

## Year 4 Syllabus learning area contacts:

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 **Year 7 to Year 10** : | 

# Year 4 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 4, students extend their understanding of role and situation, as they continue to explore ideas through improvisation.

Students continue to explore the [elements of drama](#) and selected drama forms and styles to communicate ideas using role, situation, space, character and time. They are introduced to relationships and how relationships influence character development.

Students experience drama as performers and audience members. They continue to use rehearsal processes to enhance audience engagement and shape the drama for an audience.

As they make and respond to drama, students explore dramatic narratives and reflect on the meaning and purpose of their drama and the drama of others. They reflect on, and respond to, the ideas in drama from different cultures.

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Making

Responding

## IDEAS

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

([ACADRM031](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

## SKILLS

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Exploration and experimentation of eight (8) **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

Considered responses to, and respect for, the drama of others as performers and audience members ([ACADRM034](#))

 Personal and social capability

 Intercultural understanding

Ideas in drama from different cultures ([ACADRM034](#))

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Responses that involve identifying and reflecting on the meaning and purpose of their own and others' drama, using drama terminology ([ACADRM034](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


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setting)

- character (communicating character traits; developing relationships between characters)
- time (sense of time to create belief in drama)
- relationships (how relationships influence character development)

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

 Literacy

 Critical and creative thinking

 Personal and social capability

Improvisation skills (working with complications) to develop drama ([ACADRM032](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

## PERFORMANCE

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Rehearsal processes (to improve

transitions between scenes ) to  
enhance audience engagement  
([ACADRM033](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Performance skills and audience  
awareness (where the performers  
use focus and control) when  
performing drama styles  
([ACADRM033](#))

 Personal and social capability

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## Achievement standard

At Standard, students explore, through improvisation, dramatic action to present drama to an audience. They use voice, movement and role to create drama in devised or improvised drama to create dramatic narratives.

Students use rehearsal processes in different groups to explore transitions and address audience engagement. They demonstrate focus and control to engage an audience in drama.

Students identify and reflect on the meaning and purpose of their own drama and the drama of others. They identify ideas in drama from different cultures. Students use some drama terminology.

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