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| Years 7–8 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.

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| Years 7–8 Australian Curriculum: Drama achievement standard |
| By the end of Year 8, students analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience. They evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences. |
| 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-7?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 7–8 Drama standard elaborations

|  | A | B | C | D | E |
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|  | The folio of student work contains evidence of the following: |
| Exploring and responding | discerning analysis of how elements of drama and/or conventions are manipulated in drama they create and/or experience | informed analysis of how elements of drama and/or conventions are manipulated in drama they create and/or experience | analysis of how elements of drama and/or conventions are manipulated in drama they create and/or experience | description of how elements of drama and/or conventions are manipulated in drama they create and/or experience | identification of elements of drama and/or conventions in drama they create and/or experience |
| discerning evaluation of the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning | informed evaluation of the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning | evaluation of the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning | description of the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning | identification of drama created and/or performed across cultures, times, places and/or other contexts  |
| discerning description of respectful approaches to creating, performing and/or responding to drama | informed description of respectful approaches to creating, performing and/or responding to drama | description of respectful approaches to creating, performing and/or responding to drama | identification of respectful approaches to creating, performing and/or responding to drama | statement/s about respect in drama |
| Creating and making | discerning manipulation of the elements of drama and conventions to shape dramatic action in improvised, devised and/or scripted drama, working collaboratively | informed manipulation of the elements of drama and conventions to shape dramatic action in improvised, devised and/or scripted drama, working collaboratively | manipulation of the elements of drama and conventions to shape dramatic action in improvised, devised and/or scripted drama, working collaboratively | use of the elements of drama and/or conventions to shape aspects of dramatic action in improvised, devised and/or scripted drama | fragmented use of the elements of drama in improvised, devised and/or scripted drama |
| Presenting and performing | discerning employment of performance skills to convey and sustain dramatic action to communicate ideas, perspectives and/or meaning when performing drama to audiences. | informed employment of performance skills to convey and sustain dramatic action to communicate ideas, perspectives and/or meaning when performing drama to audiences. | employment of performance skills to convey and sustain dramatic action to communicate ideas, perspectives and/or meaning when performing drama to audiences. | variable employment of performance skills to convey dramatic action to communicate aspects of ideas, perspectives and/or meaning when performing drama to audiences. | fragmented employment of performance skills when performing drama to audiences. |

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

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