

Prep to Year 2 standard elaborations — Australian Curriculum: Drama

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.

Prep* 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.

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

* 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.

Prep to Year 2 Drama standard elaborations

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of a student's work has the following characteristics:						
Responding		clear and informed description about: <ul style="list-style-type: none"> • what happens in drama made, performed and viewed • where and why there is drama 	informed description about: <ul style="list-style-type: none"> • what happens in drama made, performed and viewed • where and why there is drama 	description about: <ul style="list-style-type: none"> • what happens in drama made, performed and viewed • where and why there is drama 	guided description about: <ul style="list-style-type: none"> • what happens in drama made, performed and viewed • where and why there is drama 	statements about: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • role • situation • focus 	improvisation and making of dramatic play, with effective use of: <ul style="list-style-type: none"> • role • situation • focus 	improvisation and making of dramatic play, with use of: <ul style="list-style-type: none"> • role • situation • focus 	improvisation and making of dramatic play, with guided use of aspects of: <ul style="list-style-type: none"> • role • situation • focus 	improvisation and making of dramatic play, with directed use of aspects of: <ul style="list-style-type: none"> • role • situation • focus
	Performing	presentation of cohesive drama, with skilful and effective use of: <ul style="list-style-type: none"> • role • situation • focus 	presentation of drama, with effective use of: <ul style="list-style-type: none"> • role • situation • focus 	presentation of drama, with use of: <ul style="list-style-type: none"> • role • situation • focus 	presentation of drama, with guided use of aspects of: <ul style="list-style-type: none"> • role • situation • focus 	presentation of drama, with directed use of aspects of: <ul style="list-style-type: none"> • role • situation • focus
Key	shading emphasises the qualities that discriminate between the AP–BA descriptors					
AP	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					
MC	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					
WW	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them					
EX	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them					
BA	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.

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
- 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
- other sources, to ensure consistent understanding.

Term	Description
artist	generic term for the maker of an artwork in each of the five arts subjects; <i>artists</i> include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make hybrid artworks
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 <i>artwork</i> ; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles; <i>artworks</i> include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes hybrid artworks
aspects	particular parts or features
atmosphere	the established mood or feeling conveyed in an artwork or performance; see also 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
clear	easy to perceive, understand, or interpret; without ambiguity
cohesive	characterised by being united, bound together or having integrated meaning
communication	in The Arts, <i>communication</i> means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience

Term	Description
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
dramatic meaning	a signified, intended purpose or effect interpreted from the communication of expressive dramatic action; see also 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	<p>in Drama, the <i>elements of drama</i> are:</p> <ul style="list-style-type: none"> • role, character and relationships <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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: 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 <ul style="list-style-type: none"> – 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, mood and atmosphere, and symbol <ul style="list-style-type: none"> – 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; <p>in Prep to Year 2 Drama, examples for the <i>elements of drama</i> include:</p> <ul style="list-style-type: none"> • role, character and relationships

Term	Description
	<ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – recognising that the purpose of drama is to communicate and share ideas with others
focus	<p>concentrate the attention on a spatial direction or a point in space to intensify attention or increase the projection of intent;</p> <p>in Drama, <i>focus</i> means directing and intensifying attention and framing moments of dramatic action or identifying the main idea of the drama;</p> <p>see also elements of drama</p>
forming	<p>includes learning about and using the forms, structures and elements of drama to plan and make drama artworks that communicate ideas and intentions</p>
guided	<p>visual and/or verbal prompts to facilitate or support independent action</p>
hybrid artwork	<p>the combination of more than one art form within an artwork</p>
identification; identify	<p>establish or indicate who or what someone or something is</p>
improvisation	<p>spontaneous, creative activity applying the elements of an art form;</p> <p>in Drama, an <i>improvisation</i> 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</p>
informed	<p>having relevant knowledge; being conversant with the topic;</p> <p>in Drama, this includes how the knowledge and skills (elements of drama, conventions of forms/styles and the skills of drama) work together to communicate meaning or intent in and through drama</p>
language	<p>in Drama, ideas and dramatic meaning: the choice of linguistic expression and ideas in drama used to create dramatic action;</p> <p>see also elements of drama</p>
making	<p>includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions</p>
meaning	<p>an intended idea, expression or purpose;</p> <p>in Drama, see dramatic meaning</p>
movement	<p>in Drama, using facial expression, posture and action expressively in space and time to create roles, situations, relationships, atmosphere and symbols;</p> <p>see also elements of drama</p>
movement vocabulary	<p>the accumulation of movement, steps, gestures that make up a repertoire for physical expression of feelings or ideas</p>

Term	Description
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
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
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: <ul style="list-style-type: none"> • <i>creating artworks</i>, this includes considered selection, management and application of the elements of drama; • <i>sharing artworks</i>, 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