

# Year 2 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 2, learning in Drama builds on the knowledge and skills developed in the early years.

Students explore personal events and fictional stories to create drama. They continue to develop improvisation skills, exploring possibilities for voice, movement and role. Students are introduced to the element of situation.

Students experience drama as performers and audience members, presenting scenes in which they apply drama narratives to link the action with an ending. Students view drama based on unfamiliar stories.

As they make and respond to drama, students experiment with the elements of voice, movement, role and situation. Students explore reasons why people make drama.

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## Making

### IDEAS

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

 Literacy

## Responding

Audience behaviour (responding to interactive elements) where students view drama that uses different styles and unfamiliar stories ([ACADRR030](#))

 Personal and social capability

 Critical and creative thinking

## SKILLS

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Exploration and experimentation of four (4) elements of drama:

- voice (loud, soft, varying loud and soft; pace and pitch)
- movement (big, small; use of facial expressions; gestures; posture)
- role (fictional character; listening and responding in role)
- situation (establishing a fictional setting and relating to it in role)

to create drama ([ACADRM028](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies

([ACADRM029](#))

 Literacy

 Intercultural understanding

Reasons why people make drama ([ACADRR030](#))

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Personal responses using the elements of voice and movement in drama they view and make ([ACADRR030](#))

 Literacy


 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


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 Critical and creative thinking

 Personal and social capability

Improvisation skills (establishing a situation) to develop dramatic action and ideas ([ACADRM028](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

## PERFORMANCE

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Performance of drama to an audience demonstrating story structures to set the scene, link action and create an ending ([ACADRM029](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Performance skills (suitable openings and conclusions to performances, appropriate stage crosses) when sharing drama with familiar audiences ([ACADRM029](#))

 Personal and social capability

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# Achievement standard

At Standard, students explore some dramatic action to present some drama narratives. They use some voice and movement in improvised drama to create drama ideas. Students follow specified rehearsal processes to prepare and present drama ideas. They demonstrate audience awareness using performance skills in drama.

Students outline drama ideas supported by the use of voice and movement in performance. They outline some reasons why people make drama.

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