Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, Drama

Hello and welcome.

Drama is a distinct and unique discipline and body of knowledge within the Arts, a fundamental means of expression, creation, and communication. As a discipline within the Arts, drama responds to our need to share and enact stories and to create and make meaning across cultures, times, places, and communities.

Drama is an inclusive art form, one that is accessible to all, engaging students as they learn about themselves, their peers, and the world.

The aim of this video is to familiarise you with the Victorian Curriculum F–10 Version 2.0 Drama.

Through drama, students develop their ability to empathise and think both creatively and critically. Drama as a discipline has a unique language instead of terminology that enables students to engage with historical and contemporary theatre practises and theatre design.

In Drama, students learn how creative industries such as theatre-making contribute to culture, community, and economic well-being.

Let’s turn our attention to the key features of the Drama curriculum. Drama is one of 6 arts disciplines at Levels 7–10.

The structure of the strands, achievement standards, and content descriptions are consistent across all disciplines to support schools and teachers to develop a school-based approach that encompasses learning in all of the Arts and addresses the needs and interests of their students.

The curriculum is centred on making and responding. The 2 are intrinsically connected and together they form the practice of an artist, creator, designer, performer, or producer.

Making and responding is embedded into the practice of each arts discipline and involves students using creative and critical thinking skills to create and respond to drama arts works.

Through making and responding, students develop knowledge and understanding of the relationships between the artist, the world, the viewer or audience, and the arts works.

This structure provides a progression of learning from foundation through to senior secondary and maintains the integrity of learning in the drama discipline.

This structure also provides consistency in knowledge and skills to align drama with other arts disciplines, learning experiences in making and responding, as well as flexibility and accessibility for teachers, students, and schools across Victoria.

Drama Version 2.0 has been adapted to maintain the integrity of learning in the Drama discipline. The revisions to the structure of the curriculum, achievement standards, and progression of learning align the F–10 Drama curriculum with both VCE Drama and VCE Theatre Studies.

Achievement standards and content descriptions relating to Aboriginal and Torres Strait Islander Peoples, artists, practices, and arts works have been added through Levels 3–10. To provide support and accessibility for teachers in both making and responding, additional teaching and learning examples have been added to the elaborations.

The elaborations also provide explicit links between Drama, other learning areas, and the Capabilities curriculums.

The Drama Version 2.0 glossary provides stronger consistency in the progression of learning from Foundation to Level 10.

In Drama Version 2.0, Viewpoints are a focus of all content descriptions and elaborations, introducing links to the Critical and Creative Thinking Capability and facilitating strong connections between Drama and other performing arts disciplines.

The addition of content focused on Aboriginal and Torres Strait Islander Peoples at Level 3–10 enables students to consider the role of drama across cultures, times, places, and other contexts, specifically in indigenous histories.

Now, let’s focus on the features of the Victorian Curriculum F–10 Drama.

Drama is presented as one curriculum level at Foundation, and then in 2-level bands from Levels 1–10. Drama comprises 4 interrelated strands, Exploring, Developing Practices, Creating, and Presenting.

The strands provide the framework for learning in making and responding and form the structure of the Drama curriculum across Foundation to Level 10.

In the Exploring strand, students learn as artists and audiences.

In Developing Practices, students develop practices and skills in drama.

Within the Creating strand, students are positioned as artists.

And in the Presenting strand, students share work and ideas as artists in ways that are safe, inclusive, and appropriate to the dramatic work and its intentions.

In Drama, students progress along a learning continuum that provides the first achievement standard at Foundation and then at Levels 2, 4, 6, 8, and 10. The content descriptions sequence and describe the knowledge, understanding, and skills that teachers need to teach and students are expected to learn.

In the Drama curriculum there are several overarching key concepts that are embedded in the progression of learning. The learning in focus of Drama describes the key concepts and skills that students will learn in the discipline.

In learning in, the curriculum provides elements of Drama, expressive and performance skills, styles and conventions, contexts, artists, materials and technologies, and viewpoints. Viewpoints are an integral element to the curriculum structure.

These are an inquiry tool that initiates and guides student’ explorations, responses, and practices. They are included at all levels in the curriculum and are embedded in the content descriptions.

The references to Aboriginal and Torres Strait Islander Peoples, artists, practices, and artworks in the achievement standards and content descriptions of all arts disciplines provides inclusivity in the curriculum in both making and responding.

In this current age of digital and technical advancement, drama offers something a machine cannot. Drama is about human connection, it tells stories, contributes to social discourse, and is used as a tool or vehicle for social and political change.

As an art form, drama has existed for tens of thousands of years. It has continuously adapted to changing times and contexts. It is both a reactive and proactive art form. Drama teaches vital human-centred skills in collaboration, confidence, and creativity.

These skills are transferable to any other field or discipline. By engaging in drama, students leave the classroom with a greater understanding of self, others, and the world.

For more information, I encourage you to explore the Victorian Curriculum F–10 website. The website provides easy access to the curriculum and all its supporting resources.

Thank you for watching.