

Years 9 and 10 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 9 and 10 Australian Curriculum: Drama achievement standard

By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

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 9 and 10 Drama standard elaborations

		A	B	C	D	E
The folio of a student’s work has the following characteristics:						
Responding		<u>thorough</u> analysis of the elements of drama, forms and performance styles	<u>informed</u> analysis of the elements of drama, forms and performance styles	analysis of the elements of drama, forms and performance styles	<u>description</u> of the elements of drama, forms and performance styles	<u>identification</u> of the elements of drama, forms and performance styles
		<u>discerning</u> evaluation of meaning and aesthetic effect in drama devised, interpreted, performed and viewed	<u>effective</u> evaluation of meaning and aesthetic effect in drama devised, interpreted, performed and viewed	evaluation of meaning and aesthetic effect in drama devised, interpreted, performed and viewed	<u>explanation</u> of meaning in drama devised, interpreted, performed and viewed	<u>statements about</u> meaning in drama devised, interpreted, performed and viewed
		<u>discerning</u> evaluation of drama from different viewpoints using experiences of drama practices from different cultures, places and times	<u>informed</u> evaluation of drama from different viewpoints using experiences of drama practices from different cultures, places and times	evaluation of drama from different viewpoints using experiences of drama practices from different cultures, places and times	<u>statements of opinion about</u> drama from different viewpoints using experiences of drama practices from different cultures, places and times	<u>statements about</u> drama from different viewpoints using experiences of drama practices from different cultures, places and times
Making	Forming	<u>purposeful and effective</u> development and sustainment of different roles and characters for given circumstances and intentions	<u>effective</u> development and sustainment of different roles and characters for given circumstances and intentions	development and sustainment of different roles and characters for given circumstances and intentions	<u>partial</u> development and sustainment of roles and characters for given circumstances and intentions	<u>fragmented use</u> of roles and characters when collaborating to plan drama
		<u>skilful and effective</u> planning, direction, production and refinement of performances	<u>effective</u> planning, direction, production and refinement of performances	planning, direction, production and refinement of performances	<u>guided</u> planning, direction, production and refinement of performances	<u>directed</u> planning, direction, production and refinement of performances
		<u>skilful and effective</u> selection and use of the elements of drama, narrative and structure in directing to engage audiences	<u>effective</u> selection and use of the elements of drama, narrative and structure in directing to engage audiences	selection and use of the elements of drama, narrative and structure in directing to engage audiences	selection and use of <u>aspects of</u> the elements of drama, narrative and structure in directing to <u>partially</u> engage audiences	<u>fragmented</u> selection and use of the elements of drama, narrative and structure in directing

		A	B	C	D	E
The folio of a student's work has the following characteristics:						
Making	Performing	skilful and effective performance of devised and scripted drama in different forms, styles and performance spaces	effective performance of devised and scripted drama in different forms, styles and performance spaces	performance of devised and scripted drama in different forms, styles and performance spaces	guided performance of devised and scripted drama using aspects of different forms, styles and performance spaces	uneven performance of devised and scripted drama using aspects of different forms, styles and performance spaces
		skilful and effective selection and use of the elements of drama, narrative and structure in acting to engage audiences	effective selection and use of the elements of drama, narrative and structure in acting to engage audiences	selection and use of the elements of drama, narrative and structure in acting to engage audiences	selection and use of aspects of the elements of drama, narrative and structure in acting to partially engage audiences	fragmented selection and use of the elements of drama, narrative and structure in acting
		discerning refinement of performance and expressive skills in voice and movement to skilfully and effectively convey dramatic action	skilful refinement of performance and expressive skills in voice and movement to effectively convey dramatic action	refinement of performance and expressive skills in voice and movement to convey dramatic action	guided refinement of performance and expressive skills in voice and movement to partially convey dramatic action	fragmented use of performance and expressive skills in voice and movement
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 9 and 10 Drama standard elaborations

These terms clarify the descriptors in the Years 9 and 10 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 9 and 10, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/drama/example-of-knowledge-and-skills
- other sources, to ensure consistent understanding.

