UC -Understanding Context = How does drama fit into our lives? How is it used in different cultures throughout history? What is its part in history?

DK - Developing Practical Knowledge = What makes a good performance? Exploring how to communicate through drama.

DI - Developing Ideas = Creating and retelling our own and others stories. Blending the ideas of UC and DK to communicate.

CI - Communication and Interpretation = Performing and discussing ideas and what is shared.

Curriculum level Year	Pre-structural	Uni-structural	Multi-structural	Relational	Extended abstract
LEVEL 1 **YR 1 - 3**	**(UC)** Unaware that drama can help tell stories.	**(UC)**Becoming aware that drama can help tell stories.	**(UC)**Aware that drama can tell stories from their lives, community and the world around them.	**(UC)**Recognises that drama tells stories from their lives, community and the world around them.	**(UC)**Recognises with some understanding that drama tells stories from their lives, community and the world around them.
	(DK) With support can identify characters, emotions, situations and events.	**(DK)**Starting to identify characters, emotions, situations and events.	**(DK)** Can identify and describe characters, emotions, situations and events.	**(DK)** Beginning to understand the drama elements of role, focus, action, tension, time and space, within a context.	**(DK)** Recognises the drama elements of role, focus, action, tension, time and space, within a context.
	(DI) With support can use ideas to act out personal, everyday experiences.	**(DI)**Starting to identify ideas to act out personal, everyday experiences.	**(DI)**Beginning to combine the use of personal experiences and/or imagination to contribute ideas for the development of a drama..	**(DI)**Uses personal experiences and/or imagination to contribute ideas for the sequencing and development of a drama.	**(DI)**Uses personal experiences and/or imagination to contribute ideas for the development and creation of a drama.
	(CI) Attempts to talk about what happened in their own or others' drama.	**(CI)**Can identify what happened in their own or others' drama.	**(CI)**Can list aspects of what happened in their own or others' drama. Beginning to describe how drama tells stories.	**(CI)**Can explain what happened in their own and others' drama. Beginning to classify how drama tells stories.	**(CI)**Can explain what happened in their own and others' drama. Is able to generalise on how drama tells stories.
LEVEL 2 **YR 3 - 5**	**(UC)**With support can identify that drama can help explain specific ideas and themes.	**(UC)**Can identify and is beginning to understand that drama can help explain specific ideas and themes.	**(UC)**Is aware that drama can help explain specific ideas and themes. Able to list ideas and/or themes.	**(UC)**Is aware and beginning to understand that drama can help explain specific ideas and themes.	**(UC)**Understands that drama can help explain specific ideas and themes.
	(DK) With support can identify and use the drama elements when developing an idea for a drama.	**(DK)**Can identify and use the drama elements when developing an idea for a drama.	**(DK)**Can identify, use and describe the drama elements they	**(DK)**Can identify, use and explain the drama elements they use and	**(DK)**Can identify, use and explain the drama elements they use and link together when developing an

			use when developing an idea for a drama.	link together when developing an idea for a drama.	idea for a drama. Starting to evaluate the purpose for using a drama element
	(DI) Beginning to use personal experiences and/or imagination to develop ideas in drama. **(CI)**Struggles to respond to their own and others' drama and identify drama elements. Students starting to use drama terminology	**(DI)**Defines personal experiences and/or imagination to develop and sustain ideas in drama. **(CI)**Beginning to respond to their own and others' drama identifying drama elements used. Attempts to use correct drama terminology.	**(DI)**Combines personal experiences and imagination to develop and sustain ideas in drama. **(CI)** Can respond to their own and others' drama clearly identifying and starting to explain the drama elements used. Starting to use correct drama terminology.	**(DI)**Aware of their use of personal experiences and imagination to sequence and sustain ideas in drama. **(CI)** Responds to their own and others' drama clearly identifying and explaining drama elements used. Using correct drama terminology.	**(DI)**Starting to evaluate their choices when using personal experience and imagination to create and sustain ideas in drama. **(CI)** Responds to their own and others' drama clearly identifying and explaining drama elements used. Starting to evaluate the use of drama elements. Using correct drama terminology.
LEVEL 3 **YR 5 - 7**	**(UC)** With support can see how drama is used by their own and many other cultures throughout history. **(DK)** With support developing an understanding of techniques and technologies; starting to understand how they connect with elements and conventions. **(DI)** Struggles to share ideas to help develop a drama. **(CI)** Struggles to respond to their own and others' drama, identifying the elements, techniques, conventions and technologies used.	**(UC)** Beginning to identify and understand that drama is used by their own and many other cultures throughout history. **(DK)**Beginning to identify and develop an understanding of techniques and technologies; starting to explore how they connect with elements and conventions. **(DI)** Starting to define ideas to share and help develop a drama. **(CI)**Beginning to respond to their own and others' drama, identifying some of the elements, techniques, conventions and technologies used.	**(UC)** Can identify and describe how drama is used by their own and many other cultures throughout history. **(DK)**Shows some understanding of techniques and technologies; exploring and describing how they connect with elements and conventions. **(DI)** Will share and combine ideas to develop a drama. **(CI)**Responds to their own and others' drama, describing how the elements, techniques, conventions and technologies have been combined.	**(UC)** Understands and can compare how drama is used in their own and many other cultures throughout history. **(DK)**Shows an understanding of techniques and technologies, and how they connect and be related to elements and conventions. **(DI)**Willingly shares and combines others' ideas to develop and sequence a drama. **(CI)** Responds to their own and others' drama, explaining how the elements, techniques, conventions and technologies relate and have been combined.	**(UC)** Understands and can reflect on how drama is used in their own and many other cultures throughout history. **(DK)** Clearly understands techniques and technologies, and how they connect and be related to elements and conventions. **(DI)**Willingly shares and combines ideas to develop, sequence and create a drama; often initiates the ideas. **(CI)**Responds to their own and others' drama; explaining and reflecting on how the elements, techniques, conventions and technologies relate and have been combined.

