

## AC9ADR8E01

**investigate ways the and/or conventions are used to communicate ideas, perspectives and/or meaning in drama created and/or performed across , times, places and/or other contexts**

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### **Elaborations**

- researching and noticing how the impact of time and place/context of a drama from a particular period can differ from that of another period, particularly in relation to the use of drama conventions
- using Viewpoints to analyse and evaluate performances they have experienced and/or participated in by asking questions such as “What ideas did you think the drama expressed?”, “What conventions were used to establish time/place/context?”, “How was movement used in the drama?”
- writing or pod/vodcasting a review of a drama they experience, focusing on use of specific and/or conventions; for example, identifying and describing how an element of drama has been manipulated to communicate ideas, perspectives and/or meaning
- analysing how linear and non-linear narrative is used in examples of drama from diverse ; for example, in contemporary drama from countries or in or in drama from historical times

Students learn to:

**investigate ways the elements of drama and/or conventions are used to communicate ideas, perspectives and/or meaning in drama created and/or performed across cultures, times, places and/or other contexts**

(AC9ADR8E01)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination
- Adapt in intercultural exchanges

#### **Speaking and listening**

- Interacting

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Analysing**

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#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Creating and exchanging**

- Plan
- Create, communicate and collaborate

#### **Managing and operating**

- Select and operate tools

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

### **Growing Asia-Australia engagement**

- Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

### **Knowing Asia and its diversity**

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

### **Resources**

#### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9ADR8E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

#### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9ADR8E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

#### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

#### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination**

##### **Content description**

AC9ADR8E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

#### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

## **Content description**

AC9ADR8E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

## **Content description**

AC9ADR8E01

### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9ADR8E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9ADR8E01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9ADR8E01

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- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9ADR8E01

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### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9ADR8E01

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- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

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- evaluate the information selected to determine bias and reliability

## **Snapshot – Plan**

### **Digital Literacy: Creating and exchanging: Plan**

#### **Content description**

AC9ADR8E01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects
- use project management tools to develop and track a plan to complete individual and collaborative projects

## **Snapshot – Create, communicate and collaborate**

### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

#### **Content description**

AC9ADR8E01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

## **Snapshot – Select and operate tools**

### **Digital Literacy: Managing and operating: Select and operate tools**

#### **Content description**

AC9ADR8E01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

## **Snapshot – Reflect on the relationship between cultures and identities**

# **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities**

## **Content description**

AC9ADR8E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## **Snapshot – Examine cultural perspectives and world views**

# **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

## **Content description**

AC9ADR8E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **Resource – Drama Examples of knowledge and skills**

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## **AC9ADR8E02**

### **investigate the diversity of drama created and/or performed by First Nations Australians, considering culturally responsive approaches to rights**

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#### **Elaborations**

- identifying how diverse examples of drama created and/or performed by First Nations Australians can consider and demonstrate culturally responsive approaches to rights
- using information from protocols and guidelines to inform decisions about whether or not ideas from an existing source featuring can be used when developing new drama work
- engaging in activities that enable understanding of how to make ethical choices and empathise with content creators and story owners; for example, asking questions such as, "Whose story is it?", "Is this my story to share or should I ask permission to tell it?"
- investigating specific examples of how drama practitioners select and use First Nations Australians' historical and cultural material to develop and create contemporary First Nations Australian theatre; for example, using historical and cultural that accurately communicate First Nations Australian perspectives, such as resilience to the impacts of
- identifying and analysing what is and how to avoid it by considering the original purpose, context

and intended audience of ; for example, using advice from protocols for protecting rights

Students learn to:

**investigate the diversity of drama created and/or performed by First Nations Australia considering culturally responsive approaches to Indigenous Cultural and Intellectual Property**

(AC9ADR8E02)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Responding to ethical issues**

- Explore ethical perspectives and frameworks

#### **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms

#### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.
- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

#### **Country/Place**

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

#### **People**

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Culture**

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#### **Country/Place**

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## **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

## **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms

## **Culture**

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## **Responding to ethical issues**

- Explore ethical perspectives and frameworks

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## **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

## **Navigating intercultural contexts**

- Consider responses to intercultural contexts

## **Culture**



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### **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

