

# Prep–Year 10 Drama

## Australian Curriculum Version 9.0: Sequence of achievement standards aspects

This resource provides a sequence of achievement standards aspects, for Prep–Year 10 Drama, organised by Responding and Making.

By breaking each achievement standard into discrete aspects, the increasing complexity of the achievement standards can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of students within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Responding	describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community	identify where they experience drama	describe use of selected elements of drama in drama they experience, create and/or perform	explain how the elements of drama are used in drama they create, perform and/or experience	analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience	analyse how and why the elements of drama, performance skills and/or conventions are manipulated in drama they create, perform and/or experience
		describe where, why and/or how people across cultures, communities and/or other contexts experience drama	describe where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts	describe how drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning	evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning	evaluate how drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and/or meaning
				describe how drama is used to continue and revitalise cultures	describe respectful approaches to creating, performing and/or responding to drama	evaluate how drama is used to celebrate and challenge perspectives of Australian identity
Making	use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms	pretend and imagine as they create roles and situations in improvised drama and/or dramatic play	use selected elements of drama when creating drama and/or performing	work collaboratively as they combine elements of drama to shape and sustain dramatic action	work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama	work individually and/or collaboratively to shape and manipulate use of the elements of drama, conventions and/or dramatic structures to communicate ideas, perspectives and/or meaning
			collaborate to improvise and/or devise drama that communicates ideas, perspectives and/or meaning	improvise and/or devise drama and/or interpret scripts		
		perform their drama in informal settings	perform their work in informal settings	perform their drama in informal and/or formal settings	employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences	use performance skills relevant to style and/or form to sustain belief, roles and characters in performances of improvised, devised and/or scripted drama for audiences

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) or email the K–10 Curriculum and Assessment Branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).

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