'PRIMARY SCHOOL WORKSHOPS

Arena Theatre Company's work with young people through collaborative and creative practice aims to assist teachers and students to address learning outcomes across a range of Victorian Curriculum Learning Areas and Capabilities.

The Arena Theatre Company Primary Workshop focuses on learning in:
- Audio visual technology and animation
- Performances using technology and drama skills
- Personal and social learning by considering aspects of 'identity' and 'character'
- Literacy by exploring language, texts and narrative building
- Critical and creative thinking through discussion, questioning and creative problem solving

In particular, the workshop enables students to develop the skills to meet many of the key Achievement Standards in Levels 3 and 4, and Levels 5 and 6.

LEARNING AREAS	Level 3 & 4 – Achievement Standards	Level 5 & 6 – Achievement Standards
The Arts - Media	By the end of Level 4, students use intent, structure, setting, characters, and media elements and media technologies to make and share media artworks that communicate ideas to an audience.	By the end of Level 6, students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions.
The Arts - Drama	By the end of Level 4, students use performance skills to communicate ideas and create a sense of time and place in their drama. They describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience	By the end of Level 6, students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences. Students explain how dramatic action and meaning is communicated in drama they make, perform and view.
Literacy across the Curriculum	In the areas of speaking, writing and creating, by the end of Level 4, students compose and edit a range of texts across learning areas, use pair, group and whole class discussion to explore and represent ideas and to prepare for creating texts. Plan, rehearse and deliver presentations incorporating appropriate visual and multi-modal elements.	In the areas of speaking, writing and creating, by the end of Level 6, students compose and edit texts, use pair group and class discussion as learning tools to explore possibilities and prepare for creating texts. They plan, research, rehearse and deliver presentations, selecting appropriate content and visual and multi-modal elements to suite different audiences.
CAPABILITIES	**Level 3 & 4 – Achievement Standards**	**Level 5 & 6 – Achievement Standards**
Personal and social capability	By the end of Level 4, students recognise personal strengths and challenges and identify skills they would like to develop. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful	By the end of Level 6, students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations.
Critical and creative thinking	By the end of Level 4, students use questioning for different purposes, they select and apply thinking techniques to generate a range of ideas and to problem solve. Students use concrete and pictorial models to facilitate thinking, They practice and apply an increased range of learning strategies. Students select and apply a range of problem-solving strategies	By the end of Level 6, students apply questioning as a tool to focus or expand thinking. They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations. Students distinguish between valid and sound arguments and between deductive and inductive reasoning. They explain how reasons and evidence can be evaluated.