### **Responding to ethical issues**

- Explore ethical perspectives and frameworks

### **Understanding ethical concepts and perspectives**

- Explore ethical concepts
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### **People**

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

### **Resources**

### **Snapshot – Explore ethical perspectives and frameworks**

#### **Ethical Understanding: Responding to ethical issues: Explore ethical perspective**

#### **Content description**

AC9ADR8E02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making
- analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

### **Snapshot – Explore ethical concepts**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

##### **Content description**

AC9ADR8E02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

##### **responsibilities and ethical norms**

##### **Content description**

AC9ADR8E02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

### **Snapshot – Explore ethical concepts**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

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### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

##### **responsibilities and ethical norms**

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AC9ADR8E02

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#### **Ethical Understanding: Understanding ethical concepts and perspectives: Explor**

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### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examin**

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### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine**

##### **perspectives and world views**

##### **Content description**

AC9ADR8E02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

##### **Content description**

AC9ADR8E02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts**

##### **Content description**

AC9ADR8E02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

### **Snapshot – Explore ethical perspectives and frameworks**

#### **Ethical Understanding: Responding to ethical issues: Explore ethical perspectives and frameworks**

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- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making
- analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

### **Snapshot – Explore ethical concepts**

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## **Snapshot – Examine values, rights and responsibilities and ethical norms**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

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## **AC9ADR8D01**

### **develop performance skills relevant to selected drama and/or forms**

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#### **Elaborations**

- developing vocal qualities of projection, clarity and contrast through control of pace, pitch, dynamics and use of pause and silence
- developing use of the body to communicate through, for example, movement and stillness, realistic and non-realistic movement and developing performance skills such as exploring ways to transition between scenes
- experimenting with ways to use conventions associated with a specific /form in their drama; for example, conventions such as flashback/flashforward, aside, slow motion, chorus (commentator), signs, sound/music
- experimenting with the , relevant stylistic conventions or ways of manipulating form to create, shape and sustain , situations and narratives, in order to achieve intended meaning and purpose; for example, through class, individual and group activities such as improvisation and basic devising in a selected or in response to provided stimulus material
- using improvisation to explore techniques/strategies associated with specific /forms to heighten and release tension and using ideas from the improvisation to interpret scenes from a scripted drama
- experimenting with ways to manipulate and use performance skills to communicate status/power relationships in drama being devised and/or when interpreting scripts
- understanding the importance of and applying respectful relationships and empathy when developing roles and characters, and conveying historical and cultural ideas and meaning

Students learn to:

### **develop performance skills relevant to selected drama styles and/or forms**

(AC9ADR8D01)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Generating**

- Create possibilities
- Put ideas into action

#### **Speaking and listening**

- Speaking

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Generating**

- Create possibilities

#### **Generating**

- Create possibilities

- Consider alternatives

### **Generating**

- Create possibilities
- Consider alternatives

### **Generating**

- Create possibilities
- Consider alternatives

### **Generating**

- Consider alternatives

### **Social awareness**

- Empathy

### **Social awareness**

- Empathy

### **Resources**

#### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9ADR8D01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

#### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9ADR8D01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

#### **Snapshot – Speaking**

#### **Literacy: Speaking and listening: Speaking**

##### **Content description**

AC9ADR8D01

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts

- uses a range of technology, and audio and visual resources to engage audience and enhance content

### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

### **Crafting ideas**

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

### **Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

### **Crafting ideas**

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9ADR8D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9ADR8D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

#### **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9ADR8D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

#### **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9ADR8D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

#### **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9ADR8D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

#### **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9ADR8D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations



variations or combinations

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9ADR8D01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9ADR8D01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9ADR8D01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9ADR8D01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Resource – Drama Examples of knowledge and skills**

