Specialised Drama

A/T/M

Written under The Arts Course Framework

Accredited from 2022 – 20xx

Front Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout Years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all Year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education

- enable students to develop the essential capabilities for twenty-first century learners

- empower students as active participants in their own learning

- engage students in contemporary issues relevant to their lives

- foster students' intellectual, social, and ethical development

- nurture students' wellbeing, and physical and spiritual development

- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum

- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment

- outlines teaching strategies which are grounded in learning principles and encompass quality teaching

- promotes intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences

- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.

- Learning is a partnership between students and teachers.

- Teachers are responsible for advancing student learning.
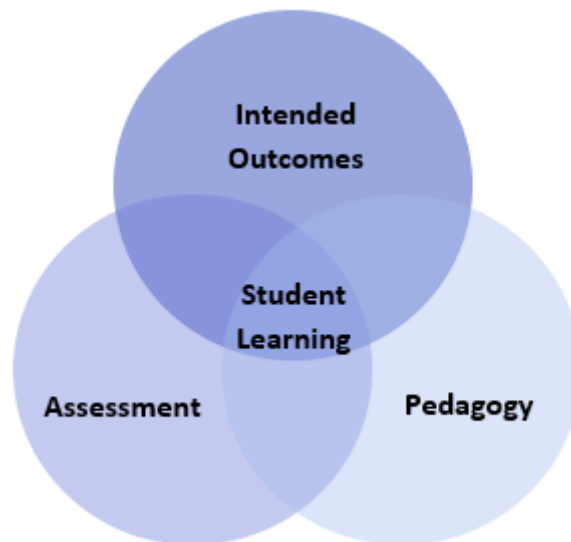
Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.
   (Prior knowledge)

2. When learning is organised around major concepts, principles, and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)

5. Learning needs to take place in a context of high expectations.
   (High expectations)

6. Learners learn in different ways and at different rates.
   (Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy

- numeracy

- information and communication technology (ICT)

- critical and creative thinking

- personal and social

- ethical understanding

- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures

- Asia and Australia's engagement with Asia

- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Students create and perform dramatic texts with an awareness of how a sense of purpose and audience can contribute to sharing ideas and understandings with others.

Students develop their literacy skills through exploring texts that display a range of styles, forms, and conventions. They analyse, create, research, evaluate and appraise dramatic works. In Drama, students communicate with a variety of audiences, using appropriate forms and methods of communication, such as written, visual, oral, and technology. They extend their vocabulary particular to a range of dramatic roles to express and communicate ideas. In doing so, they develop their capability for communication, and they manipulate words and images to create meaning that is shared with an audience. Drama provides the opportunity for students to expand their non-verbal and verbal, individual and group communication skills.

Numeracy

In the Drama, numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. This includes calculating, estimating, spatial reasoning and working with scale and proportions.

Information and Communication Technology (ICT) Capability

Students extend their understanding of the range of technologies for the development and presentation of drama skills, techniques, and processes. They select and incorporate technology where appropriate, to support their creative and critical thinking endeavours. Students develop awareness of emergent technologies and possible applications to drama performances.

Critical and Creative Thinking

Students develop skills to think critically and creatively through using the elements of drama. They use these skills to find solutions to creative problems, including the investigation of new possibilities for achieving dramatic and aesthetic outcomes in dramatic productions.

The process of making and presenting drama gives students opportunities to develop skills in interpreting, researching, revising, and refining, as well as problem-solving, goal-setting and decision-making. Responding in drama involves cognition, emotion, and intuition, and engages students in interpreting, evaluating, and reflecting.

Personal and Social Capability

Students have the opportunity to develop their curiosity and imagination, creativity, personal identity, self-esteem, and confidence. The study of Drama empowers students to understand and influence their world through exploring roles, situations and modes of symbolic expression and communication. Through playing roles and representing situations, students are able to gain new perspectives and develop empathy for others. As they make and respond to dramatic works, students develop their intellectual, social, physical, emotional, and moral domains. They also have opportunities to improve their skills in experimentation, self-discipline, teamwork, and leadership.

Learning in drama is a collaborative and cooperative process, developing students' intrapersonal and interpersonal awareness. The skills associated with managing personal resources to achieve goals in a timely fashion, and effective group processes, are refined and developed. Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting their product or performance. They build personal and social capability through evaluating and reflecting on their own participation in the development of dramatic works.

Ethical Understanding

Students engage with the human experience in Drama and in doing so encounter a broad range of ethical issues. They explore artistic, social, environmental, political, and economic issues, interpreting these through drama. The development of drama involves an understanding of, and working with, social, moral, and legal requirements. Experiences in drama can work to counteract discrimination and practice inclusion and equity, by developing understanding and empathy for others regardless of diversity of ability, gender, sexuality, cultural and linguistic background, and socio-economic background.

Intercultural Understanding

Intercultural Understanding is developed in Drama through exploring world theatre traditions and extending students' global awareness and their appreciation of cultural diversity. Students learn about the nature, function and purposes of drama, dramatic forms and styles in different cultures and contexts. In developing an historical perspective on drama, students understand how communities' cultural and social identities are shaped and how they function in today's world.

The creation of drama, whether devised or in the interpretation of scripts, includes the understanding and appropriate demonstration of cultures from other times and/or places. Part of the success of presenting social and historical cultures on stage involves both a cognitive understanding and empathetic representation of identity through drama.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The study of Drama provides opportunities to learn about Aboriginal and Torres Strait Islander cultures and dramatic traditions. Aboriginal and Torres Strait Islander cultures carry an ancient tradition with stories that communicate histories that are unique and yet share parallels with other ancient cultures. Exploration of the history and cultures of Aboriginal and Torres Strait Islander cultures provides a rich opportunity to build a greater understanding, as well as fostering values of mutual understanding and respect between cultures.

