**Western Australian Curriculum**

The Arts | Drama

ABLE*WA* Stages A–D

**Content Descriptions, Elaborations and Achievement Standards**

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**Stage A | Content descriptions**

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| **Explore and Represent Ideas** | **Elaborations** |
| Experience elements of dramatic play with support [(VCADRE001)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-a/vcadre001) | * provided with rich sensory experiences that give them opportunities to explore sights, sounds, smells and textures of drama * wearing a costume or co-actively hold a costume/prop * exploring locomotor and/ or non-locomotor movements with assistance * experiencing taking part in purposeful dramatic play * exposed to drama forms and elements; for example, the use of voices, various movements or different movements for different roles, reacting to voice and movement of self/others |
| **Drama Practices** | **Elaborations** |
| Use facial [expression](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/expression) to communicate a feeling or reaction [(VCADRD002)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-a/vcadrd002) | * provided with a variety of learning experiences that encourage them to explore different ways of using drama * communicating verbally by using the voice in relation to a situation * communicating non-verbally by using facial expression and movement to explore or react to a situation * experience movement within a space, as performance space and audience space |
| **Present and Perform** | **Elaborations** |
| Be involved in sharing ideas through [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) [(VCADRP003)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-a/vcadrp003) | * making and sharing drama when supported such as holding a prop or costume or completing some actions co-actively * experiencing voice and movement in their drama * exposed to rehearsing and performing a drama |
| **Respond and Interpret** | **Elaborations** |
| React to [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) [(VCADRR004)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-a/vcadrr004) | * experiencing and reacting to dramatisations * reacting to stimuli such as other people’s stories * experience drama for enjoyment and appreciation * viewing photos or videoing of their dramatisations * attending drama performances or taking part in drama in their community * reacting to the use of voices, movement and space in drama they make and experience |

**Stage A | Achievement standard**

By the end of Stage A, students participate in dramatic play. They react to aspects of [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) they make, perform and view.**Stage B | Content descriptions**

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| **Explore and Represent Ideas** | **Elaborations** |
| Use structured dramatic play to explore ideas [(VCADRE005)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-b/vcadre005) | * imitating the teacher to express and dramatise different feelings * copying and acting like a particular object or animal * exploring dress up and drama costumes * making a choice between (a limited field of) different costumes or props * participating in whole group teacher led process drama and role play * experience, through teacher-led experiences, how to use their voices in different ways and make different movements for different roles |
| **Drama Practices** | **Elaborations** |
| Use [voice](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/voice), facial [expression](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/expression), and/or [movement](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/movement2) to imitate role and situation [(VCADRD006)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-b/vcadrd006) | * exploring personal control of the body in movement and stillness * moving basic body parts to copy dramatisations and teacher directions * following the teacher’s directions to use movement * exploring voices, movements and spaces in structured drama session * communicating non-verbally by using facial expression and movement to show a role * manipulating objects, puppets, 2D images and available technologies to create stories |
| **Present and Perform** | **Elaborations** |
| Participate in [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) performances to communicate a feeling and/or events [(VCADRP007)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-b/vcadrp007) | * participating as an actor for a short period of time * participating as an audience for a short period of time * participating in enacting a cultural or community story with the assistance of representatives from the community * following cues and using voice and movement to link action and stories in their drama * rehearsing and performing sequences to communicate stories through drama |
| **Respond and interpret** | **Elaborations** |
| Respond to own, and others’, [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) [(VCADRR008)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-b/vcadrr008) | * viewing and responding to photos or video of them during drama * indicating which character/costume/drama they liked, using drama or images * participating as an audience for a short period of time * viewing and sharing drama experiences through available digital access * experience various viewpoints through teacher-led experiences and indicating their responses through a limited field of choices, or ‘yes’/’no’ responses, related to societies and cultures |

**Stage B | Achievement standard**

By the end of Stage B, students make and share [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) through dramatic play and [improvisation](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/improvisation).

Students communicate likes and dislikes in response to elements of [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) they make, perform and view.

