



Assessment task	
Year level	Pre-primary
Learning area	The Arts
Subject	Drama
Title of task	Aussie Animals
Task details	
Description of task	Students will explore and develop voice and movement skills through workshops, using animals as focus stimuli. Students will select one animal and develop a simple story based around their animal. The concept of accepting offers in order to develop and progress dramatic action will be explored as part of this activity. Students will then perform the story for an audience of peers.
Type of assessment	Formative and summative
Purpose of assessment	To inform the teacher of the students' progression in their use of the drama skills of voice and movement.
Assessment strategy	Rehearsal, performance, teacher observation and anecdotal notes
Evidence to be collected	Video observation and anecdotal notes
Suggested time	6 x 30-minute lessons
Content description	
Content from the Western Australian Curriculum	<p><b>Ideas</b> Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds</p> <p><b>Skills</b> Exploration and experimentation of two (2) elements of drama:</p> <ul style="list-style-type: none"> <li>• voice (loud, soft)</li> <li>• movement (big, small)</li> </ul> <p>to create drama Simple stories based on stimuli and available technologies Development of improvisation skills (accepting offers) to develop dramatic action</p> <p><b>Performance</b> Performance of improvised drama that communicate ideas to an audience Performance skills (facing the audience) when sharing drama with peers</p> <p><b>Responding</b> Audience behaviour (being attentive, responding appropriately) when viewing drama Different places and occasions where drama is seen or heard in the community Personal responses to drama they view and make</p>
Early Years Learning Framework	<p><b>Outcome 4: Children are confident and involved learners</b> Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p><b>Outcome 5: Children are effective communicators</b> Children interact verbally and non-verbally with others for a range of purposes Children express ideas and make meaning using a range of media</p> <p>[Commonwealth of Australia. (2009). <i>Belonging, being &amp; becoming – The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</p>

<b>National Quality Standard</b>	<p><b>Quality Area 1 – Educational program and practice</b></p> <p><b>Standard 1.1 The educational program enhances each child’s learning and development.</b>  Element 1.1.1 Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</p> <p><b>Standard 1.2 Educators facilitate and extend each child’s learning and development.</b>  Element 1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</p> <p>[Based on: Guide to the National Quality Standard (ACECQA). Used under Creative Commons Attribution 4.0 Australia licence.]</p>
<b>Task preparation</b>	
<b>Prior learning</b>	Students have participated in previous opportunities to explore ideas and skills through game routines and exercises to create drama stories. Students have had an opportunity to share feelings about participation in drama activities in prior learning exercises.
<b>Assessment differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Performance space can be selected to best suit the needs of the learners challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
<b>Assessment task</b>	
<b>Assessment conditions</b>	Classroom, open space, indoor or outdoor. Provide a visibly marked out area for the students to show the simple story within. Direct the students to location of the audience for the performance.
<b>Resources</b>	Images of Australian animals in colour on posters or in a digital format, music of the Australian bush. See suggested resources in the inspire/inform section of the iSTAR model

