Years 5–6 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 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
The folio of student work contains evidence of the following:					
Exploring and responding	thorough explanation of how the elements of drama are used in drama they create, perform and/or experience	informed 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	description of the elements of drama are used in drama they create, perform and/or experience	identification of the element/s of drama used in drama they create, perform and/or experience
	discerning description of how drama: • created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning • is used to continue and revitalise cultures	informed description of how drama: • created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning • is used to continue and revitalise cultures	description of how drama: • created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning • is used to continue and revitalise cultures	identification of how drama: • created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning • is used to continue or revitalise culture/s	identification of drama created and/or performed across cultures, times, places and/or other contexts

	A	B	C	D	E
Creating and making	• collaboration to combine elements of drama to purposefully shape dramatic action • purposeful improvising and/or devising drama and/or interpreting scripts	• collaboration to combine elements of drama to effectively shape dramatic action • effective improvising and/or devising drama and/or interpreting scripts	• collaboration to combine elements of drama to shape dramatic action • improvising and/or devising drama and/or interpreting scripts	• use of elements of drama to shape aspects of dramatic action • variable improvising and/or devising drama and/or interpreting scripts	• fragmented use of elements of drama • fragmented improvising and/or devising drama and/or interpreting scripts
Presenting and performing	discerning [use of performance skills to] perform their drama and sustain dramatic action in informal and/or formal settings.	informed [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.	variable [use of performance skills to] perform their drama in informal and/or formal settings.	fragmented use of performance skills to] partially 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