

Years 3–4 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 C 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 3–4 Australian Curriculum: Drama achievement standard

By the end of Year 4, students describe use of selected elements of drama in drama they experience, create and/or perform. They describe where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts.

Students use selected elements of drama when creating drama and/or performing. They collaborate to improvise and/or devise drama that communicates ideas, perspectives and/or meaning. They perform their work 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-4?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 3–4 Drama standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Exploring and responding	<p><u>discerning</u> description of:</p> <ul style="list-style-type: none"> • use of selected elements of drama in drama they experience, create and/or perform • where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts 	<p><u>informed</u> description of:</p> <ul style="list-style-type: none"> • use of selected elements of drama in drama they experience, create and/or perform • where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts 	<p>description of:</p> <ul style="list-style-type: none"> • use of selected elements of drama in drama they experience, create and/or perform • where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts 	<p><u>identification</u> of:</p> <ul style="list-style-type: none"> • elements of drama in drama they experience, create and/or perform • where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts 	<p><u>identification</u> of:</p> <ul style="list-style-type: none"> • <u>element/s</u> of drama in drama they experience, create and/or perform • drama created and/or performed across cultures, times, places and/or other contexts

	A	B	C	D	E
Creating and making	<ul style="list-style-type: none"> • purposeful use of selected elements of drama when creating drama • collaboration to improvise and/or devise drama that purposefully communicates ideas, perspectives and/or meaning 	<ul style="list-style-type: none"> • effective use of selected elements of drama when creating drama • collaboration to improvise and/or devise drama that effectively communicates ideas, perspectives and/or meaning 	<ul style="list-style-type: none"> • use of selected elements of drama when creating drama • collaboration to improvise and/or devise drama that communicates ideas, perspectives and/or meaning 	<ul style="list-style-type: none"> • variable use of selected elements of drama when creating drama • collaboration to variably improvise and/or devise drama that communicates aspects of ideas, perspectives and/or meaning 	<ul style="list-style-type: none"> • fragmented use of selected elements of drama when creating drama • collaboration to variably improvise and/or devise drama with direction.
Presenting and performing	discerning use of selected elements of drama [and performance skills] when performing their work in informal settings.	informed use of selected elements of drama [and performance skills] when performing their work in informal settings.	use of selected elements of drama [and performance skills] when performing their work in informal settings.	variable use of elements of drama [and performance skills] when performing their work in informal settings.	fragmented use of elements of drama [and performance skills] when performing their work in informal settings.

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 emphasises the **qualities that discriminate between the A–E descriptors**



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