

## Year 5 Syllabus learning area contacts:

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 **Year 7 to Year 10** : | 

# Year 5 Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

## Year Level Description

In Year 5, students begin to refine and experiment with the elements of drama to communicate improvised, devised and scripted drama.

Students continue to use the elements of drama and selected drama forms and styles to communicate meaning, including the use of voice, movement, role, situation, space, character, time and relationships. They are introduced to mood and explore drama narratives and ideas to create dramatic action. Students begin to explore creating drama based on scripts.

Students experience the roles of performers and audience members. They work together, giving and receiving feedback, to improve drama to engage an intended audience.

As they make and respond to drama, students explore the purpose of drama and how the elements of drama are used to communicate meaning. They have the opportunity to experience drama from a range of cultures, times and locations.

# Making

## IDEAS

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**Dramatic structures** to sequence how a story is opened, how events are presented (mood and tension elements) and key details to help the audience understand dramatic meaning ([ACADRM035](#))

 Literacy

 Critical and creative thinking

## SKILLS

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Experimentation and refinement of ten (10) **elements of drama**:

- voice (loud, soft, varying loud and soft; pitch variation; pace; volume; clarity)
- movement (facial expressions and gestures to create belief in character and situation)
- role (taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus)
- situation (establishing and

# Responding

The role of drama in different cultures and times ([ACADRR038](#))

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Responses that explain the purpose of drama and how the **elements of drama** are used to communicate meaning, using drama terminology ([ACADRR038](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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- sustaining a fictional setting)
- space (establishing a clear setting)
- character (communicating character traits; developing relationships between characters)
- time (sense of time to create belief in drama)
- tension (factors that contribute to suspense in stories; tension in characters' relationships)
- mood (describes the feelings and attitudes, often combined of the roles or characters involved in dramatic action)
- relationships (how relationships influence character development)

when creating improvised, devised or scripted drama ([ACADRM036](#))


 Literacy

 Critical and creative thinking

 Personal and social capability

Improvisation skills (creating climax and drama [dénouement](#)) to enhance drama ([ACADRM036](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

## PERFORMANCE

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Rehearsal processes (giving and receiving feedback; working together) to improve drama to engage an intended audience ([ACADRM037](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Performance skills and audience awareness (where the performers control the focus) to convey meaning to the audience ([ACADRM037](#))

 Personal and social capability

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## Achievement standard

At Standard, students use improvisation skills and dramatic action to

present drama to an audience. They use voice, movement, role and relationships to create drama in devised, improvised or scripted drama. Students use rehearsal processes in different groups to develop dramatic narratives. They demonstrate awareness of guiding the audience focus in performance.

Students outline elements of drama that relate to dramatic meaning in performance. They outline the role of drama in different cultures and times. Students use some drama terminology.

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