Term	Description
aesthetic	specific artistic awareness, or a deep appreciation of the meaning of an artistic experience through intellectual, emotional and sensual response to a work of art; in Drama, involves subjective responses to non-verbal, affective and verbal devices which can be representative of genre/style/time/place
analysis; analyse	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
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

Term	Description
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
collaborating; collaborate	working jointly on an activity or project; in Years 9 and 10 Drama, students must be given opportunities to work collaboratively to plan, make and perform drama
description; describe	give an account of characteristics or features
design elements	include line, colour, shape, texture, space and form found in artworks, and incorporated in the design of performance spaces (including sets) for dance and drama
devise; devised	the process of planning, trialling, structuring, refining and creating dramatic action using dramatic principles and practices; see also forming
direct	see focus
discerning	showing good judgment to make thoughtful choices
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 practices	including using and manipulating dramatic skills, techniques and processes to create dramatic action , and developing an awareness of self and others
dramatic styles	the manner in which the dramatic action is expressed or performed; <i>dramatic styles</i> have particular characteristics which can be identified, used and manipulated to evaluate, create, shape and strengthen the aesthetic impact of the drama, e.g. physical theatre, Butoh, new circus, commedia, realism, melodrama, dramatic storytelling, visual theatre
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 <i>elements of drama</i> are: <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,

Term	Description
	<p>atmosphere and symbols</p> <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> • 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 Years 9 and 10 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, analysing and using background, motivation, words and actions of characters to build roles; sustaining multidimensional relationships in the drama to develop the interplay between characters – situation — for example, using props, costumes and furniture to establish situation; using conventions of story in drama • voice and movement <ul style="list-style-type: none"> – for example, sustaining belief in character and situation through voice and movement; revealing character and situation through the use of voice, movement/blocking and props – focus — for example, using a range of devices and effects to highlight the central themes for an audience; making deliberate artistic choices to sharpen focus – tension — for example, using various physical and digital stage effects to produce specific audience reactions through tension – space and time — manipulating time in drama; using blocking (for example, when and where to move) and stage areas (for example, upstage right, downstage centre) in planning and performance • language, ideas and dramatic action <ul style="list-style-type: none"> – for example, using conventions relevant to selected performance styles to manipulate central ideas or themes and offer perspectives to the audience – mood and atmosphere — for example, using stage design to manipulate the feeling or tone of physical space and the dramatic action emerging from the performance • audience <ul style="list-style-type: none"> – for example, modifying production elements to suit different audiences
evaluation; evaluate	examine and judge the merit or significance of something
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application

Term	Description
focus	concentrate the attention on a spatial direction or a point in space to intensify attention or increase the projection of intent; in Drama, <i>focus</i> means directing and intensifying attention and framing moments of dramatic action or identifying the main idea of the drama; see also elements of drama
form; forms	in The Arts, <i>form</i> is the whole of an artwork created by the elements and the way they are structured; 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
forming	includes learning about and using the forms , structures and elements of drama to plan and make drama artworks that communicate ideas and intentions
fragmented	disjointed, incomplete or isolated
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 <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
informed	having relevant knowledge; being conversant with the topic; 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
intent; intentions	planned or meant
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
narrative	a story of events or experiences, real or imagined, In literary theory, narrative includes a story (what is narrated) and a discourse (how it is narrated)
performance style	a type of dramatic expression communicated for a particular effect with distinguishing features and appearance
performing; performed; performance	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

Term	Description
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
practice (n)	repeated performance or systematic exercise for the purpose of acquiring skill or proficiency; see also practise ; rehearse
practices	the application of arts skills and knowledge to create, represent, communicate and respond in a specific art form; also, see dramatic practices
practise (v)	regularly revising, developing and consolidating skills, techniques and repertoire as a class or as an individual; see also practice ; rehearse
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
refine	in Drama, to polish a performance with skilful ease
rehearse	in The Arts, <i>rehearse</i> means the process of an artist practising a performance artwork to refine their performance skills; see also practise
resolve	in The Arts, <i>resolve</i> means the process of refining an artwork (performance or product) into a state of completion
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
script; scripted	in Drama, a written text of a drama artwork (including a play) to be performed by actors
select; selection	choose in preference to another or others
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
space; spaces	see elements of drama
sporadic	appearing, happening now and again or at intervals; (irregular) or occasional
statement; state	a sentence or assertion
structure	in Drama, give a pattern, organisation or arrangement to; construct or arrange according to a plan; see also forms
style; styles	the influencing context of an artwork, such as postmodern, twenty-first century or contemporary, among many others; also see dramatic styles ; performance style
sustained	continuing for an extended period or without interruption

Term	Description
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
viewpoints	a collection of perspectives, lenses or frames through which artworks can be explored and interpreted