

Years 1–2 standard elaborations — Australian Curriculum v9.0: Drama

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Drama describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the working with (WW) standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Years 1–2 Australian Curriculum: Drama achievement standard

By the end of Year 2, students identify where they experience drama. They describe where, why and/or how people across cultures, communities and/or other contexts experience drama.

Students pretend and imagine as they create roles and situations in improvised drama and/or dramatic play. They perform their drama in informal settings.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Drama for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/drama/year-2?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

Years 1–2 Drama standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of student work contains evidence of the following:					
Exploring and responding	<u>applying knowledge when</u> identifying where they experience drama	<u>making connections when</u> identifying where they experience drama	identifying where they experience drama	<u>exploring</u> where they experience drama	<u>becoming aware of</u> experiencing drama
	<u>applying knowledge when</u> describing where, why and/or how people across cultures, communities and/or other contexts experience drama	<u>making connections when</u> describing where, why and/or how people across cultures, communities and/or other contexts experience drama	describing where, why and/or how people across cultures, communities and/or other contexts experience drama	<u>exploring</u> where and/or how people experience drama	<u>becoming aware of</u> people experiencing drama
Creating and making	<u>applying knowledge when</u> pretending and using imagination to create roles and situations in improvised drama and/or dramatic play	<u>making connections when</u> pretending and using imagination to create roles and situations in improvised drama and/or dramatic play	pretending and using imagination to create roles and situations in improvised drama and/or dramatic play	pretending and using imagination to create <u>aspects of</u> roles <u>and/or</u> situations in improvised drama and/or dramatic play	<u>becoming aware of</u> pretending and using imagination in drama and/or dramatic play

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Presenting and performing	applying knowledge when [using performance skills to] perform their drama in informal settings.	making connections when [using performance skills to] perform their drama in informal settings.	[using performance skills to] perform their drama in informal settings.	variable [use of performance skills to] perform aspects of their drama in informal settings.	becoming aware of performing drama.

Note: Words in the square brackets are not part of the achievement standard. However, they have been included to clarify that performance skills are used to assess this aspect of the achievement standard.

Key	Shading identifies the qualities or discernible differences in the AP–BA descriptors:
AP	Applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	Makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and begins to transfer skills to new situations
WW	Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them



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