

Years 5 and 6 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 **C 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.

Years 5 and 6 Australian Curriculum: Drama achievement standard

By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making.

Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.

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

Years 5 and 6 Drama standard elaborations

		A	B	C	D	E
The folio of a student's work has the following characteristics:						
Responding		thorough explanation of how dramatic action and meaning are communicated in the drama made, performed and viewed	informed explanation of how dramatic action and meaning are communicated in the drama made, performed and viewed	explanation of how dramatic action and meaning are communicated in the drama made, performed and viewed	description of how dramatic action and meaning are communicated in the drama made, performed and viewed	statements about dramatic action and meaning being communicated in drama
		thorough explanation of how drama from different cultures, times and places influences their own drama making	informed explanation of how drama from different cultures, times and places influences their own drama making	explanation of how drama from different cultures, times and places influences their own drama making	description of influences on their own drama making	statements about their own drama making
Making	Forming	skilful and effective use of the elements of drama to shape character, voice and movement in improvisation and playbuilding to create dramatic action and meaning	effective use of the elements of drama to shape character, voice and movement in improvisation and playbuilding to create dramatic action and meaning	use of the elements of drama to shape character, voice and movement in improvisation and playbuilding	uneven use of aspects of the elements of drama to shape character, voice and movement in improvisation and playbuilding	sporadic use of aspects of the elements of drama to shape character, voice and movement in improvisation and playbuilding
	Performing	skilful, effective and sustained use of the elements of drama to shape character, voice and movement to perform devised and scripted drama that is cohesive and clearly and effectively communicates dramatic action and meaning to audiences	effective use of the elements of drama to shape character, voice and movement to perform devised and scripted drama that effectively communicates dramatic action and meaning to audiences	use of the elements of drama to shape character, voice and movement to perform devised and scripted drama for audiences	uneven use of aspects of the elements of drama to shape character, voice and movement to perform devised and scripted drama for audiences	sporadic use of aspects of the elements of drama to shape character, voice and movement to perform drama
Key		shading emphasises the qualities that discriminate between the A–E descriptors				

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 Years 5 and 6 Drama standard elaborations

These terms clarify the descriptors in the Years 5 and 6 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 > Years 5 and 6, 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; see also elements of drama
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; clearly	easy to perceive, understand, or interpret
cohesive	characterised by being united, bound together or having integrated meaning

Term	Description
collaboration; collaborating	working jointly on an activity or project; in Years 5 and 6 Drama, students must be given opportunities to work collaboratively to plan, make and perform drama
communication; communicated	in The Arts, <i>communication</i> 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
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;

Term	Description
	<p>in Years 5 and 6 Drama, examples for the <i>elements of drama</i> include:</p> <ul style="list-style-type: none"> • role, character and relationships <ul style="list-style-type: none"> – role and character: for example, creating the inner and outer world of a character; differentiating between characters and stereotypes – relationships: analysing and portraying how relationships influence character development – situation: sustaining a fictional setting using space and time • voice and movement <ul style="list-style-type: none"> – voice: varying voice, for example, clarity, pace, volume and projection – movement: using movement, facial expression and gestures to create and sustain belief in character and situation – focus: framing drama to highlight and communicate key story elements and characters' motivations – tension: factors that contribute to tension or suspense in stories and tension in characters' relationships, for example, using sound, light and technology to heighten tension/suspense – space and time: sustaining a clear setting and sense of time to create belief in the drama • language, ideas and dramatic action <ul style="list-style-type: none"> – central ideas or themes that give perspectives and ideas to the audience – mood and atmosphere: the feeling or tone of physical space and the dramatic action created by or emerging from the performance • audience <ul style="list-style-type: none"> – shaping and sustaining drama for others using the conventions of story within drama to communicate meanings
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
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>
form; forms	<p>in The Arts, <i>form</i> is the whole of an artwork created by the elements and the way they are structured;</p> <p>in Drama, <i>form</i> is the way drama is structured; <i>drama forms</i> are shaped by the application of the elements of drama within particular social, cultural and historical contexts</p>
forming	includes learning about and using the forms, structures and elements of drama to plan and make drama artworks that communicate ideas and intentions
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	<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>

Term	Description
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
making; make	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
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
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
plan	a design or set of procedural steps specific to a project or task; in Drama, students plan and modify dramatic works using dramatic principles and practices to achieve purpose
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
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
sporadic	appearing, happening now and again or at intervals; (irregular) or occasional
statement; state	a sentence or assertion
sustained	continuing for an extended period or without interruption
thorough	demonstrating depth and breadth, inclusive of relevant detail; in Drama, <i>thorough</i> means demonstrating depth and breadth of drama knowledge and skills
uneven	not properly corresponding or aligning; not in keeping with
voice	in Drama, using voice expressively to create roles, situations, relationships, atmosphere and symbols; see also elements of drama