Asia and Australia's Engagement with Asia

Drama provides opportunities to explore theatrical and dramatic traditions from the Asian region, representing a highly diverse spectrum of cultures, traditions, and peoples. Engaging in a respectful exploration of particular traditions from Asian countries such as Japan, China, India, Indonesia, and Korea, will enable students to understand more deeply the values and histories of our near neighbours.

Sustainability

The study of Drama is an opportunity to engage students in thinking critically about the world's future and fostering awareness of the role of the arts in developing social and environmental sustainability. The challenge of sustainability and the human impact on our environment such as the ongoing challenge of human overconsumption and production of waste can be explored through drama. This is achieved through engagement in creative problem solving to address sustainability issues and by exploring sustainable practices in the production of drama.

Specialised Drama
A/T/M

Rationale

In Specialised Drama, students have agency to explore innovation, entrepreneurship, and leadership within the Arts. They conduct in-depth creative inquiries into personal, local, and global challenges. Students refine their self-management, problem solving, intrapersonal and interpersonal skills. They apply critical and creative thinking and display capacity to be resourceful and take risks. Students experience the challenge and pleasure that comes from the study of drama that can be transferred to a range of careers and situations.

Dramatic works have the capacity to engage, inspire and enrich all students, excite the imagination, and encourage students to reach their creative and expressive potential. They learn that drama exists in process, as much as in finished artistic products and understand the collaborative contribution of actors, directors, playwrights, designers, and technicians. The skills and knowledge acquired through the study of Specialised Drama may prepare students for a variety of pathways such as theatre, media, communications, and community cultural development. Students work collaboratively, collectively, and independently, making and responding to dramatic works for a range of audiences.

Students develop transferable skills useful in any academic, professional, and vocational context, such as independence, collaboration, teamwork, and leadership. Students become highly skilled at working with others and communicating clearly to achieve joint enterprises. They develop skills as researchers and engage with theories and ideas critically and creatively. Students engage with technologies and become adept at pivoting to new technologies that help them achieve their goals. Students develop production skills and hone practices that present ideas and projects in ways that engage target audiences. They become empathetic and aware and skilled in the practice of collaborating with others respectfully and using Work Health and Safety standards.

Goals

This course should enable students to:

- critically analyse how meaning is created and interpreted

- communicate meaning in a range of forms and mediums

- use inquiry and problems solving to synthesise styles, forms, processes, practices, and theories creatively to produce dramatic works

- apply critical and creative thinking skills

- refine and apply technical skills to create and present meaningful dramatic works

- critically analyse the influence of a diverse range of contexts in drama

- reflect on creative processes and own learning

- apply skills to work safely, ethically, independently, and collaboratively.

Unit Titles

- Innovation in Drama
- Leadership in Drama
- Entrepreneurship in Drama
- Interdisciplinary Inquiry in Drama
- Independent Study

Organisation of Content

Innovation in Drama

Students learn about innovative dramatic practice, past and present, and employ techniques and forms to break with conventions, and to be inventive in their work. They explore the dramaturgical and technical capacity to encompass innovations in technique, performance, direction, production and/or digital platforms. Students examine the nature of ensemble and group practices, and the reinvention of traditional notions of theatre, processes, and roles. They develop skills in inquiry, resourcefulness, sustainability, and curiosity. Students appraise works that have revolutionised theatre over time and challenged and redefined audience expectations.

Leadership in Drama

Students learn about leadership in the context of creating dramatic works. They explore the possibilities for shaping and influencing a dramatic work, through engagement with aspects such as producing, writing, directing, performing, or designing. Students develop skills in risk taking, integrity, initiative, and confidence to share their vision. In learning about leadership, they gain understanding of the various roles required in a dramatic work, and the communication, teamwork, and collaboration skills necessary to shape and effectively execute performances.

Entrepreneurship in Drama

Students learn about creating opportunities and examine the various avenues for engaging in performance. They examine the theatre landscape and different pathways for participation in the industry. Students learn from the past about the ways that theatre groups and performers have overcome obstacles and worked creatively within constraints. They develop an enterprising mindset and consider the possibilities for authentic experiences for a range of audiences. Students appraise the role of technology in dramatic ventures, now and in the future.

Interdisciplinary Inquiry in Drama

Interdisciplinarity inquiry is an approach to studying and addressing complex problems or issues to explore new perspectives and advance critical thinking. Students learn how drama can embrace concepts from other disciplines, and how forms, structures and techniques from other works can be employed to inform, persuade, or entertain. They develop skills in synthesising viewpoints, recognising bias, and drawing conclusions. They examine how to incorporate knowledge and skills from disciplines and consider how dramatic works can incorporate other mediums, such as multimodal texts.

Independent Study

An Independent study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent study unit must be proposed by an individual student, be for their own independent study, and negotiated with their teacher. An Independent study unit requires the principal's written approval. The program of learning for an Independent study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least three standard 1.0 units from this course.

Assessment

The identification of criteria within the Achievement Standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on:

- making
- responding.

Assessment Task Types

The table below outlines making and responding weightings for the Arts: dance, drama, media, music, photography, and visual arts.

The Arts	
Task Types	Schools ensure that assessment programs use a variety of task types include elements from Making, Responding, or a combination of both, to enable students to demonstrate the knowledge, skills and understandings reflected in the Achievement Standards. Tasks may include, but not limited to: • performance • portfolio or body of work • curating • critical essay • installation • aural examination • multimodal • research tasks • composition • podcast • choreography • visual process diary • short films • digital process diary • ensemble theatre • blog • sculpture • directing • script writing • website
Weightings in A/T/M 1.0 and 0.5 units	No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit

Additional Assessment Information

- For a standard unit (1.0) students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5) students must complete a minimum of two and a maximum of three assessment tasks.

- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.

- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

- Duration, scope, or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, process journal, interview, or other validation tasks.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards for The Arts A Course – Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Responding	• analyses styles, forms, processes, practices, and theories to communicate meaning • analyses the significance of art works in a diverse range of contexts • communicates complex ideas with coherent and sustained arguments using evidence and metalanguage and applies the principles of academic integrity	• explains styles, forms, processes, practices, and theories to communicate meaning • explains the significance of art works in in a broad range of contexts • communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity	• describes styles, forms, processes, practices, and theories to communicate meaning • describes the significance of art works in a range of contexts • communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity	• describes some styles, forms, processes, practices, and theories to communicate meaning • identifies the significance of art works in context • applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas	• identifies styles, forms, processes and practices, theories to communicate meaning • identifies art works with little or no reference to their significance • communicates limited ideas and information with little or no application of academic integrity
Making	• analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology • creates imaginative and innovative art works with control and precision; analyses technical experimentation and reflects on strengths and opportunities • creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences • reflects with insight on their own art practice, thinking processes; and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively	• explains art practice, using the creative process to investigate and solve problems and explains own application of technology • creates imaginative and innovative art works with control; explains technical experimentation and reflects on strengths and opportunities • creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences • reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively	• describes art practice, using the creative process to investigate and solve problems and describes own application of technology • creates imaginative art works with control; describes familiar technical skills, and reflects on strengths and opportunities • creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences • reflects on their own art practice, thinking and that of others and describes inter and intrapersonal skills and capacity to work both independently and collaboratively	• identifies features of art practice, using the creative process to solve problems with application of technology • creates art works using familiar technical skills and reflects on strengths and opportunities • presents own and/or group art practice using familiar techniques to communicate meaning to target audiences • reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively	• identifies features of art practice, with little or no connection to creative processes or use of technology • creates art works using familiar technical skills with little or no reflection on strengths and opportunities • presents own and/or group art practice using familiar techniques to communicate messages with assistance • reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively

Achievement Standards for The Arts T Course – Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Responding	• critically analyses styles, forms, processes, practices, and theories to communicate meaning to an audience • evaluates the significance of art works in a diverse range of contexts • synthesises research on theories and ideas • communicates complex ideas with coherent and sustained arguments with analysis of evidence, using metalanguage and applying the principles of academic integrity	• analyses styles, forms, processes, practices, and theories to communicate meaning to an audience • analyses the significance of art works in in a broad range of contexts • compares and analyses research on theories and ideas • communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applying the principles of academic integrity	• explains styles, forms, processes, practices, and theories to communicate meaning to an audience • explains the significance of art works in a range of contexts • compares and explains research on theories and ideas • communicates ideas and arguments using relevant evidence, metalanguage and applying the principles of academic integrity	• describes styles, forms, processes, practices, and theories to communicate meaning to an audience • describes the significance of art works in context • describes research on theories and ideas • applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas	• identifies styles, forms, processes and practices, theories, and techniques to communicate meaning to an audience • identifies the significance of art works in context • identifies research on theories and ideas • communicates limited ideas and information with little or no application of academic integrity
Making	• critically analyses art practice, using the creative process to investigate and solve complex problems • creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities • creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences • reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively	• analyses art practice, using the creative process to investigate and solve problems • creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities • creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences • reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively	• explains art practice, using the creative process to investigate and solve familiar problems • creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities • creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate intended meaning to targeted audiences • reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively	• describes art practice, using the creative process to investigate problems • creates art works using familiar technical skills and reflects on strengths and opportunities • presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences • reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively	• identifies basic features of art practice, with little or no connection to creative processes • creates art works using familiar technical skills with little or no reflection on strengths and weaknesses • presents own and/or group art practice using familiar techniques to communicate messages • reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively

Achievement Standards for The Arts A Course – Year 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Responding	• analyses styles, forms, processes, practices, and theories to communicate meaning to an audience • analyses the significance of art works in a diverse range of contexts • compares and analyses research on theories, ideas, and practices to present a reasoned and independent response • communicates complex ideas with coherent and sustained arguments with analysis of evidence and metalanguage and applies the principles of academic integrity	• explains styles, forms, processes, practices, and theories to communicate meaning to an audience • explains the significance of art works in in a broad range of contexts • compares and explains research on theories, ideas, and practices to present an independent response • communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity	• describes styles, forms, processes, practices, and theories to communicate meaning to an audience • describes the significance of art works in a range of contexts • describes research on theories, ideas, and practices with some evidence of an independent response • communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity	• describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning • describes the significance of art works in context • identifies research on theories, ideas, and practices with some evidence of an independent response • applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas	• identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning • identifies the significance of art works in context • identifies research on theories, ideas, and practices with little or no evidence of an independent response • communicates limited ideas and information with little or no application of academic integrity
Making	• analyses ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques • analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology • creates imaginative and innovative art works with control and precision; analyses technical experimentation and reflects on strengths and opportunities • creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences • reflects with insight on their own art practice, thinking processes; and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively	• explains ideas using sustained and creative practice, employing familiar and unfamiliar techniques • explains art practice, using the creative process to investigate and solve problems and explains own application of technology • creates imaginative and innovative art works with control; explains technical experimentation and reflects on strengths and opportunities • creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences • reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively	• describes ideas using creative practice, employing familiar techniques • describes art practice, using the creative process to investigate and solve familiar problems and describes own application of technology • creates imaginative art works with control; describes familiar technical skills, and reflects on strengths and opportunities • creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences • reflects on their own art practice, thinking and that of others and describes inter and intrapersonal skills and capacity to work both independently and collaboratively	• describes creative practice, employing some familiar techniques • describes art practice, using the creative process to investigate familiar problems and identifies own application of technology • creates art works using familiar technical skills and reflects on strengths and opportunities • presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences • reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively	• uses creative practice, employing little or no techniques • identifies basic features of art practice, with little or no connection to creative processes or use of technology • creates art works using familiar technical skills with little or no reflection on strengths and opportunities • presents own and/or group art practice using familiar techniques to communicate messages with assistance • reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively

