

Summary of Drama Australia Feedback for the Draft Shape of the Australian Curriculum: The Arts.

[Please see full document for more detail]

In response to the Draft Arts Shaping Paper, Drama Australia and Drama Victoria:

1. Believe the arts make a unique contribution to learning and the way in which young people learn and this needs to be highlighted and strengthened in the rationale
2. Believe the definition for **drama** is not evocative enough compared to other art form definitions and lacks key elements such as the importance of role and narrative.
Stress that it is vitally important that every child in years K-8 have the provision to experience and study five art forms – dance, drama, media, music, and visual arts - and that no one art form should be privileged at the expense of another.
Recommends a strengthening of the notion of entitlement for the arts and that the time allocation should be expressed as ‘as a minimum’ or ‘at least’.
Recommends that the definition of ‘aesthetic knowledge’ be moved into the body of the document to replace what is currently under this heading - skills and practices and histories of each art form, and their contexts are vital to developing aesthetic knowledge
Believe we need the inclusion of a statement about what makes this curriculum *uniquely Australian*
Support the three strands and in principle the three words selected – **generate, realise and respond** - and understand that they are enacted differently in each art form and are generally useful.
However, the term *realising* needs only one spelling.
3. Consider the term *apprehend* is problematic across all art forms and needs to be re thought as a way to encounter arts experiences
Believe the years 3-8 banding is too broad. In its current outline it needs to cover an enormous range of territory cognitively, socially, psychologically, academically and from skill-based perspectives.
Believe the broad outline in the section *cross curriculum priorities* fails to be futures oriented. The section reads as though it is articulating the current position rather than being forward thinking about how the arts may be used as pedagogy, literacies, cultural pluralism and the opportunity for aesthetic knowledge as a way of understanding the human experience and imagining other ways of thinking.
Believe the Year 9 and senior years’ bands lack a focus on dramatic elements, the importance of appreciation and viewing of theatre to inform practice and build critical analysis.
Believe notions of creativity and design throughout the document are inadequately explored.
4. Believe that Section 5 - The Arts Industry and Community - needs to be fore grounded more strongly and woven into the rationale so that it does not appear as an ‘add-on’ but rather as integral to the teaching of and experience in the five art forms.
5. Believe the document needs more consistency in the use of language – the voices of the academics are still very present and variances are too obvious – as this will inform the creation of a public document and be read by a range of stakeholders.

[Drama Australia/Drama Victoria November 2010]

