

# Years 5–6 standard elaborations — Australian Curriculum v9.0: Drama

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## 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 5–6 Australian Curriculum: Drama achievement standard

By the end of Year 6, students explain how the elements of drama are used in drama they create, perform and/or experience. They describe how drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how drama is used to continue and revitalise cultures.

Students work collaboratively as they combine elements of drama to shape and sustain dramatic action. They improvise and/or devise drama and/or interpret scripts. They perform their drama in informal and/or formal 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-5?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 5–6 Drama standard elaborations

	A	B	C	D	E
	<b>The folio of student work contains evidence of the following:</b>				
<b>Exploring and responding</b>	<u>thorough</u> explanation of how the elements of drama are used in drama they create, perform and/or experience	<u>informed</u> explanation of how the elements of drama are used in drama they create, perform and/or experience	explanation of how the elements of drama are used in drama they create, perform and/or experience	<u>description</u> of the elements of drama are used in drama they create, perform and/or experience	<u>identification</u> of the <u>element/s</u> of drama used in drama they create, perform and/or experience
	<u>discerning</u> description of how drama: <ul style="list-style-type: none"> <li>created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning</li> <li>is used to continue and revitalise cultures</li> </ul>	<u>informed</u> description of how drama: <ul style="list-style-type: none"> <li>created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning</li> <li>is used to continue and revitalise cultures</li> </ul>	description of how drama: <ul style="list-style-type: none"> <li>created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning</li> <li>is used to continue and revitalise cultures</li> </ul>	<u>identification</u> of how drama: <ul style="list-style-type: none"> <li>created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning</li> <li>is used to continue <u>or</u> revitalise <u>culture/s</u></li> </ul>	<u>identification</u> of 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"> <li>collaboration to combine elements of drama to <b>purposefully</b> shape dramatic action</li> <li><b>purposeful</b> improvising and/or devising drama and/or interpreting scripts</li> </ul>	<ul style="list-style-type: none"> <li>collaboration to combine elements of drama to <b>effectively</b> shape dramatic action</li> <li><b>effective</b> improvising and/or devising drama and/or interpreting scripts</li> </ul>	<ul style="list-style-type: none"> <li>collaboration to combine elements of drama to shape dramatic action</li> <li>improvising and/or devising drama and/or interpreting scripts</li> </ul>	<ul style="list-style-type: none"> <li><b>use</b> of elements of drama to shape <b>aspects of</b> dramatic action</li> <li><b>variable</b> improvising and/or devising drama and/or interpreting scripts</li> </ul>	<ul style="list-style-type: none"> <li><b>fragmented</b> use of elements of drama</li> <li><b>fragmented</b> improvising and/or devising drama and/or interpreting scripts</li> </ul>
Presenting and performing	<b>discerning</b> [use of performance skills to] perform their drama and sustain dramatic action in informal and/or formal settings.	<b>informed</b> [use of performance skills to] perform their drama and sustain dramatic action in informal and/or formal settings.	[use of performance skills to] perform their drama and sustain dramatic action in informal and/or formal settings.	<b>variable</b> [use of performance skills to] perform their drama in informal and/or formal settings.	<b>fragmented</b> use of performance skills to] <b>partially</b> perform their drama in informal and/or formal 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 these aspects of the achievement standard.

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



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