<p><b>Inspire/inform</b></p>	<p><b>Lesson one (30 min)</b></p> <ul style="list-style-type: none"> <li>Show the students a variety of pictures of Australian animals in different poses (e.g. standing, lying down, eating etc.) and video resources with musical elements such as: Suggested resources: <ul style="list-style-type: none"> <li>'Aussie Animal Song': <a href="https://www.youtube.com/watch?v=m2Iym1A3RDw">https://www.youtube.com/watch?v=m2Iym1A3RDw</a></li> <li>'If you go into the Bush': <a href="https://www.youtube.com/watch?v=zsO_XLmInIM">https://www.youtube.com/watch?v=zsO_XLmInIM</a></li> </ul> </li> </ul> <p>Students can participate in the movements of the animals as a group in a follow-the-leader style exercise.</p> <p><b>Lesson two (30 min)</b></p> <p>Students are introduced to the story book stimulus (or a similar stimulus resource)</p> <ul style="list-style-type: none"> <li>Suggested resources: <i>Benny Bungarra's Big Bush Clean-Up</i> by Sally Morgan, illustrated by Ambelin Kwaymullina and <i>Can You Dance?</i> by Sally Morgan, illustrated by Kathy Arbon</li> <li>Teacher-led discussion of the images as they are on display: focus on ideas about the simple story.</li> <li>Drawn from the story book resource, allow the students to select an Australian bush animal from the story to explore their voice and movement skills. As students choose the animals, teacher will play sounds of the animal through speakers. See suggested resource: Animal Noises in the Aussie Bush at <a href="https://www.youtube.com/watch?v=MYcDkoOXm2Y">https://www.youtube.com/watch?v=MYcDkoOXm2Y</a> and/or Wildlife sound archive which is part of the Australian National Wildlife Collection at <a href="https://www.csiro.au/en/Research/Collections/ANWC/About-ANWC/Our-wildlife-sound-archive">https://www.csiro.au/en/Research/Collections/ANWC/About-ANWC/Our-wildlife-sound-archive</a></li> </ul>
<p><b>Show</b></p>	<p><b>Lesson three (30 min)</b></p> <ul style="list-style-type: none"> <li>Teacher to demonstrate stretches to warm up body and a voice warm up exercise. Teacher will then demonstrate a few animal voices and actions using lines from the story book. This will allow the students who are less confident a chance to copy the teacher to begin with and then build their own capacity as they explore further.</li> <li>Remember to demonstrate the animals' 'soft and loud' sounds (roars, growls, purring, wimps and so on). Link sounds to an emotion, e.g. a sad magpie, an excited kangaroo, a lonely snake.</li> <li>Demonstrate animal movement – 'big and small' – that matches the sound produced, e.g. a sad magpie may fly slowly with its wings and head drooped, an excited kangaroo may bounce up and down, left and right in short bursts. Remember to show movement in all parts of your body (fingers, toes, hips, elbows, face).</li> <li>Ask the students to tell you what they think the animal character might be thinking and feeling prior to the exercise.</li> </ul>
<p><b>Tell</b></p>	<p><b>Lesson four (30 min)</b></p> <ul style="list-style-type: none"> <li>Students select one animal from the story to explore for performance with bush sounds playing to encourage characterisation. Explore one character (animal) at a time as a whole class. This will assist the less confident students in building their confidence and capacity by watching what the other students do and then copying. Encourage all the students to participate by leading by example and doing the activity with them in follow-the-leader style improvisation.</li> <li>Students can call out the animal sounds as they move around the space. They should also demonstrate some different animal activities like eating, sleeping, resting.</li> <li>First, tell students to start walking around and start forming their body into their animals. While they walk as the animal, verbally guide by discussing as many features as possible. Some questions you may want to ask might include: <ul style="list-style-type: none"> <li>How does your animal move?</li> <li>Does your animal have fins, hooves, paws?</li> <li>Does your animal have a tail?</li> <li>Does your animal have fur, feathers, scales?</li> <li>Is its skin smooth, bumpy, hot or cold?</li> <li>What is the shape of your animal's ears?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ How about its nose?</li> <li>▪ Does it have a snout?</li> <li>▪ What about its mouth?</li> <li>▪ Where are its eyes located? Do they face front or are they farther on the sides of its face?</li> </ul> <ul style="list-style-type: none"> <li>• Be sure to offer plenty of positive feedback and constructive help. Encourage your students to stay as the animal and try not to break character.</li> </ul>
<b>Apply</b>	<p><b>Lesson five (30 min)</b></p> <ul style="list-style-type: none"> <li>• Students explore the chosen animal using their voice and movement. Provide background 'bush sounds' to set the mood for the performance of the simple story. Suggested resource: <a href="https://www.youtube.com/watch?v=I9VgptFkx7Q">https://www.youtube.com/watch?v=I9VgptFkx7Q</a></li> <li>• When the students become more comfortable just moving and walking around the room as their animal, have them perform various tasks.</li> <li>• Suggested dialogue that teachers can use if necessary can be found here: <a href="http://broadwayeducators.com/creative-drama-for-the-classroom-acting-through-animals/">http://broadwayeducators.com/creative-drama-for-the-classroom-acting-through-animals/</a></li> </ul> <p>Note: students may be able to perform the simple bush animal story without the teacher narration and prompting after rehearsals a few times.</p>
<b>Reflect</b>	<p><b>Lesson six (30 min)</b></p> <ul style="list-style-type: none"> <li>• Students reflect on the performance by watching a video recording of their animal performance and sharing their feelings in a short interview with the teacher.</li> <li>• Reflect on what they did as a whole group directly after the performance (positive comments).</li> </ul>

## Sample marking key

Description	Record
<b>Ideas – Exploring ideas and improvising with ways to represent ideas</b>	
Responds to Australian bush animal image and music stimuli to initiate and extend dramatic action.	
Responds to Australian bush animal image and music stimuli to initiate some dramatic action.	
Responds to Australian bush animal image and music stimuli with some simple drama ideas.	
Responds in a limited way to Australian bush animal image and music stimuli.	
Description	Record
<b>Performance – Sharing the arts through performance, presentation or display for an audience</b>	
Follows and extends bush animal exercise to create drama ideas. Maintains performance skills and audience acknowledgement.	
Follows narrated bush animal exercise to create some drama ideas. Faces and acknowledges the audience, using performance skills.	
Follows some parts of bush animal routines and exercises to create simple drama ideas. Faces the audience, using some performance skills.	
Superficially follows bush animal routines and exercises. Rarely faces the audience during performance.	
Description	Record
<b>Skills – Developing skills and processes Reflection</b>	
Explores a variety of ways to use the voice to create loud and soft sounds and a variety of ways to use the body to create big and small movements, based on Australian bush animal stimuli to present ideas about finding food and water.	
Explores some different uses of the voice to create loud and soft sounds and a variety of big and small body movements, based on Australian bush animal stimuli to present ideas about finding food and water.	
Explores a few ways to use loud and soft voice and big and small movements, based on Australian bush animal stimuli to present simple ideas.	
Explores briefly, and with some reluctance, soft and/or loud voice and/or big and small movement based on Australian bush animal stimuli to attempt to present simple ideas.	
Description	Record
<b>Reflection – Responding to and interpreting the arts</b>	
Outlines, in some detail, feelings about the use of voice to create animal sounds, and body to create animal movements and/or aspects of the story about finding food and water in their own drama and the drama of others.	
Outlines feelings about the use of voice to create animal sounds, and body to create animal movements and/or aspects of the story about finding food and water aspects in their own drama and the drama of others.	
Briefly outlines feelings about the use of voice, movement and/or other aspects in their own drama and the drama of others.	
Lists, with few details animal sounds and animal movements, some personal responses to the story performed.	
<b>Teacher comments:</b>	