

Foundation Level	Levels 1 and 2	Levels 3 and 4	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
<b>Explore and Express Ideas</b>					
Explore ideas for characters and situations through dramatic play	Explore roles, characters and dramatic action in dramatic play, improvisation and process drama	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama	Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations	Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes	Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama
				Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions	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
<b>Drama Practices</b>					
Use voice, facial expression, movement and space to imagine and improvise characters and situations	Use voice, facial expression, movement and space to imagine and establish role and situation	Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place	Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action	Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning	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
				Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions	Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements
<b>Present and Perform</b>					
Present drama that communicates ideas and stories	Present drama that communicates ideas, including stories from their community, to an audience	Shape and perform dramatic action using narrative structures and tension in devised and scripted drama	Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience	Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft.	Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience
<b>Respond and Interpret</b>					
Respond to drama, expressing what they enjoy and why	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	Identify intended purposes and meaning of drama, including the drama of Aboriginal and Torres Strait Islander Peoples	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	Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning	Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect
				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	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
<b>Achievement Standard</b>					
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 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 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 organise the elements of drama to shape drama and communicate ideas to an audience.	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 drama 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 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 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised 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 drama, 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 devise, interpret, perform and view. They use experiences of drama practices from different cultures, places and times to evaluate drama.