

# Year 6 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 6, students refine and experiment with the [elements of drama](#) and selected drama forms and styles, considering how feedback can be used to enhance improvised, devised and scripted drama. Students are introduced to script formatting and conventions.

Students experience drama as performers and audience members. They develop their performance skills to establish connections and build trust with the audience.

As they make and respond to drama, students explore how dramatic narratives and mood communicate meaning. They examine the factors that influence drama in different cultures, times and contexts.

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## Making

### IDEAS

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Dramatic action (the driving force and forward motion of drama to create dramatic meaning) driven by narrative structure and dramatic tension ([ACADRM035](#))

 Literacy


 Critical and creative thinking

## Responding

Factors that influence drama in different cultures, times and contexts ([ACADRR038](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## 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; projection)
- 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 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

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

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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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](#))

Script formatting and conventions, including planning and documentation

Improvisation skills (finding a resolution and signalling a conclusion) to enhance drama

 Literacy


 Critical and creative thinking

 Personal and social capability

## PERFORMANCE

Rehearsal processes (the consideration of feedback) to improve drama performances to engage an audience ([ACADRM037](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Performance skills and audience awareness (where performers make connections and build trust with the audience) ([ACADRM037](#))

 Personal and social capability

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## Achievement standard

At Standard, students use improvisation skills, dramatic action and/or narrative to present dramatic meaning to an audience. They use voice, movement, role/character and relationships to create some dramatic meaning in devised, improvised or scripted drama. Students use rehearsal processes in different groups to develop dramatic narratives for a purpose.

Students describe [elements of drama](#) and dramatic meaning in performance of their work and the work of others. They describe some factors that influence drama in different cultures, times and contexts. Students use some general drama terminology.

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