Drama scope and sequence: Foundation to Level 10

| **Foundation** | **Levels 1 and 2** | | **Levels 3 and 4** | | | **Levels 5 and 6** | | **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard | | | | | | | | | |
| By the end of Foundation, students describe experiences, observations and feelings about the drama they encounter at school, home and in the community, identifying what they enjoy and why. They develop an understanding of characters and situations. Students use play, imagination, experimentation and selected dramatic elements to create drama. They make and share drama. | By the end of Level 2, students identify where they experience drama. Students describe where, why and how people across cultures, communities and other contexts experience drama. Students use expressive and performance skills to create drama works. They use the elements of drama to improvise and create drama works. Students present their work to audiences in informal settings. | | By the end of Level 4, students identify and describe how expressive skills, performance skills and elements of drama are used to create, perform and experience drama works. They recall how drama is created and presented across cultures, times, places and other contexts, including the work of Aboriginal and Torres Strait Islander Peoples. Students experiment with the elements of drama when devising drama or interpreting scripts. They use the elements of drama and expressive and performance skills to create drama work using a range of forms to communicate ideas and meanings. They present and/or perform their work in informal and formal settings to different audiences. | | | By the end of Level 6, students explore how the elements of drama and drama terminology are used in creating and presenting drama works. They describe how drama is created and presented across different cultures and contexts to communicate ideas, perspectives and meaning. Students identify how drama is used to continue and revitalise cultures, including the work of Aboriginal and Torres Strait Islander Peoples. They document their ideas and understanding of how the elements of drama are used to create drama works using drama terminology. Students work collaboratively and individually to create drama using the elements of drama, expressive and performance skills, and improvisation, and devise and interpret scripts to develop an understanding of drama for different audiences. They present and perform drama in informal and formal settings, identifying different audiences. | | By the end of Level 8, students analyse how the elements of drama and conventions of different styles are manipulated to create drama works they make or experience. They describe ways in which elements of drama, expressive and performance skills, and design areas across cultures, times, places and other contexts communicate ideas, perspectives and meaning, including the works of Aboriginal and Torres Strait Islander Peoples. Students describe how and why respectful approaches are used in creating, performing and/or responding to drama works. Students select, apply and demonstrate an understanding of styles and forms when making drama and apply design areas to enhance drama practices. Students document the processes of creating drama using drama terminology. They manipulate the elements of drama and conventions, and apply design areas to create works that communicate ideas, perspectives and meaning. They plan, rehearse and present their work to a range of audiences, demonstrating performance skills. | By the end of Level 10, students analyse and evaluate how the elements of drama, expressive and performance skills, and conventions of styles are manipulated in drama they create, present and experience. They evaluate how and why theatre-makers across contexts and cultures use drama to challenge ideas and make meaning. Students evaluate how drama and theatre is used to celebrate and challenge perspectives in relation to Australian identity, including through the drama of Aboriginal and Torres Strait Islander Peoples. They work individually and collaboratively to apply and manipulate the use of the elements of drama and theatre conventions to create dramatic meaning. Students reflect on, analyse and document their own and others’ works using relevant drama terminology. Students use expressive and performance skills relevant to style and form to sustain belief, role and character in performances of improvised, devised and scripted drama They use design areas to inform their drama-making and shape their work. They plan, direct, produce, rehearse and present performances to audiences. |
| Content descriptions | | | | | | | | | |
| Strand: Exploring | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| explore how and why drama is important for people and communities  VC2ADRFE01 | explore where, when, why and how communities and cultures make drama, including the drama of Aboriginal and Torres Strait Islander Peoples  VC2ADR2E01 | | explore how stories and narrative structures are created and performed across cultures, times, places and other contexts  VC2ADR4E01 | | | explore how drama can be used to communicate ideas, perspectives and dramatic meaning, drawing on works from a range of contexts, including from Aboriginal and Torres Strait Islander Peoples  VC2ADR6E01 | | investigate ways in which elements of drama and conventions of theatre styles are used to communicate ideas, perspectives and meaning in drama that is created and performed across contexts and cultures  VC2ADR8E01 | investigate the ways in which drama and theatre artists across cultures, times, places and other contexts use the elements of drama, expressive and performance skills, conventions of performance styles and design areas to represent, communicate and challenge ideas and perspectives  VC2ADR10E01 |
| explore ideas for characters and situations through dramatic play  VC2ADRFE02 |  | | explore how Aboriginal and Torres Strait Islander Peoples use drama and storytelling to communicate connection to and responsibility for Country and Place  VC2ADR4E02 | | | explore ways Aboriginal and Torres Strait Islander Peoples use drama to continue and revitalise cultures  VC2ADR6E02 | | explore the diversity of drama and theatre created and/or performed by Aboriginal and Torres Strait Islander Peoples and consider culturally responsive approaches to Indigenous Cultural and Intellectual Property rights  VC2ADR8E02 | investigate the ways in which drama, including work created and/or performed by Aboriginal and Torres Strait Islander Peoples, celebrates and challenges multiple perspectives of Australian identity  VC2ADR10E02 | |
| **Strand: Developing Practices** | | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| use play and imagination to discover possibilities and ideas for characters and situations  VC2ADRFD01 | | develop practices for creating and performing, using the elements of drama  VC2ADR2D01 | | develop and refine expressive and performance skills by using the elements of drama to develop ideas for dramatic action  VC2ADR4D01 | develop and document practices in expressive and performance skills, the elements of drama and design to communicate stories, narrative and dramatic meaning  VC2ADR6D01 | | develop and refine the use of elements of drama, performance and expressive skills, and design areas relevant to specific drama styles and/or forms  VC2ADR8D01 | | experiment with ways to combine the elements of drama, expressive and performance skills and design areas to construct dramatic meaning for audience in improvisations, devised drama and scripted drama  VC2ADR10D01 | |
|  | |  | |  |  | | reflect on, analyse and document their own and others’ drama to inform decisions they make when manipulating elements of drama, conventions of specific styles, and design areas to shape dramatic action  VC2ADR8D02 | | reflect on, analyse, evaluate and document their own and others’ drama work to inform choices and interpretations made both as artists and as audiences  VC2ADR10D02 | |
| **Strand: Creating** | | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| create drama stories that communicate ideas and explore meaning  VC2ADRFC01 | use a variety of dramatic forms and elements of drama to create real and imagined stories  VC2ADR2C01 | | devise drama and/or create scripts using expressive skills, performance skills and elements of drama to communicate ideas, perspectives and meaning  VC2ADR4C01 | | | create devised and scripted drama that develops story and narrative using expressive and performance skills, styles, form and design areas  VC2ADR6C01 | | devise drama and/or interpret scripts, manipulating and refining the elements of drama, performance and expressive skills, and conventions relevant to specific styles or forms  VC2ADR8C01 | create drama and produce theatre for audiences using narrative and non-narrative forms, elements of drama and style-specific conventions to communicate ideas, meaning and intention  VC2ADR10C01 | |
|  |  | |  | | |  | | apply design areas to drama work to enhance meaning  VC2ADR8C02 | apply design areas to both devised and scripted works to enhance meaning for an intended audience  VC2ADR10C02 | |
| **Strand: Presenting** | | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| share their drama stories with audiences  VC2ADRFP01 | present and share drama that communicates ideas to audiences in informal settings  VC2ADR2P01 | | present and share improvised, devised and/or scripted drama to audiences in formal and informal settings  VC2ADR4P01 | | | rehearse and present devised and scripted drama in informal and formal settings to engage different audiences  VC2ADR6P01 | | rehearse, refine, present and perform improvised, devised and/or scripted drama to different audiences, using performance and expressive skills, and conventions relevant to styles and forms  VC2ADR8P01 | plan, rehearse, refine, present and perform improvised, devised and scripted drama in different contexts to a range of audiences in a range of spaces  VC2ADR10P01 | |