Achievements Standards for The Arts T Course – Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Responding	• critically analyses styles, forms, processes, practices, and theories; and evaluates how they are integrated to position an audience and communicate meaning	• analyses styles, forms, processes, practices, and theories; and analyses how they are integrated to position an audience and communicate meaning	• explains styles, forms, processes, practices, and theories; and explains how they are integrated to position an audience and communicate meaning	• describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning	• identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning
	• evaluates the significance of art works in a diverse range of contexts; and critically analyses attitudes and values	• analyses the significance of art works in in a broad range of contexts; and explains attitudes and values	• explains the significance of art works in a range of contexts; and describes attitudes and values	• describes the significance of art works in context; with some reference to attitudes and values	• identifies the significance of art works in context; with little or no reference to attitudes and values
	• synthesises wide research on theories, ideas, and practices to present a coherent and independent response	• compares and analyses wide research on theories, ideas, and practices to present a reasoned and independent response	• compares and explains research on theories, ideas, and practices to present an independent response	• describes research on theories, ideas, and practices with some evidence of an independent responses	• identifies research on theories, ideas, and practices own with little or no evidence of an independent response
	• communicates complex ideas with coherent and sustained arguments; analysing evidence and metalanguage and applies the principles of academic integrity	• communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applies the principles of academic integrity	• communicates ideas and arguments using relevant evidence, metalanguage and applies the principles of academic integrity	• applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas	• communicates limited ideas and information with little or no application of academic integrity
Making	• synthesises ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques	• analyses ideas using sustained and creative practice, employing familiar and unfamiliar techniques	• explains ideas using creative practice, employing familiar techniques	• describes creative practice, employing some familiar techniques	• uses creative practice, employing little or no techniques
	• critically analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology	• analyses art practice, using the creative process to investigate and solve problems and explains own application of technology	• explains art practice, using the creative process to investigate and solve familiar problems and describes own application of technology	• describes art practice, using the creative process to investigate problems and identifies own application of technology	• identifies basic features of art practice, with little or no connection to creative processes or use of technology
	• creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities	• creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities	• creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities	• creates art works using familiar technical skills and reflects on strengths and opportunities	• creates art works using familiar technical skills with little or no reflection on strengths and opportunities
	• creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences	• creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences	• creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences	• presents own and/or group art practice using familiar techniques to communicate meaning to target audiences	• presents own and/or group art practice using familiar techniques to communicate messages with assistance
	• reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively	• reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively	• reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively	• reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively	• reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively

Achievement Standards for The Arts M Course – Years 11 and 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Responding	• responds to a variety of artworks for differing purposes and audiences, with independence • explains ideas, attitudes, and points of views in creative practice, with independence • reflects with insight on their thinking, creating, and learning, with independence	• responds to a variety of artworks for differing purposes and audiences, with some independence • explains ideas, attitudes, and points of view in creative practice, with some independence • reflects with insight on their thinking, creating, and learning, with some independence	• responds to artworks for differing purposes and audiences, with assistance • explains ideas and points of view in creative practice, with assistance • reflects on their thinking, creating, and learning, with assistance	• responds to artworks for differing purposes, with repeated cueing • explains ideas in creative practice, with repeated cueing • reflects on their thinking, creating, and learning, with repeated cueing	• responds to artworks, with direct instruction • identifies ideas in creative practice, with direct instruction • reflects in a limited way on their thinking, creating, and learning, with direct instruction
Making	• applies creative and technical skills in a variety of contexts, with independence • creates a variety of artworks using research and inquiry in different modes for different purposes, with independence • creates using individual or collaborative organisational and/or communication methods, with independence	• applies creative and technical skills in a variety of contexts, with some independence • creates a variety of artworks using research and inquiry different modes for different purposes, with some independence • creates using individual or collaborative organisational and/or communication methods, with some independence	• applies creative and technical skills in different contexts, with assistance • creates artworks using research and inquiry in different modes for different purposes, with assistance • creates using individual or collaborative organisational and/or communication methods, with assistance	• applies creative and technical skills in a designated context, with repeated cueing • creates artworks using research and inquiry for different purposes, with repeated cueing • creates using individual or collaborative organisational and/or communication methods, with repeated cueing	• applies creative and technical skills in a designated context, with direct instruction • creates different artworks using research and inquiry, with direct instruction • creates using individual or collaborative organisational and/or communication methods, with direct instruction

Innovation in Drama   Value: 1.0

Innovation in Drama a   **Value 0.5**
Innovation in Drama b   **Value 0.5**

Unit Description

Students learn about innovative dramatic practice, past and present, and employ techniques and forms to break with conventions, and to be inventive in their work. They explore the dramaturgical and technical capacity to encompass innovations in technique, performance, direction, production and/or digital platforms. Students examine the nature of ensemble and group practices, and the reinvention of traditional notions of theatre, processes, and roles. They develop skills in inquiry, resourcefulness, sustainability, and curiosity. Students appraise works that have revolutionised theatre over time and challenged and redefined audience expectations.

Specific Unit Goals

This unit should enable students to:

A	T	M
• analyse works that have innovated dramatic practice, past and present	• critically analyse works that have innovated dramatic practice, past and present	• describe works that have innovated dramatic practice
• demonstrate innovations in technique, performance, direction, production and/or digital platforms	• demonstrate innovations in technique, performance, direction, production and/or digital platforms	• demonstrate innovations in technique, performance, direction, production and/or digital platforms
• create dramatic works that reinvent traditional notions of theatre, processes, and roles	• create dramatic works that reinvent traditional notions of theatre, processes, and roles	• create dramatic works that reinvent traditional notions of theatre, processes and/or roles
• apply inventive and unconventional dramatic techniques and forms to challenge or redefine audience expectations	• apply inventive and unconventional dramatic techniques and forms to challenge and redefine audience expectations	• apply inventive and unconventional dramatic techniques and/or forms

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A	T	M
Concepts and Theories		
• analyse dramatic works that have revolutionised theatre over time and challenged and redefined audience expectations, for example, combination of video and production, acting styles, linear and non-linear narrative styles	• evaluate dramatic works that have revolutionised theatre over time and challenged and redefined audience expectations, for example, combination of video and production, acting styles, linear and non-linear narrative styles	• describe a dramatic work that has revolutionised theatre

A	T	M
• analyse theories underpinning innovative dramatic works	• critically analyse theories underpinning innovative dramatic works, for example, surrealism, existentialism, expressionism, postmodernism	
• analyse practices and principles employed by significant practitioners	• critically analyse practices and principles employed by significant practitioners, for example, Max Reinhardt, Bertolt Brecht, Antonin Artaud, Legs on the Wall, National Black Theatre, Nimrod Theatre	• describe practices and principles employed by significant practitioners
• understand that innovation in drama can reinvent traditional notions of theatre, processes, and roles to challenge or redefine audience expectations	• understand that innovation in drama can reinvent traditional notions of theatre, processes, and roles to challenge and redefine audience expectations	• understand that innovation in drama can reinvent traditional notions of theatre
Contexts		
• analyse how social, historical, political and/or cultural contexts have impacted innovation in dramatic works	• critically analyse how social, historical, political and/or cultural contexts have impacted innovation in dramatic works • critically analyse how context has affected audience and critical reception of innovation in drama	• describe a context that has impacted innovation in dramatic works
Creative Process		
• analyse dramatic works, past and present, that have innovated dramatic practice, to explore the dramaturgical and technical possibilities for their own dramatic works	• critically analyse dramatic works, past and present, that have innovated dramatic practice, to explore the dramaturgical and technical possibilities for their own dramatic works	• explore dramatic works for innovative practices to use in their own dramatic works
• create dramatic works using innovations in technique, performance, direction, production and/or digital platforms	• create dramatic works using innovations in technique, performance, direction, production and/or digital platforms	• create dramatic works using innovations in technique, performance, direction, production and/or digital platforms

A	T	M
• demonstrate inventive and unconventional techniques and forms in dramatic works	• demonstrate inventive and unconventional techniques and forms in dramatic works	• demonstrate inventive and unconventional techniques and forms in dramatic works
Communication and Technical Skills		
• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently • research independently and justify complex ideas, using appropriate evidence and applying the principles of academic integrity • analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage	• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently • research widely and independently, synthesising information to justify complex ideas, using appropriate evidence and applying the principles of academic integrity • critically analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage • synthesise dramatic intent and performance and production elements to enhance dramatic works	• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently • conduct research and use evidence in communicating ideas coherently • communicate in a range of modes and mediums, for a chosen audience
• demonstrate use of appropriate technical skills in dramatic works • apply safe drama, and work, health and safety practices to classwork, experimentation, rehearsal, and performance	• demonstrate use of appropriate technical skills in dramatic works • apply safe drama, and work, health and safety practices to classwork, experimentation, rehearsal, and performance	• demonstrate use of appropriate technical skills in dramatic works • follow safe drama, and work, health and safety practices to classwork, experimentation, rehearsal, and performance
Reflection		
• reflect on own learning style and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes	• reflect on own learning style and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes	• reflect on own learning style to improve learning outcomes

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Leadership in Drama   Value: 1.0

Leadership in Drama a   **Value 0.5**
Leadership in Drama b   **Value 0.5**

Unit Description

Students learn about leadership in the context of creating dramatic works. They explore the possibilities for shaping and influencing a dramatic work through engagement with aspects such as producing, writing, directing, performing, or designing. Students develop skills in creative risk taking, integrity, initiative, and confidence to share their vision. In learning about leadership, they gain understanding of the various roles required in a dramatic work, and the communication, teamwork, and collaboration skills necessary to shape and effectively execute performances.

