

THE ARTS

CONSULTATION CURRICULUM

Drama – Comparative information 7–10

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COMPARISON OF CURRENT AND REVISED CURRICULUM IN THE ARTS 7–10

DRAMA

Content descriptions Year 7 to Year 10

Strand: Exploring and connecting

	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	<p>Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR046)</p> <p>Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (ACADRR045)</p>	<p>Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)</p> <p>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)</p>
Proposed	<p>analyse ways drama practitioners explore and develop issues, ideas and themes for different purposes across time, place and contexts (AC9ADR8E01)</p> <p>research and apply best practice for respectfully selecting and using material in arts works considering copyright laws and Indigenous Cultural and Intellectual Property protocols (AC9ADR8E02)</p>	<p>evaluate ways drama communicates ideas, intentions and meanings using the elements of drama, conventions and performance styles and collaboration (AC9ADR10E01)</p> <p>evaluate the ways that contemporary arts and cultural expressions challenge, entrench and celebrate multiple perspectives of Australian identity over time (AC9ADR10E02)</p>

Strand: Developing skills, practice and ideas

	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists (ACADRM043)	Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)
Proposed	develop expressive skills in voice and movement to communicate ideas and dramatic action (AC9ADR8P01)	develop and communicate the physical and psychological aspects of roles and characters consistent with intentions (AC9ADR10P01)
Original	Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (ACADRM041)	Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)
Proposed	develop roles and characters to communicate intended emotions, status or relationships (AC9ADR8P02)	practise and refine expressive skills in voice and movement to communicate ideas, intentions and dramatic action (AC9ADR10P02)

Strand: Creating

	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (ACADRM40)	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 (ACADRM048)
Proposed	interpret and structure dramatic forms and use elements of drama and conventions to communicate ideas and intentions (AC9ADR8C01)	devise, structure and interpret drama using elements of drama, performance styles and conventions to shape and manipulate dramatic action and convey intended meanings and aesthetic effects (AC9ADR10C01)
Original	Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect (ACADRM042)	Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (ACADRM050)
Proposed	rehearse and refine drama using collaboration and conventions to create effects and communicate intended meaning (AC9ADR8C02)	collaborate to produce, rehearse and refine drama, making deliberate aesthetic choices to unify dramatic meaning (AC9ADR10C02)

Strand: Sharing and communicating

	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Perform devised and scripted drama maintaining commitment to role (ACADRM044)	Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (ACADRM051)
Proposed	present devised and scripted drama to audiences, using performance skills and conventions to communicate intentions and meanings, and analyse responses to the drama (AC9ADR8S01)	present devised and scripted drama to audiences, using performance skills, techniques and conventions to shape artistic choices and communicate intended meanings, and evaluate responses to the drama (AC9ADR10S01)

Achievement standard Years 7 to 10

	Years 7 and 8	Years 9 and 10
Original	<p>By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.</p> <p>Students collaborate to 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 and design elements to shape and focus theatrical effect for an audience.</p>	<p>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.</p> <p>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 re ne 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.</p>
Proposed	<p>By the end of Year 8 students analyse ways drama practitioners combine and manipulate elements of drama and conventions to communicate meaning. They discuss how drama can be used to maintain, continue and revitalise cultures.</p> <p>Students collaborate to improvise, devise, interpret and perform drama. They manipulate elements of drama and apply conventions to shape dramatic action. They structure, rehearse and refine drama to convey intended effects and communicate meanings. They present performances employing expressive and performance skills and evaluate responses to the drama.</p>	<p>By the end of Year 10 students evaluate ways drama practitioners working in specific styles or contexts can communicate ideas and meanings and interact with audiences. They discuss how drama is used across cultures to celebrate, entrench or challenge ideas.</p> <p>Students develop and sustain roles and characters in performances of devised and scripted drama. They collaborate with others to plan, produce, rehearse and refine performances using available spaces and resources. They shape and manipulate use of the elements of drama, conventions and dramatic structures to communicate ideas and meanings. They employ performance and expressive skills to convey dramatic action and create effects. They evaluate and compare their own responses to the drama with responses from audiences.</p>