Introducing Drama Version 2.0

The revised Victorian Curriculum F–10 Drama will give Victorian students the best opportunity to engage critically and creatively as artists and audiences. Through embodied learning and experiences in creating, presenting and observing drama works, students learn about themselves, their peers and the world.

Learning in Drama is central to the development of creative, confident, collaborative, empathetic and resilient individuals who can think and reflect critically and creatively. Through learning in Drama, students can contribute to the future of creative industries and understand how they can contribute to personal, cultural, community and economic wellbeing.

Drama Version 2.0 reflects the expertise and feedback of teachers, academics and industry experts, with the revised curriculum making it easier for teachers to plan, assess and report on student learning.

Curriculum structure based on 4 interrelated strands

* **The Drama curriculum is centred on ‘making’ and ‘responding’**, where students engage in learning as performers, designers and producers of their own drama works. Students develop knowledge and skills in these key areas in all 4 strands.
* **Content is reorganised into 4 interrelated strands: Exploring, Developing Practices, Creating and Presenting**.
* The previous Respond and Interpret strand and the previous Explore and Express strand have been combined into the Exploring strand. In the Exploring strand, students learn as artists and audiences.
* The previous Drama Practices strand has been split into the strands Developing Practices and Creating. In the Developing Practices strand and the Creating strand, students are positioned as artists, developing, devising, rehearsing and presenting drama works.
* The previous Present and Perform strand has been renamed Presenting. Within the Presenting strand, students share and present drama works to audiences.
* **Teachers can easily integrate content across the 4 strands**. This integration promotes meaningful connections for students, fostering deeper understanding and engagement. It enables teachers to find connections with other learning areas and expand students’ knowledge and skills with an Arts focus.
* **The revised and restructured strands provide a progression of learning** from Foundation through to senior secondary years and maintain the integrity of learning in the Drama discipline.
* **The restructure provides consistency in knowledge and skills** to align the strands of the Drama curriculum with those of the other Arts disciplines. This provides flexibility and accessibility for teachers, students and schools in the delivery of each Arts discipline.

Updated references to Aboriginal and Torres Strait Islander Peoples, artists, practices and artworks

* **Updated references to Aboriginal and Torres Strait Islander Peoples, artists, practices and artworks** in the content descriptions and achievement standards of all Arts disciplines provide inclusivity in the curriculum.
* **The addition of content focused on Aboriginal and Torres Strait Islander Peoples** at Levels 1 to 10 enables students to consider the role of Drama across cultures, times, places and other contexts, specifically in Indigenous histories.
* **The additional Aboriginal and Torres Strait Islander focus in the Exploring strand** affords students a pathway to VCE Drama, where Australian identity is explored in further depth and VCE Theatre Studies, where students study at least one Australian play.

Clearly aligned achievement standards, content descriptions and elaborations

* **Revised content descriptions and achievement standards** ensure consistent learning across the discipline that link to other Arts disciplines.
* **The content of the elaborations has been revised** to further support teachers to make links between Arts disciplines, other learning areas and the general capabilities.
* **To provide support and accessibility for teachers in both making and responding**, additional examples have been added to the elaborations.

Revised introductory information for the Arts

* **The ‘Arts introduction’ provides a detailed outline of important concepts** for each of the disciplines in the Arts curriculum. These include:
* viewpoint questions as an inquiry tool for teachers to use to encourage students to consider the Arts from multiple perspectives, as artist, designer and audience
* a more detailed explanation of making and responding, which provides the integral structure of the Arts Curriculum across Foundation to Level 10.
* **Specific descriptions of the revised overarching concepts, skills and terminology** are provided in the ‘Learning in Drama’ introduction to the discipline and in the discipline-specific glossary. These include elements of drama, expressive skills, performance skills, style, conventions and viewpoints.

Other key revisions

* **Significant connections across the 4 strands** make it easier for teachers to embed the capabilities and cross-curriculum priorities in teaching and learning programs.

Foundation to Level 2

* Foundation achievement standards and content descriptions have been updated to reference play-based learning and to align with the Victorian Early Years Learning and Development Framework.

Levels 7 to 10

* Content descriptions, elaborations, glossary terminology and overarching concepts have been updated to provide stronger links and consistency with VCE Drama and VCE Theatre Studies.
* ‘Design areas’ are specifically included in the Levels 7 and 8 and Levels 9 and 10 Creating strand, leading directly to VCE Theatre Studies through the study of production roles and to VCE Drama through the study of production areas.

► For more detailed revisions, see the [Drama – comparison of curriculums](https://f10.vcaa.vic.edu.au/learning-areas/the-arts/drama/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.