Specific Unit Goals

This unit should enable students to:

A	T	M
• analyse the various roles in dramatic works and the range of opportunities for leadership • demonstrate leadership skills to shape and influence dramatic works • create dramatic works undertaking a variety of roles such as producer, writer, director, performer. or designer • apply communication, teamwork. and collaboration skills necessary to shape and effectively execute performances	• critically analyse the various roles in dramatic works and the range of opportunities for leadership • demonstrate leadership skills to shape and influence dramatic works • create dramatic works undertaking a variety of roles such as producer, writer, director, performer. or designer • apply communication, teamwork. and collaboration skills necessary to shape and effectively execute performances	• describe the various roles in dramatic works • demonstrate leadership skills to shape and influence dramatic works • create dramatic works undertaking a role such as producer, writer, director, performer. or designer • apply communication, teamwork. and collaboration skills necessary to execute performances

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A	T	M
Concepts and Theories		
• analyse the significance of roles and responsibilities in dramatic works, for example, producer, writer, director, performer, or designer, to understand the interdependent collaborative process	• critically analyse the significance of roles and responsibilities in dramatic works, for example, producer, writer, director, performer, or designer, to understand the interdependent collaborative process	• describe the roles and responsibilities in dramatic works

A	T	M
• analyse the leadership styles and approaches to effectively produce dramatic works, for example, democratic leadership, autocratic leadership, transformational leadership • analyse how leaders in the theatre landscape have shaped and influenced audiences and the theatre industry, for example, producers, writers, directors, performers, designers and/or theatre companies • understand that leaders in drama need to have a creative vision and message to communicate which entails collaboration, experimentation, responsiveness, democratic qualities, and capacity building	• evaluate the leadership styles and approaches to effectively produce dramatic works, for example, democratic leadership, autocratic leadership, transformational leadership • critically analyse how leaders in the theatre landscape have shaped and influenced audiences and the theatre industry, for example, producers, writers, directors, performers, designers and/or theatre companies • understand that leaders in drama need to have a creative vision and message to communicate which entails collaboration, experimentation, responsiveness, democratic qualities, and capacity building	• understand that leaders in drama need to have a creative vision and message to communicate
Contexts		
• analyse how the attitudes of leaders have influenced dramatic works	• critically analyse how the attitudes and values of leaders have influenced dramatic works • evaluate the impact of context on audience and critical reception of leadership and dramatic works	• describe the context of dramatic works
Creative Process		
• analyse various roles in dramatic works to identify opportunities for leadership, for example, producer, writer, director, performer, or designer • create dramatic works undertaking a variety of leadership roles such as producer, writer, director, performer or designer	• critically analyse various roles in dramatic works to identify opportunities for leadership, for example, producer, writer, director, performer, or designer • create dramatic works undertaking a variety of leadership roles such as producer, writer, director, performer or designer	• explain various roles in dramatic works and follow protocols for leadership

A	T	M
• demonstrate leadership skills in communication, teamwork, and collaboration to shape and effectively execute dramatic works	• demonstrate leadership skills in communication, teamwork, and collaboration to shape and effectively execute dramatic works	• demonstrate leadership skills in communication, teamwork, and collaboration to execute dramatic works
Communication and Technical Skills		
• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently	• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently	• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently
• research independently and justify complex ideas, using appropriate evidence and applying the principles of academic integrity	• research widely and independently, synthesising information to justify complex ideas, using appropriate evidence and applying the principles of academic integrity	• conduct research and use evidence in communicating ideas coherently
• analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage	• critically analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage	• communicate in a range of modes and mediums, for a chosen audience
	• synthesise dramatic intent and performance and production elements to enhance dramatic works	
• demonstrate use of appropriate technical skills in dramatic works	• demonstrate use of appropriate technical skills in dramatic works	• demonstrate use of appropriate technical skills in dramatic works
Reflection		
• reflect on own learning style and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes	• reflect on own learning style and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes	• reflect on own learning style to improve learning outcomes

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Entrepreneurship in Drama   Value: 1.0

Entrepreneurship in Drama a   **Value 0.5**
Entrepreneurship in Drama b   **Value 0.5**

Unit Description

Students learn about creating opportunities and examine the various avenues for engaging in performance. They examine the theatre landscape and different pathways for participation in the industry. Students learn from the past about the ways that theatre groups and performers have overcome obstacles and worked creatively within constraints. They develop an enterprising mindset and consider the possibilities for authentic experiences for a range of audiences. Students appraise the role of technology in dramatic ventures, now and in the future.

Specific Unit Goals

This unit should enable students to:

A	T	M
• analyse the theatre landscape and different pathways for participation • demonstrate an enterprising mindset to create opportunities for engaging in performance • create dramatic works that overcome obstacles and work creatively within constraints, using technology if appropriate • apply entrepreneurial thinking to create authentic experiences for a range of audiences	• critically analyse the theatre landscape and different pathways for participation • demonstrate an enterprising mindset to create opportunities for engaging in performance • create dramatic works that overcome obstacles and work creatively within constraints, using technology if appropriate • apply entrepreneurial thinking to create authentic experiences for a range of audiences	• describe different pathways for participation in drama • demonstrate an enterprising mindset to create an opportunity to engage in performance • create dramatic works that overcome obstacles • apply entrepreneurial thinking to create an experience for an audience

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A	T	M
Concepts and Theories		
• analyse the theatre landscape and different pathways for participation, for example, amateur, semi-professional, not for profit and commercial theatre	• evaluate the theatre landscape and different pathways for participation, for example, amateur, semi-professional, not for profit and commercial theatre	• describe amateur, semi-professional, not for profit and commercial theatre

