



# Australian Curriculum: The Arts Drama - Years 3-4

## Band Plan-2022 & 2023

CURRICULUM	Term 2 2022		Term 2 2023	
	Year 3	Year 4	Year 3	Year 4
	Drama	Drama	Drama	Drama
<b>Unit name</b>	Country and Place	Country and Place	Exploring Issues	Exploring Issues
<b>Unit description</b>	students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus	students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus	Students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.	Students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.

ASSESSMENT		YEAR 3	YEAR 4	YEAR 3	YEAR 4
		Country and Place AT1	Country and Place AT1	Exploring Issues	Exploring Issues
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Extended response & performance	Extended response & performance	Extended response & performance	Extended response & performance
	<b>Type of text</b>	Collection of work Response, review and demonstration	Collection of work Response, review and demonstration	Collection of work Response, review and demonstration	Collection of work Response, review and demonstration
	<b>Mode</b>	Written & Performance	Written & Performance	Written & Performance	Written & Performance
	<b>Conditions</b>	Open task	Open task	Open task	Open task

Aspects of the achievement standard					
Describe and discuss similarities and differences between drama they make, perform and view		✓	✓	✓	✓
Discuss how they and others organise the elements of drama in their drama		✓	✓		
Use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama		✓	✓	✓	✓
Collaborate to plan, make and perform drama that communicates idea		✓	✓	✓	✓

2023



indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard