract

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

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9ADR6P01

Continuum extract

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Resource – Drama Examples of knowledge and skills

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Resource – WS01 - Blueback: Readers' Theatre

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Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.

By the end of Year 6, students explain how the elements of drama are used in drama they create, perform and/or experience. They describe how drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how drama is used to continue and revitalise cultures.

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AC9ADR6C01

develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms

AC9ADR6P01

rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings

Resource – WS02 - Hot seat in character

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience.■They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts.■They describe how the arts are used to continue and revitalise cultures.

Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning.■They demonstrate safe practices.■They present and perform their arts works in formal and/or informal settings.

By the end of Year 6, students explain how the elements of drama are used in drama they create, perform and/or experience.■They describe how drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning.■They describe how drama is used to continue and revitalise cultures.

Students work collaboratively as they combine elements of drama to shape and sustain dramatic action.■They improvise and/or devise drama and/or interpret scripts. They perform their drama in informal and/or formal settings.

AC9ADR6E01

explore ways that the elements of drama are combined to communicate ideas, perspectives and/or meaning in drama across, cultures, times, places and/or other contexts

AC9ADR6D01

explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama

AC9ADR6C01

develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms

AC9ADR6P01

rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings