**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  | **Strand** | **Explore and Express Ideas** | | | | **Drama Practices** | | | | **Present and Perform** | | **Respond and Interpret** | | | |
| **Content Description** | Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes  [(VCADRE033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE033) | | Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions  [(VCADRE034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE034) | | Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning  [(VCADRD035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD035) | | Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions  [(VCADRD036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD036) | | Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft  [(VCADRP037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP037) | | Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning  [(VCADRR038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR038) | | Identify and connect specific features and purposes of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander Peoples to explore viewpoints and enrich their drama making [(VCADRR039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR039) | |
| **Sequence of lessons / Unit** | **Semester/Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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|  | **Strand** | **Explore and Express Ideas** | | | | **Drama Practices** | | | | **Present and Perform** | | **Respond and Interpret** | | | |
| **Content Description** | Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama  [(VCADRE040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE040) | | Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles  [(VCADRE041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE041) | | Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces  [(VCADRD042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD042) | | Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements  [(VCADRD043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD043) | | Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience  [(VCADRP044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP044) | | Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect  [(VCADRR045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR045) | | Analyse a range of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints and develop understanding of drama practice across local, national and international contexts [(VCADRR046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR046) | |
| **Sequence of lessons / Unit** | **Semester/Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template. | **Levels 9 and 10 Achievement Standard** |
| By the end of Level 6   * Students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences. * Students explain how dramatic action and meaning is communicated in drama they make, perform and view. * They explain how drama from different cultures, times and places influences their own drama making. | By the end of Level 8   * Students devise, interpret and perform drama. (1) * They manipulate the elements of drama, narrative and structure to control and communicate meaning. (2) * They apply different performance styles and conventions to convey status, relationships and intentions. (3) * They use performance skills, stagecraft and design elements to shape and focus relationships with an audience. (4) * Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. (5) * They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama. (6) | By the end of Level 10   * Students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. (7) * They perform devised and scripted drama in different forms, styles and performance spaces. (8) * They plan, direct, produce, rehearse and refine performances. (9) * They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. (10) * They use performance and expressive skills to convey dramatic action and meaning. (11) * Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. (12) * They use experiences of drama practices from different cultures, places and times to evaluate drama. (13) |

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