

## Australian Curriculum: The Arts Drama - Years 5-6 Band Plan-2022 & 2023

CURRICULUM	Term 2 2022		Term 2 2023		
	Year 5	Year 6	Year 5	Year 6	
	Drama	Drama	Drama	Drama	
Unit name	Natural Disasters	Natural Disasters	Dramatic Transformations	Dramatic Transformations	
Unit description	Students make and respond to drama, exploring the impact of natural disasters on communities including stories and accounts as stimulus.	Students make and respond to drama, exploring the impact of natural disasters on communities including stories and accounts as stimulus.	Students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, mask, movement, media, props and alternative performance spaces.	Students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, mask, movement, media, props and alternative performance spaces.	

ASSESSMENT		YEAR 5	YEAR 6	Year 5	Year 6	
		Natural Disasters	Natural Disasters	Dramatic Transformations	Dramatic Transformations	
Range and balance of summative assessment conventions	Technique	Extended response & performance				
	Type of text	Collection of work Response, review and demonstration				
	Mode	Written & Performance	Written & Performance	Written & Performance	Written & Performance	
	Conditions	Open task	Open task	Open task	Open task	

Aspects of the achievement standard					
	Year 5 AT1	Year 6 AT1	Year 5 AT2	Year 6 AT2	
Explain how dramatic action and meaning is communicated in drama they make, perform and view	~	✓	✓	✓	
Explain how drama from different cultures, times and places influences their own drama making			✓	✓	

Work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and			
performances of devised and scripted drama for audiences	•		

2023 🗸 indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard