# Drama – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Foundation, students make and perform drama that communicates ideas and stories.Students discuss characters and situations in drama they make, perform and view. | 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. | Refined for clarity |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Respond to drama, expressing what they enjoy and why (VCADRR020) | explore how and why drama is important for people and communitiesVC2ADRFE01 | Moved from VC1 Respond and Interpret strand to new VC2 Exploring strand |
| Explore ideas for characters and situations through dramatic play (VCADRE017) | explore ideas for characters and situations through dramatic playVC2ADRFE02 | No change |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore ideas for characters and situations through dramatic play (VCADRE017) | use play and imagination to discover possibilities and ideas for characters and situationsVC2ADRFD01 | Elaborated to enhance creative possibilities |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use voice, facial expression, movement and space to imagine and improvise characters and situations (VCADRD018) | create drama stories that communicate ideas and explore meaningVC2ADRFC01 | Refined language that allows for broader exploration of creating drama  |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present drama that communicates ideas and stories (VCADRP019) | share their drama stories with audiences VC2ADRFP01 | This strand concerns the sharing process, not the content, which is now found in the VC2 Creating strand |

## Levels 1 and 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.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. | 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. | Refined to begin with the experiences of drama – the sharing of work is a result of this |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Respond to drama, expressing what they enjoy and why, and why people in their local area make and perform drama, including drama of Aboriginal and Torres Strait Islander peoples (VCADRR024) | explore where, when, why and how communities and cultures make drama, including the drama of Aboriginal and Torres Strait Islander PeoplesVC2ADR2E01 | Refined with greater focus on communities and cultures |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021)Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022) | develop practices for creating and performing, using the elements of drama VC2ADR2D01 | Combined 2 content descriptions, and now open to practices and elements used  |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021)Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022) | use a variety of dramatic forms and elements of drama to create real and imagined stories VC2ADR2C01 | Combined and refined with an emphasis on the process of creating |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023) | present and share drama that communicates ideas to audiences in informal settingsVC2ADR2P01 | Refined with an emphasis on informal audience |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They use performance skills to communicate ideas and create a sense of time and place in their drama.Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organize the elements of drama to shape drama and communicate ideas to an audience. | 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. | Refined to include elements of drama, a focus on culture, including the work of Aboriginal and Torres Strait Islander Peoples, and the presentation of work in a variety of settings |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (VCADRE025)Identify intended purposes and meaning of drama, including the drama of Aboriginal and Torres Strait Islander peoples (VCADRR028) | explore how stories and narrative structures are created and performed across cultures, times, places and other contextsVC2ADR4E01 | Refined to include how drama is influenced by context  |
| Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (VCADRE025)Identify intended purposes and meaning of drama, including the drama of Aboriginal and Torres Strait Islander peoples (VCADRR028) | explore how Aboriginal and Torres Strait Islander Peoples use drama and storytelling to communicate connection to and responsibility for Country and PlaceVC2ADR4E02 | Purpose is focused on responsibility for Country and Place |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (VCADRE025) | develop and refine expressive and performance skills by using the elements of drama to develop ideas for dramatic action VC2ADR4D01 | Refined and some content moved to Creating strand |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (VCADRD026)Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (VCADRE025) | devise drama and/or create scripts using expressive skills, performance skills and elements of drama to communicate ideas, perspectives and meaning VC2ADR4C01 | Refined to include broader terminology in the skills used to create drama works  |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Shape and perform dramatic action using narrative structures and tension in devised and scripted drama (VCADRP027) | present and share improvised, devised and/or scripted drama to audiences in formal and informal settings VC2ADR4P01 | Refined wording, to ‘present’ rather than ‘perform’, as per the new strand |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences.Students explain how dramatic action and meaning is communicated in dram they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. | 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. | Refined to include reference to the work of Aboriginal and Torres Strait Islander Peoples and the presentation of work in a variety of setting  |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (VCADRE029)Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including in the drama of Aboriginal and Torres Strait Islander peoples (VCADRR032) | 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 PeoplesVC2ADR6E01 | Refined to reflect the changed strand of Responding |
| Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including in the drama of Aboriginal and Torres Strait Islander peoples (VCADRR032) | explore ways Aboriginal and Torres Strait Islander Peoples use drama to continue and revitalise culturesVC2ADR6E02 | Refined with a new focus on revitalising culture |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (VCADRE029) | develop and document practices in expressive and performance skills, the elements of drama and design to communicate stories, narrative and dramatic meaningVC2ADR6D01 | Refined to include documentation practices and updates drama terminology |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (VCADRD030) | create devised and scripted drama that develops story and narrative using expressive and performance skills, styles, form and design areasVC2ADR6C01 | Refined to focus on the range of experiences, and introduces design areas  |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience (VCADRP031) | rehearse and present devised and scripted drama in informal and formal settings to engage different audiencesVC2ADR6P01 | Refined to focus on rehearsal and presentation, as content is found in other strands  |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills, stagecraft and design elements to shape and focus relationships with an audience.Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama. | 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. | Refined to be inclusive of Aboriginal and Torres Strait Islander drama, and language updated to suit pathway to senior secondary |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (VCADRR038) | 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 culturesVC2ADR8E01 | Focus on exploration rather than end-product.  |
| Identify and connect specific features and purposes of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander peoples to explore viewpoints and enrich their drama making (VCADRR039)  | 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 rightsVC2ADR8E02 | Refined to focus on diversity of drama and theatre created by Aboriginal and Torres Strait Islander Peoples and Indigenous Cultural and Intellectual Property rights  |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions (VCADRD036) | develop and refine the use of elements of drama, performance and expressive skills, and design areas relevant to specific drama styles and/or formsVC2ADR8D01 | Refined to be inclusive of design areas |
| Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning (VCADRD035) | 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 actionVC2ADR8D02 | Refined to include analysis and documentation as part of the reflection process, providing a pathway to senior secondary |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (VCADRE033)Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (VCADRE034)Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning (VCADRD035) | 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 | Refined for clarity |
| apply design areas to drama work to enhance meaningVC2ADR8C02 | Introduced ‘design areas’ to align with senior secondary  |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft (VCADRP037)Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning (VCADRD035) | 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 formsVC2ADR8P01 | Rehearsal process moved to this content description |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drams, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devis, interpret, perform and view. They use experiences of drama practices from different cultures, places and times to evaluate drama. | 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.  | Refined for clarity, and Aboriginal and Torres Strait Islander Peoples added for inclusion |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect (VCADRR045)Analyse a range of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander peoples to explore differing viewpoints and develop understanding of drama practice across local, national and international contexts (VCADRR046) | 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 perspectivesVC2ADR10E01 | Further focus on exploration and process |
| 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 identityVC2ADR10E02 | Refined to focus on Australian identity in drama, including Aboriginal and Torres Strait Islander drama |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces (VCADRD042) | 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 dramaVC2ADR10D01 | Language updated to provide pathway to VCE studies, and realigned across bands |
| Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (VCADRE040)Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (VCADRE041) | reflect on, analyse, evaluate and document their own and others’ drama work to inform choices and interpretations made both as artists and as audiencesVC2ADR10D02 | Refined due to the addition of the documentation process, and realignment of the strands |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (VCADRE040)Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (VCADRE041)Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (VCADRD043) | 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 intentionVC2ADR10C01 |  Updated language to provide pathway to VCE studies |
| apply design areas to both devised and scripted works to enhance meaning for an intended audienceVC2ADR10C02 | Introduction of design areas to align with VCE studies |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (VCADRP044) | plan, rehearse, refine, present and perform improvised, devised and scripted drama in different contexts to a range of audiences in a range of spacesVC2ADR10P01 | Updated language to provide pathway to VCE Drama and VCE Theatre Studies  |