



Students will spend much of the Second Semester focussing on skill development as opposed to experience. They will continue to explore different ways to express and communicate their ideas, creating settings and characters through dramatic play, scene work and movement. Being part of a large scale musical production is both exciting and challenging. Over the Semester they will slowly develop characters and practice a song and dance routine for The Lion King Jnr. During this process they will be given the opportunity to develop suitable performance posture as well as develop rehearsal techniques.

Foundation

During Semester Two the children in Foundation will continue to engage in performing arts experiences with a renewed focus on establishing music skills such as keeping the beat on their own, inner hearing, in tune singing and recognising melodic shape. Children will also be given the opportunity to share their ideas through discussion, by offering observations about how they feel about their creative explorations.

Students will be given the opportunity to;

Years One and Two

- Create known characters through movement and facial expression.
- Retell a known story with correct characters and sequence.
- Imagine the setting of a story and explore ways to communicate this to an audience.
- Present drama that sets the scene, has action and a clear ending.
- Contribute to class discussions about what they enjoyed when making drama.
- Prepare, practice and make conscious taa and ti-ti.
- Sing in tune s / m / l
- Clap back accurately 4 beat rhythm patterns using taa and ti-ti
- Practice writing s/m

Years Three and Four

- Establish belief in a setting through movement and spacial awareness, using music and literature as stimuli.
- Identify ways music can suggest a setting. Include dynamics, tempo and texture.
- Place s, m, l on the music house, recognising steps and skips.
- Use facial expression, gesture and voice to create belief in a character.
- Use a known story to create a scene with the narrative structure intact.
- Show a clear distinction between stage and audience and create belief of place by the use of the stage space.
- Write soh, mi and lah on the music house

Years Five and Six

- Understand the importance of working as a cohesive group in order to make the production a success.
- Understand the difference between given circumstances and actor / director choice when communicating with the audience.
- Consider how to 'raise the stakes' in order to more effectively communicate character objectives in scripted drama.
- Review the parts of the stage and blocking vocabulary
- Create a scenic design, including props that create a sense of place.
- Understand the transitions with the story of the Lion King and their importance in the dramatic structure.
- Explore ways staging can best communicate key events in a piece of drama
- Develop a vocabulary to describe physical choices that portray a character.
- Explore how space affects power and relationships.
- Make physical and vocal choices to communicate character objectives.