LEVEL 4 YR 7 - 9	(UC) Through supported exploration, experiences how dramatic ideas and technologies are and can be used in drama, history and culture.	(UC) Through supported exploration is starting to identify how dramatic ideas and technologies are and can be used in drama, history and culture.	(UC) Through exploration is starting to describe how dramatic ideas and technologies are and can be used in drama, history and culture	(UC) Through exploration is starting to compare how dramatic ideas and technologies are and can be used in drama, history and culture	(UC)Through exploration is starting to evaluate how dramatic ideas and technologies are and can be used in drama, history and culture
	(DK)Struggling to identify and use drama elements and conventions to refine ideas to structure a performance Struggling to identify and use drama technologies to develop a drama.	(DK)Can identify and use drama elements, while starting to identify and use drama conventions to refine ideas to structure a performance Starting to identify and use drama technologies to develop a drama.	(DK)Identifying and combining drama elements and conventions to structure a performance. Identifying and combining drama technologies to develop a drama.	(DK) Combining and comparing drama elements and conventions to refine ideas to structure a coherent performance. Combining and comparing drama technologies to develop a drama.	(DK) Predicting and structuring a coherent performance through identifying, combining and using drama elements, conventions and technologies.
	(DI)Beginning to identify and use techniques to develop ideas for planning a drama/character.	(DI)Identifying and using techniques to develop ideas for planning a drama/character.	(DI)Combining and using drama elements and techniques to plan and refine a drama/character.	(DI) Select, combine and explain the use of drama elements and techniques to plan and refine a drama/character.	(DI) Select, combine and evaluate the use of drama elements and techniques to plan and refine a drama/character.
	(DI)Struggles to give, initiate and/or accept ideas to retell a story, or develop one from stimuli.	(DI)Will identify and accept ideas to retell a story, or develop one from stimuli.	(DI)Will initiate and accept ideas to retell a story, or develop one from stimuli.Often able to combine ideas together.	(DI)Will initiate and accept ideas to retell a story, or develop one from stimuli.Often able to combine and sequence ideas together.	(DI)Will initiate and accept ideas to retell a story, or develop one from stimuli.Can combine ideas and predict the performance outcome.
	(CI)Struggles to respond to their own and others' drama, attempting to use drama terminology.	(CI)Will identify ideas in their own and others' drama, attempting to use correct terminology.	(CI)Responds to and can describe ideas in their own and others' drama, often using correct terminology.	(CI)Responds to and can explain ideas in their own and others' drama, using correct terminology.	(CI)Responds to and reflects on ideas in their own and others' drama, using correct terminology.
LEVEL 5 YR 9 - 10	(UC)Attempts to identify the use of dramatic ideas and technologies from a range of context.	(UC)By identifying attempts to understand and compare the use of dramatic ideas and technologies from a range of context.	(UC)Describes understanding and is starting to compare the use of dramatic ideas and technologies from a range of context.	(UC) Understands and compares the use of dramatic ideas and technologies from a range of context.	(UC) Understands the use of dramatic ideas and technologies from a range of context, reflecting on the compared uses.
	(DK)Beginning to identify and define techniques, conventions and technologies, to structure a drama for a given purpose.	(DK) Will identify and define a selection of techniques, conventions and technologies to	(DK)Lists and combines a selection of techniques, conventions and technologies, to	(DK)Combine and sequence a selection of techniques, conventions and technologies, to	(DK)Sequence and reflect on their use of a selection of techniques, conventions and technologies, to

		structure a drama for a given purpose.	structure a drama for a given purpose.	structure and refine a drama for a given purpose.	structure a drama for a given purpose.
		(DI) Beginning to share, accept and select ideas to develop a drama for a given purpose.	**(DI)**Will share, accept and define ideas to develop a drama for a given purpose.	**(DI)**Will share, accept and combine ideas to develop a drama for a given purpose.	**(DI)**Shares, accepts and selects ideas to develop, sequence and refine a drama for a given purpose.	**(DI)**Shares, accepts and reflects on ideas to develop, sequence and refine a drama for a given purpose.
		(CI) Beginning to respond to their own and others' drama, by attempting to identify the use of drama elements, techniques, conventions and technologies.	**(CI)**Usually responds to their own and others' drama, by identifying and attempting to justify the use of elements, techniques, conventions and technologies.	**(CI)**Responds to their own and others' drama, by describing the use and combining of elements, techniques, conventions and technologies. Starting to reflect upon the use of elements, techniques, conventions and technologies.	**(CI)** Responds to their own and others' drama, by justifying and comparing the use and combining of elements, techniques, conventions and technologies. Sometimes reflects upon the use of elements, techniques, conventions and technologies.	**(CI)**Insightfully responds and reflects on their own and others' drama, by justifying the use and combining of elements, techniques, conventions and technologies.