

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.



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
	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

	A	B	C	D	E
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.

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



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