A	T	M
• analyse the theatre landscape to explore opportunities for entrepreneurship, for example, education, corporate training, building an audience, simulations, promotions, and advertising	• critically analyse the theatre landscape to explore opportunities for entrepreneurship, for example, education, corporate training, building an audience, simulations, promotions, and advertising	• explore opportunities for entrepreneurship
• analyse the role of technology in the theatre industry to provide authentic experiences for a range of audiences, for example, online workshops, online readings, social media, crowd funding	• evaluate the role of technology in the theatre industry to provide authentic experiences for a range of audiences, for example, online workshops, online readings, social media, crowd funding	• describe the role of technology in the theatre industry
• demonstrate an enterprising mindset to develop dramatic works that overcome obstacles and work creatively within constraints	• demonstrate an enterprising mindset to develop dramatic works that overcome obstacles and work creatively within constraints	• demonstrate an enterprising mindset to develop dramatic works that overcome obstacles
Contexts		
• analyse how attitudes inform dramatic choices and target audience	• critically analyse how attitudes and values inform dramatic choices and target audience • critically analyse how context affects audience and critical reception of entrepreneurial works	• describe the context of dramatic works
Creative Process		
• analyse the ways theatre groups and performers have overcome obstacles and worked creatively within constraints to identify different pathways for participation	• critically analyse the ways theatre groups and performers have overcome obstacles and worked creatively within constraints to identify different pathways for participation	• describe the ways theatre groups and performers have overcome obstacles
• create dramatic works by adopting a problem-solving approach to work within constraints, using technology if appropriate	• create dramatic works by adopting a problem-solving approach to work within constraints, using technology if appropriate	• create dramatic works by adopting a problem-solving approach

A	T	M
• demonstrate an enterprising mindset and create opportunities for dramatic works, for a range of audiences	• demonstrate an enterprising mindset and create opportunities for dramatic works, for a range of audiences	• demonstrate an enterprising mindset and create opportunities for dramatic works, for an audience
Communication and Technical Skills		
• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently • research independently and justify complex ideas, using appropriate evidence and applying the principles of academic integrity • analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage • demonstrate use of appropriate technical skills in dramatic works	• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently • research widely and independently, synthesising information to justify complex ideas, using appropriate evidence and applying the principles of academic integrity • critically analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage • synthesise dramatic intent and performance and production elements to enhance dramatic works • demonstrate use of appropriate technical skills in dramatic works	• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently • conduct research and use evidence in communicating ideas coherently • communicate in a range of modes and mediums, for a chosen audience • demonstrate use of appropriate technical skills in dramatic works
Reflection		
• reflect on own learning style and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes	• reflect on own learning style and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes	• reflect on own learning style to improve learning outcomes

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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Assessment

Refer to pages 9-11.

Interdisciplinary Inquiry in Drama   Value: 1.0

Interdisciplinary Inquiry in Drama a   **Value 0.5**
Interdisciplinary Inquiry in Drama b   **Value 0.5**

Unit Description

Interdisciplinarity inquiry is an approach to learning about and addressing complex issues to explore new perspectives and advance critical thinking. Students explore how drama can be used to learn about concepts from other disciplines, and how forms, structures and techniques from other works are employed to inform, persuade, or entertain. They develop skills in synthesising viewpoints, recognising bias, and drawing conclusions. They examine how to incorporate knowledge and skills from disciplines and consider how dramatic works can incorporate other mediums, such as multimodal texts.

Specific Unit Goals

This unit should enable students to:

A	T	M
• analyse complex problems integrating concepts, forms, structures and/or techniques from other disciplines	• critically analyse complex problems and concepts using forms, structures and/or techniques from drama	• describe forms, structures and/or techniques from other disciplines
• demonstrate skills in analysing viewpoints, recognising bias, and drawing conclusions	• demonstrate skills in synthesising viewpoints, recognising bias, and drawing conclusions	• demonstrate skills in recognising bias and drawing conclusions
• create dramatic works that explore and embrace concepts, forms, structures and/or techniques from other disciplines to inform, persuade or entertain	• create dramatic works that explore and embrace concepts, forms, structures and/or techniques from other disciplines to inform, persuade or entertain	• create dramatic works that inform, persuade, or entertain
• apply an interdisciplinary approach to inform dramatic works, incorporating other mediums where	• apply an interdisciplinary approach to inform dramatic works, incorporating other mediums where appropriate	• apply an interdisciplinary approach to inform dramatic works

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A	T	M
Concepts and Theories		
• analyse complex problems from other disciplines using forms, structure and/or techniques from drama	• critically analyse complex problems from other disciplines using forms, structure and/or techniques from drama, for example, ethnography, psychoanalysis, philosophy, politics, and geography	• describe a problem in another discipline
• analyse dramatic works that may be classified as interdisciplinary	• critically analyse dramatic works that may be classified as interdisciplinary, for example, Stoppard: Arcadia, Bolt: A Man for all Seasons, Erwin Piscator, Alan Kaprow, Chi and Kuckles: Bran Nue Due • understand that an interdisciplinary approach in dramatic works is a powerful tool to advance critical thinking, understand concepts, uncover preconceptions, or recognise bias	• describe dramatic works that may be classified as interdisciplinary
• analyse a range of viewpoints using a variety of modes and mediums	• synthesise a range of viewpoints using a variety of modes and mediums to gain insights into complex problems and issues	• integrate viewpoints using modes and mediums
Contexts		
• analyse attitudes in a range of dramatic works	• critically analyse the attitudes and values arising from context in a range of dramatic works • critically analyse the effect of context on audience and critical reception of interdisciplinary dramatic works	• describe attitudes in dramatic works

A	T	M
Creative Process		
• analyse complex problems and concepts using forms, structures and/or techniques from drama	• critically analyse complex problems and concepts using forms, structures and/or techniques from drama to synthesise a range of viewpoints	
• create dramatic works that explore concepts and ideas from other disciplines to inform, persuade or entertain	• create dramatic works that explore concepts and ideas from other disciplines to inform, persuade or entertain	• create dramatic works that explores another discipline to inform, persuade or entertain
• demonstrate an interdisciplinary approach embracing concepts, forms, structures and/or techniques from other disciplines to explore new perspectives	• demonstrate an interdisciplinary approach embracing concepts, forms, structures and/or techniques from other disciplines to explore new perspectives	• demonstrate an interdisciplinary approach
Communication and Technical Skills		
• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently	• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently	• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently
• research independently and justify complex ideas, using appropriate evidence and applying the principles of academic integrity	• research widely and independently, synthesising information to justify complex ideas, using appropriate evidence and applying the principles of academic integrity	• conduct research and use evidence in communicating ideas coherently
• analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage	• critically analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage	• communicate in a range of modes and mediums, for a chosen audience
	• synthesise dramatic intent and performance and production elements to enhance dramatic works	
• demonstrate use of appropriate technical skills in dramatic works	• demonstrate use of appropriate technical skills in dramatic works	• demonstrate use of appropriate technical skills in dramatic works

Reflection		
• reflect on own learning style and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes	• reflect on own learning style and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes	• reflect on own learning style to improve learning outcomes

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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Assessment

Refer to pages 9-11.