**Stage C | Content descriptions**

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| **Explore and Represent Ideas** | **Elaborations** |
| Explore ideas for characters in dramatic play [(VCADRE009)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-c/vcadre009) | * creating and making dramatisation in structured situations * communicating basic feelings through simple role-play * participating in creative play activities, for example dress-ups * participating in dramatic play * improvises responses to drama * participating in whole-group, teacher-led process drama and   role-play |
| **Drama Practices** | **Elaborations** |
| Use [voice](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/voice), facial [expression](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/expression) and/or [movement](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/movement2) to imagine a role and situation [(VCADRD010)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-c/vcadrd010) | * expressing and communicating experiences, observations, ideas and feelings about themselves and their world * communicating verbally, by using the voice, to explore and show role and situation * communicating non-verbally by using facial expression and movement to explore and show role and situation * practising movement within a space * manipulating objects, puppets, 2D images and available technologies to create stories |
| **Present and Perform** | **Elaborations** |
| Present [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) that communicates ideas, feelings and/or experiences [(VCADRP011)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-c/vcadrp011) | * responding to various performing and visual arts, e.g. clap along, study images within a picture * communicating feelings to others through simple role-plays or performance * starting to use and like some familiar words and images to form a meaningful communication * re-enacting significant part(s) of a cultural or community story with the assistance of representatives from the community * rehearsing and performing sequences of ideas to communicate stories through drama |
| **Respond and Interpret** | **Elaborations** |
| Share responses to [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) by answering ‘yes’/’no’ questions and explore where and why people make [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) [(VCADRR012)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-c/vcadrr012) | * responding to a dramatization * participating as an audience by modelling the clapping of others * communicating about aspects of their own performance, by pointing to themself, pointing to and name some of their costumes or characters * participating in class discussion about how voices and movement were used in a drama * experiencing drama that show that people have different feelings about the world, based on their experiences of the environment and other people |

**Stage C | Achievement standard**

By the end of Stage C, students make, and share, simple [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) that communicates an idea, feeling and/or experience.

Students communicate ideas about [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) and reasons why people share [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) by answering ‘yes’/’no’ questions.

**Stage D | Content descriptions**

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| **Explore and Represent Ideas** | **Elaborations** |
| Explore how characters express ideas in dramatic play [(VCADRE013)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-d/vcadre013) | * creating a play about a social situation * creating a play with a social purpose * using gesture, sound and/or facial expressions to communicate a character’s feelings at different points in a familiar story * taking part in purposeful dramatic play, focusing on experiencing the roles and situations they create * exploring possibilities for role and situation when participating in whole group, teacher-led process drama and role-play * learning how to work safely during drama activities and following safety rules of the space |
| **Drama Practices** | **Elaborations** |
| Use [voice](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/voice), facial [expression](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/expression), [movement](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/movement2) and/or [space](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/space) to express ideas and feelings about their world [(VCADRD014)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-d/vcadrd014) | * communicate a character’s feelings at specific points in a familiar story * provided with a variety of learning experiences that encourage them to express and communicate experiences, observations, ideas and feelings about themselves and their world * participate in simple drama activities and use gesture, sound and facial expression to communicate a character’s feelings * communicating verbally by using the voice to explore and show role and situation * communicating non-verbally by using facial expression and movement to explore and show role and situation |
| **Present and Perform** | **Elaborations** |
| Present [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) that communicates [major](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/major) elements of stories and/or experiences [(VCADRP015)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-d/vcadrp015) | * perform in a simple drama/play * demonstrate acceptable audience behaviour in the classroom and when attending school functions * explore or re-enact a cultural or community story with the assistance of representatives from the community * rehearsing and performing sequences of ideas to communicate stories through drama * exploring viewpoints related to meaning and interpretations; for example – ‘What do you want your audience to think about your drama? ‘What did this drama make you think about?’ ‘How did you feel when making/watching the drama?’ * exploring evaluations – ‘What did you like best in the drama?’ ‘Why?’ |
| **Respond and Interpret** | **Elaborations** |
| Respond to [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) and describe some of the characteristics they observe [(VCADRR016)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/drama/ablewa-stage-d/vcadrr016) | * responding to ‘who’, ‘what’, ‘where’ questions in relation to Australian drama, including drama of Aboriginal and Torres Strait Islander peoples * participate in teacher-directed class discussions about likes, dislikes, opinions about a play * guided to explore the basic features of their own, and others’, performance such as what features they like best, characters, special effects * identifying drama to places and spaces at school and in the community | |

**Stage D | Achievement standard**

By the end of Stage D, students make and share [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) that communicates [major](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/major) elements of stories or experiences.

Students provide a simple explanation about the characteristics of [drama](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/drama3/arts-overview/glossary/drama) they make, perform and view.