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|  | Prep to Year 2 standard elaborations — Australian Curriculum: Drama |

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| **Purpose** | The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. These can be used as a tool for:   * making consistent and comparable judgments about the evidence of learning in a folio of student work * developing task-specific standards for individual assessment tasks. |
| **Structure** | The SEs are developed using the **Australian Curriculum achievement standard**. The Arts: Drama achievement standard describes the learning expected of students at each band in the two valued features for Australian Curriculum Arts — responding and making. Making is further broken down into forming and performing. Teachers use the achievement standard during and at the end of a period of teaching to make on‑balance judgments about the quality of learning students demonstrate.  In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix. |

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| **Prep[[1]](#footnote-1) to Year 2 Australian Curriculum: Drama achievement standard** | |
| By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.  Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. | |
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| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum Version 8 The Arts: Drama,  [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/drama](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/drama) |

## Prep to Year 2 Drama standard elaborations

|  |  | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
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|  |  | The folio of a student’s work has the following characteristics: | | | | |
| Responding | | clear and informed description about:   * what happens in drama made, performed and viewed * where and why there is drama | informed description about:   * what happens in drama made, performed and viewed * where and why there is drama | description about:   * what happens in drama made, performed and viewed * where and why there is drama | guided description about:   * what happens in drama made, performed and viewed * where and why there is drama | statements about:   * what happens in drama made, performed and viewed * where and why there is drama |
| clear and informed identification of some elements of drama | informed identification of some elements of drama | identification of some elements of drama | guided identification of some elements of drama | directed identification of some elements of drama |
| Making | Forming | improvisation and making of dramatic play, with skilful and effective use of:   * role * situation * focus | improvisation and making of dramatic play, with effective use of:   * role * situation * focus | improvisation and making of dramatic play, with use of:   * role * situation * focus | improvisation and making of dramatic play, with guided use of aspects of:   * role * situation * focus | improvisation and making of dramatic play, with directed use of aspects of:   * role * situation * focus |
| Performing | presentation of cohesive drama, with skilful and effective use of:   * role * situation * focus | presentation of drama, with effective use of:   * role * situation * focus | presentation of drama, with use of:   * role * situation * focus | presentation of drama, with guided use of aspects of:   * role * situation * focus | presentation of drama, with directed use of aspects of:   * role * situation * focus |

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| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors |
| **AP**  **MC**  **WW**  **EX**  **BA** | applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations  makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations  works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them  exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them  becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

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| Dimension | Description |
| **understanding** | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| **skills** | the specific techniques, strategies and processes in a learning area |

### Terms used in Prep to Year 2 Drama standard elaborations

These terms clarify the descriptors in the Prep to Year 2 Drama SEs. Descriptions are drawn from:

* ACARA Australian Curriculum: The Arts glossary,   
  [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary/)
* ACARA The Arts: Drama > Examples of knowledge and skills > Foundation to Year 2,  
  [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/drama/example-of-knowledge-and-skills](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/drama/example-of-knowledge-and-skills/)
* other sources, to ensure consistent understanding.