Independent Study   Value: 1.0

Independent Study a   **Value 0.5**
Independent Study b   **Value 0.5**

Prerequisites

Students must have studied at least <u>THREE</u> standard 1.0 units from this course.

Unit Description

An Independent study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent study unit must be proposed by an individual student, be for their own independent study, and negotiated with their teacher. An Independent study unit requires the principal's written approval. The program of learning for an Independent study unit must meet the unit goals and content descriptions as they appear in the course.

Specific Unit Goals

This unit should enable students to:

A	T	M
• analyse dramatic works in the chosen area of study	• critically analyse dramatic works in the chosen area of study	• describe dramatic works in the chosen area of study
• demonstrate how concepts and ideas in the chosen area of study can be represented in dramatic works	• demonstrate how concepts and ideas in the chosen area of study can be represented in dramatic works	• describe concepts and ideas shown in dramatic works in the chosen area of study
• create a body of dramatic works related to the area of study for a target audience	• create a body of dramatic works related to the area of study for a target audience	• create dramatic works related to the area of study for a target audience
• apply a variety of dramatic methods, mediums, and techniques to achieve a purpose in the related area of study	• apply a variety of dramatic methods, mediums, and techniques to achieve a purpose in the related area of study	• apply dramatic methods, mediums and/or techniques to achieve a purpose in the related area of study

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A	T	M
Concepts and Theories		
• analyse a variety of dramatic works that relate to the chosen area of study • analyse a range of theories and approaches in the chosen area of study	• evaluate a variety of dramatic works that relate to the chosen area of study • critically analyse a range of theories and approaches in the chosen area of study	• describe dramatic works that relate to the chosen area of study

A	T	M
• analyse how concepts, themes and/or perspectives are represented in dramatic works in the chosen area of study • understand that there are multiple ways of knowing and possibilities for making dramatic works	• critically analyse how concepts, themes and/or perspectives are represented in dramatic works in the chosen area of study • understand that there are multiple ways of knowing and possibilities for making dramatic works	• describe concepts and/or themes in dramatic works in the chosen area of study • understand that there are multiple ways of making dramatic works
Contexts		
• analyse how social, historical, political and/or cultural contexts have impacted dramatic works within the chosen area of study	• critically analyse how social, historical, political and/or cultural contexts have impacted dramatic works within the chosen area of study • critically analyse how context can affect the audience and critical reception of works in the chose area of study	• describe the context of works in the chosen area of study
Creative Process		
• analyse concepts, themes and/or perspectives in dramatic works relating to the chosen area of study, applying the creative process to develop a variety of responses • create a body of dramatic works by synthesising ideas, exploring approaches, techniques and strategies, problem solving, revising, and refining • understand that dramatic works are designed for specific purposes and audiences	• critically analyse concepts, themes and/or perspectives in dramatic works relating to the chosen area of study, applying the creative process to develop a variety of responses • create a body of dramatic works by synthesising ideas, exploring approaches, techniques and strategies, problem solving, revising, and refining • understand that dramatic works are designed for specific purposes and audiences	• explain concepts, themes and/or perspectives in dramatic works relating to the chosen area of study, applying the creative process to develop a variety of responses • create dramatic works applying the creative process • understand that dramatic works are designed for specific purposes and audiences
Communication and Technical Skills		
• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently	• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently	• demonstrate interpersonal and intrapersonal skills and capacity to work collectively, collaboratively, and independently

A	T	M
• research independently and justify complex ideas, using appropriate evidence and applying the principles of academic integrity	• research widely and independently, synthesising information to justify complex ideas, using appropriate evidence and applying the principles of academic integrity	• conduct research and use evidence in communicating ideas coherently
• analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage	• critically analyse ideas and insights using sustained arguments in a range of modes and mediums, for a variety of audiences using appropriate metalanguage • synthesise dramatic intent and performance and production elements to enhance dramatic works	• communicate in a range of modes and mediums, for a chosen audience
• demonstrate use of appropriate technical skills in dramatic works	• demonstrate use of appropriate technical skills in dramatic works	• demonstrate use of appropriate technical skills in dramatic works
Reflection		
• reflect on own learning style and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes	• reflect on own learning style and use of appropriate techniques and strategies, including planning and time management, to improve learning outcomes	• reflect on own learning style to improve learning outcomes

A guide to reading and implementing content descriptions

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Assessment

Refer to pages 9-11.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor or major.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

For the Independent Study unit (if applicable), students must have studied a minimum of <u>three</u> standard 1.0 units from this course.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment

- form the basis for valid and reliable assessment in senior secondary schools

- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership

- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item

- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for Years 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

A **negotiated study unit** makes provision for students, classes, groups, or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment, and achievement standards of the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Condition of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email to bssscertification@ed.act.edu.au by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

College:						
Course Title:	Specialised Drama					
Classification/s:	A	T		M		
Framework:	The Arts Course Framework 2021					
Dates of Course Accreditation:		From	2022	to	20XX	