

Year 3 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 3, students extend their understanding of role and situation as they create improvised and devised drama.

Students begin to experiment with selected forms and styles when improvising or devising drama. They continue to develop improvisation, voice and movement skills. Students are introduced to the elements of space, character and time.

Students experience drama as performers and audience members. They begin to use rehearsal processes to support audience engagement and continue to learn appropriate responses to the drama of others.

As they make and respond to drama, students identify and reflect on the [elements of drama](#) used in a performance. Students have the opportunity to experience drama from a range of cultures, times and locations.

Making

IDEAS

Improvised and devised drama based on narrative structures in familiar drama styles

([ACADRM031](#))

 Literacy

Responding

Appropriate responses to, and respect for, drama of others as performers and audience members
([ACADRR034](#))

 Personal and social capability

 Intercultural understanding

- 🧠 Critical and creative thinking
- 👥 Personal and social capability

SKILLS

Exploration and experimentation of seven (7) elements of drama:

- voice (loud, soft, varying loud and soft; pitch variation; pace; volume)
- 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)

Features of drama in different cultures and places ([ACADRR034](#))

- 📖 Literacy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

Responses that involve identifying and reflecting on the use of the elements of drama, using drama terminology ([ACADRR034](#))

- 📖 Literacy
 - 🧠 Critical and creative thinking
 - 👥 Personal and social capability
 - 🌐 Intercultural understanding
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- time (sense of time to create belief in drama)

when creating improvised or devised drama ([ACADRM032](#))


 Literacy

 Critical and creative thinking

 Personal and social capability

Improvisation skills (breaking patterns) to develop drama ([ACADRM032](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

PERFORMANCE

Rehearsal processes (to improve the flow of the performance) to support audience engagement ([ACADRM033](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Performance skills and audience awareness (where performers use focus and control) when

performing drama styles

([ACADRM033](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Achievement standard

At Standard, students explore dramatic action to present drama to an audience. They use voice and movement in devised or improvised drama to create simple roles and drama narratives. Students use rehearsal processes to prepare drama. They demonstrate focus to engage an audience in drama.

Students outline the [elements of drama](#) in performance and the connection with some drama ideas. They outline some features of drama in different cultures and places.

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