| Term | Description |
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| artist | generic term for the maker of an artwork in each of the five arts subjects;  artists include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make [hybrid artworks](#hybrid_artwork) |
| artwork | generic term for a performance or an artwork in each of the five arts subjects; when referred to generically this curriculum uses the term artwork; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles;  artworks include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes [hybrid artworks](#hybrid_artwork) |
| aspects | particular parts or features |
| atmosphere | the established mood or feeling conveyed in an artwork or performance;  see also [elements of drama](#elements_of_drama) |
| audience | individuals or groups of people who experience the arts in a range of settings and contexts (formal, informal, virtual or interactive) through intellectual, emotional and social engagement; the artist is audience to their own artwork |
| character | identification and portrayal of a person’s values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action  see also [elements of drama](#elements_of_drama) |
| clear | easy to perceive, understand, or interpret; without ambiguity |
| cohesive | characterised by being united, bound together or having integrated meaning |
| communication | in The Arts,communication means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience |
| description; describe | give an account of characteristics or features |
| directed | following the instructions of the facilitator |
| dramatic action | the driving force and forward motion of drama to create dramatic meaning, tension, belief and audience engagement; the movement of the drama from the introduction, exposition of ideas and conflict to a resolution;  see also [elements of drama](#elements_of_drama) |
| dramatic meaning | a signified, intended purpose or effect interpreted from the communication of expressive dramatic action;  see also [elements of drama](#elements_of_drama) |
| dramatic play | includes playbuilding, storytelling, improvising, devising, and sequencing dramatic action |
| effectively; effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result;  in Drama, meeting the purpose by producing a strong impression |
| elements of drama | in Drama, the elements of drama are:   * [role](#role), [character](#character) and relationships   + role and character: identification and portrayal of a person’s values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action; role focus on type and stereotype; characters are detailed and specific   + relationships: the connections and interactions between people that affect the dramatic action   + situation: the setting and circumstances of the dramatic action — the who, what, where, when and what is at stake of the roles/characters * voice and [movement](#movement)   + voice: using voice expressively to create roles, situations, relationships, atmosphere and symbols   + movement: using facial expression, posture and action expressively in space and time to create roles, situations, relationships, atmosphere and symbols   + [focus](#focus): directing and intensifying attention and framing moments of dramatic action   + tension: sense of anticipation or conflict within characters or character relationships, or problems, surprise and mystery in stories and ideas to propel dramatic action and create audience engagement * space and time   + space: the physical space of the performance and audience, fictional space of the dramatic action and the emotional space between characters   + time: fictional time in the narrative or setting; timing of one moment to the next contributing to the tension and rhythm of dramatic action * language, ideas, [dramatic meaning](#dramatic_meaning), mood and [atmosphere](#atmosphere), and symbol   + language, ideas and dramatic meaning: the choice of linguistic expression and ideas in drama used to create dramatic action   + mood and atmosphere: the feeling or tone of both the physical space and the dramatic action created by or emerging from the performance * symbol: associations that occur when something is used to represent something else to reinforce or extend dramatic meaning;   in Prep to Year 2 Drama, examples for the elements of drama include:   * role, character and relationships   + role: taking on the point of view of a fictional character and listening and responding in role to others in role   + situation: establishing a fictional setting and relating to it in role * voice and movement   + voice: using voice, for example, varying loudness/softness, pace and pitch   + movement: body language, for example, using posture, gestures, facial expressions, to create role and situation   + focus: identifying the main idea of the drama * audience   + recognising that the purpose of drama is to communicate and share ideas with others |
| focus | concentrate the attention on a spatial direction or a point in space to intensify attention or increase the projection of intent;  in Drama, focus means directing and intensifying attention and framing moments of dramatic action or identifying the main idea of the drama;  see also [elements of drama](#elements_of_drama) |
| forming | includes learning about and using the forms, structures and elements of drama to plan and make drama artworks that communicate ideas and intentions |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| hybrid artwork | the combination of more than one art form within an artwork |
| identification; identify | establish or indicate who or what someone or something is |
| improvisation | spontaneous, creative activity applying the elements of an art form;  in Drama, an improvisation is a spontaneous enactment taking on roles and situations to create dramatic action and extend an idea; usually short, and structured into a complete little play |
| informed | having relevant knowledge; being conversant with the topic;  in Drama, this includes how the knowledge and skills ([elements of drama](#elements_of_drama), conventions of forms/styles and the skills of drama) work together to communicate meaning or intent in and through drama |
| language | in Drama, ideas and dramatic meaning: the choice of linguistic expression and ideas in drama used to create dramatic action;  see also [elements of drama](#elements_of_drama) |
| making | includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions |
| meaning | an intended idea, expression or purpose;  in Drama, see [dramatic meaning](#dramatic_meaning) |
| movement | in Drama, using facial expression, posture and action expressively in space and time to create roles, situations, relationships, atmosphere and symbols;  see also [elements of drama](#elements_of_drama) |
| movement vocabulary | the accumulation of movement, steps, gestures that make up a repertoire for physical expression of feelings or ideas |
| performed; performing | in Drama, includes learning about and using knowledge and skills to present and share artworks with audiences that communicate ideas and intentions;  in Drama, includes acting |
| playbuilding | creating a play through improvisation or devising |
| relationships | in Drama, the connections and interactions between people that affect the dramatic action;  see also [elements of drama](#elements_of_drama) |
| responding | includes exploring, responding to, analysing and interpreting artworks |
| role | adopting identification and portrayal of a person’s values, attitudes, intentions and actions and portraying these as imagined relationships, situations and ideas in dramatic action;  see also [elements of drama](#elements_of_drama) |
| situation | in Drama, the setting and circumstances of the dramatic action — the who, what, where, when and what is at stake of the roles/characters |
| skilful | in Drama, in the context of:   * creating artworks, this includes considered selection, management and application of the [elements of drama](#elements_of_drama); * sharing artworks, this includes a high degree of proficiency and polish |
| statement; state | a sentence or assertion |
| voice | in Drama, using voice expressively to create roles, situations, relationships, atmosphere and symbols;  see also [elements of drama](#elements_of_drama) |

1. Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June. [↑](#footnote-ref-1)