

Australian Curriculum Connections: P – Year 12

A comically interactive, non-verbal performance experience blending clowning, physical comedy, character play, and audience participation.

The Arts – Drama

Foundation – Year 2

- **ACADRM027**: Explore role and dramatic action in dramatic play, improvisation, and process drama.
- **ACADRM028**: Use voice, facial expression, movement, and space to imagine and establish role and situation.
- **ACADRR030**: Respond to drama by describing what they enjoy and why.

Years 3–6

- **ACADRM033**: Develop skills and techniques of voice and movement to create character, mood, and atmosphere.
- **ACADRM034**: Rehearse and perform drama to communicate ideas and stories to an audience.
- **ACADRR035 / ACADRR036**: Reflect on how dramatic action and characters are developed.

Years 7–10

- **ACADRM040 / ACADRM043**: Develop roles and characters consistent with performance styles like clowning and physical theatre.
- **ACADRR046 / ACADRR051**: Analyse and evaluate how meaning is communicated to audiences through performance choices.

Senior Drama (Years 11–12)

- Explore non-verbal theatre, clowning traditions, and satire as tools for storytelling and audience engagement.
- Apply improvisational structures and parody in devised theatre work.
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English

Foundation – Year 6

- Explore how body language, gesture, and facial expression convey character and emotion.
- Discuss how performers use exaggeration and timing to create humour and storytelling.

Years 7–10

- Analyse how visual texts (like physical comedy performances) influence audience response.
- Evaluate the use of irony, satire, and subtext in performance.
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Health and Physical Education (HPE)

Foundation – Year 6

- **ACPMP008 / ACPMP046:** Participate in games that require turn-taking, decision-making, and safe interactions.
- **ACPPS020 / ACPPS033:** Identify personal strengths and describe how they contribute to family, school, and community.

Years 7–10

- **ACPPS074 / ACPPS093:** Investigate emotional responses in different situations and strategies to manage them.
- **ACPPS076 / ACPPS094:** Examine how play and performance strengthen relationships and social health.

General Capabilities

Critical and Creative Thinking

- Think divergently to interpret unusual comedic characters and routines.
- Understand the mechanics of physical humour and its effects on audience engagement.

Personal and Social Capability

- Participate in a shared, live experience that fosters empathy, emotional awareness, and collaboration.
- Reflect on risk-taking in performance and play, and develop resilience through failure and laughter.

Ethical Understanding

- Consider how satire and parody highlight social behaviours or norms.
- Discuss how humour can be inclusive or exclusive depending on context and intention.

Intercultural Understanding

- Recognise traditions of clowning and carnival from different cultures (e.g. Commedia dell'Arte, British pantomime, European street theatre).
- Respect diverse audience reactions and interpretations of non-verbal performance.

Style, Form & Pedagogical Value

- **Performance Styles:** Traditional Clowning, Physical Theatre, Slapstick, Silent Comedy, Sideshow
- **Pedagogical Benefits:**
 - Strengthens visual literacy and observation
 - Develops humour as a social and emotional learning tool
 - Encourages reflection on audience-performer relationships
 - Offers inclusive, language-free engagement across learning abilities

Perfect for...

- Arts and Drama Units exploring characterisation, movement, satire, or comedy
- English lessons examining narrative without words
- HPE discussions around confidence, play, and connection
- Whole-school community engagement across diverse age ranges