



Drama Learning Matrix

Curriculum Levels 6, 7, and 8

Learning Area Whakataukī:

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa. *Artistic excellence makes the world sit up in wonder.*

Big Ideas			
Titiro whakamuri, kōkiri whakamua – Drama is influenced by whakapapa and is a way to respond to and share identity, culture, and perspectives	Mā whero, mā pango, ka oti ai te mahi – Drama is a collaborative, creative process	Poipoiā te kākano kia puawai – Drama communicates through storytelling and creative expression to nurture and nourish people	Te whāriki kia mōhio ai tātou ki a tātou – Meaning in performance is created through whanaungatanga
Significant Learning			
At Curriculum Level 6, ākonga will...	At Curriculum Level 7, ākonga will...	At Curriculum Level 8, ākonga will... (indicative only)	
<ul style="list-style-type: none"> • explore how identity, culture, and perspectives are expressed through dramatic work • explore forms, purposes, and functions of drama • contribute to theatre Aotearoa and understand that drama is a way to explore and reflect on whakapapa • gain understanding of creative processes through participation in drama • learn to express and explore their own and others' ideas in the creative process • explore collaborative creation using the concepts of whanaungatanga, manaakitanga, and akoranga while remaining mindful of tikanga • understand how drama components and processes are used to create drama and communicate ideas • understand the concepts of ihi, wehi, and wana through the experience of live drama performance 	<ul style="list-style-type: none"> • explore ideas of culture, identity, and perspectives and integrate them in dramatic work • recognise and engage with forms, purposes, and function of drama and reflect them in own dramatic work • participate in theatre Aotearoa to explore Aotearoa New Zealand's identity • experiment with or within a creative process in drama • experiment with developing own ideas and personal voice in creating and performing drama • respond to and build on others' ideas and negotiate in a collaborative process using the concepts of whanaungatanga, manaakitanga, and akoranga while remaining mindful of tikanga • experiment with integration of drama components and processes to create drama • analyse the relationship between drama and audience through ihi, wehi, and wana and how responses to drama are evoked 	<ul style="list-style-type: none"> • critique how ideas of culture, identity, and perspectives inform dramatic work • synthesise ideas of culture, identity, and perspectives to create dramatic work • participate in theatre Aotearoa to develop understanding of te ao Māori and Aotearoa New Zealand's identity • develop and utilise a creative process in making and performing drama • extend own ideas and enhance personal creative voice • negotiate and synthesise ideas in a collaborative process to achieve a shared creative vision using the concepts of whanaungatanga, manaakitanga, and akoranga while remaining mindful of tikanga • weave drama components to innovate in the creation of drama • develop a command of drama components and processes and demonstrate this in dramatic work • critique drama, reflecting on the experience of performer and audience through ihi, wehi, and wana to discuss theatrical impact 	



<ul style="list-style-type: none">• understand Aotearoa New Zealand as a Pacific nation, and that there are Pacific performance practices and traditions that have travelled here.	<ul style="list-style-type: none">• explore the relationships between storytelling practices and theatre in the Pacific, including Aotearoa New Zealand and the realm nations (Niue, Cook Islands, and Tokelau).	<ul style="list-style-type: none">• identify the relationships between storytelling practices and theatre in the Pacific, including Aotearoa New Zealand and the realm nations (Niue, Cook Islands, and Tokelau).
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