

Year 1 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 1, learning in Drama builds on the dispositions of learning developed in the early years.

Students explore personal experiences to create drama and develop improvisation skills. They are introduced to the element of role and continue to experiment with voice and movement to create their drama.

Students experience the roles of performers and audience members, learning performance skills and audience behaviour. They have the opportunity to explore the different places where drama is performed.

As they make and respond to drama, students explore the key moments in drama they view and make.

Making

IDEAS

Use of dramatic action to sequence events to communicate an idea or message ([ACADRM027](#))

 Literacy

 Critical and creative thinking

SKILLS

Responding

Audience behaviour (paying attention to the development of a story) when viewing drama ([ACADRR030](#))

 Personal and social capability




 Intercultural understanding

Different places where drama is




Exploration and experimentation of three (3) elements of drama:

- voice (loud, soft, varying loud and soft)
- movement (big, small, use of facial expressions)
- role (fictional character)



to create drama ([ACADRM028](#))

-  Literacy
-  Critical and creative thinking
-  Personal and social capability





Use of known stories and personal experiences to create drama with simple objects and available technologies ([ACADRM029](#))

-  Literacy
-  Critical and creative thinking
-  Personal and social capability





Improvisation skills (contributing to the progression of action) to develop dramatic action ([ACADRM028](#))

-  Literacy
-  Critical and creative thinking

performed ([ACADRR030](#))

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

Personal responses expressing ideas and feelings to key moments in drama they view and make ([ACADRR030](#))

-  Literacy
 -  Critical and creative thinking
 -  Personal and social capability
 -  Intercultural understanding
-

 Personal and social capability

PERFORMANCE

Performance of planned and spontaneous drama that expresses feelings, moods, ideas and experiences to an audience

([ACADRM029](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Performance skills (performing towards the audience, raising chin for good eye lines) when sharing drama with peers ([ACADRM029](#))

 Personal and social capability

Achievement standard

At Standard, students use some dramatic action in drama. They use some voice and movement based on stimuli for an audience. Students follow some performance routines to prepare drama. They usually acknowledge the audience using some performance skills in drama.

Students outline their feelings about key moments of voice, movement and other aspects in their own performance and the performance of others. They outline different places where drama is performed and some of the

functions of these uses.

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 1, learning in Drama builds on the dispositions of learning developed in the early years.

Students explore personal experiences to create drama and develop improvisation skills. They are introduced to the element of role and continue to experiment with voice and movement to create their drama.

Students experience the roles of performers and audience members, learning performance skills and [audience behaviour](#). They have the opportunity to explore the different places where drama is performed.

As they make and respond to drama, students explore the key moments in drama they view and make.