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## AC9ADR8D02

**reflect on their own and others' drama to inform choices when manipulating and/or conventions to shape**

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- 

### Elaborations

- reflecting, independently and in class discussion, upon the action created in order to evaluate and analyse what was effective and make decisions about what would be done differently in future; for example, discussing whether the purpose was achieved, whether the action was engaging, whether the elements could have been managed differently for better effect, and which of the elements worked well to make meaning clear
- seeking, accepting and responding to feedback to inform choices about use of and/or conventions; for example, using Viewpoints to develop questions such as "How did the performer use language/movement to make their character believable?", "What ideas/perspectives/meaning did the drama communicate?", "What do you think will/could/should happen next?", "How would you describe the relationship/s between the characters in this scene?"
- developing understanding of human behaviours and emotions using appropriate boundaries, by recalling and re-enacting past experiences and people they have observed in situations relevant to the text or content being used; asking "What did my/their body do?", "How did my/their voice sound/communicate meaning in the situation?", "How can I adapt my facial expression, posture, gesture, movement and voice/vocalisation to portray age, power or attitude?", "How can I express character relationships through vocal dynamics, eye contact, distance and space?"
- reflecting on how performance skills are used to communicate perspectives; for example, how performance skills can be used in drama that seeks to communicate ideas such as perpetuating or challenging unequal power relationships and oppression

Students learn to:

**reflect on their own and others' drama to inform choices when manipulating elements and/or conventions to shape dramatic action**

(AC9ADR8D02)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Reflecting

- Think about thinking (metacognition)
- Transfer knowledge

#### Self-awareness

- Reflective practice

#### Self-management

- Goal setting

#### Social management

- Communication
- Collaboration

#### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### Reflecting

- Think about thinking (metacognition)

- Transfer knowledge

### **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

### **Inquiring**

- Develop questions

### **Reflecting**

- Think about thinking (metacognition)
- Transfer knowledge

### **Self-awareness**

- Reflective practice

### **Social management**

- Collaboration

### **Inquiring**

- Develop questions

### **Reflecting**

- Think about thinking (metacognition)
- Transfer knowledge

### **Self-awareness**

- Reflective practice

### **Social management**

- Communication
- Collaboration

### **Reflecting**

- Think about thinking (metacognition)
- Transfer knowledge

### **Self-awareness**

- Reflective practice

### **Social management**

- Communication

### **Resources**

#### **Snapshot – Think about thinking (metacognition)**

#### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

##### **Content description**

AC9ADR8D02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

#### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9ADR8D02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9ADR8D02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Goal setting**

#### **Personal and Social capability: Self-management: Goal setting**

##### **Content description**

AC9ADR8D02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies to monitor own learning and refine goals to plan for further improvement
- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9ADR8D02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9ADR8D02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Think about thinking (metacognition)**

#### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

##### **Content description**

AC9ADR8D02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes

- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Transfer knowledge**

## **Critical and Creative Thinking: Reflecting: Transfer knowledge**

### **Content description**

AC9ADR8D02

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Develop questions**

## **Critical and Creative Thinking: Inquiring: Develop questions**

### **Content description**

AC9ADR8D02

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Snapshot – Think about thinking (metacognition)**

## **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

### **Content description**

AC9ADR8D02

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Transfer knowledge**

## **Critical and Creative Thinking: Reflecting: Transfer knowledge**

### **Content description**

AC9ADR8D02

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different

contexts, and explain reasons for decisions and choices made

- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9ADR8D02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9ADR8D02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9ADR8D02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Snapshot – Think about thinking (metacognition)**

#### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

##### **Content description**

AC9ADR8D02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

## **Content description**

AC9ADR8D02

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

## **Snapshot – Reflective practice**

### **Personal and Social capability: Self-awareness: Reflective practice**

#### **Content description**

AC9ADR8D02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9ADR8D02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Collaboration**

### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9ADR8D02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

## **Snapshot – Think about thinking (metacognition)**

### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

#### **Content description**

AC9ADR8D02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions

- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

## **Snapshot – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9ADR8D02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

## **Snapshot – Reflective practice**

### **Personal and Social capability: Self-awareness: Reflective practice**

#### **Content description**

AC9ADR8D02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9ADR8D02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **AC9ADR8C01**

### **improvise and devise drama and/or interpret scripted drama, manipulating and applying conventions relevant to the /form**

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#### **Elaborations**

- identifying dramatic potential in teacher-provided/directed starting points such as research, examples of the conventions of drama forms/performance, dramatic text, the structuring of forms, or discussion of peers' responses to an issue or topic; then using improvisation and processes such as "mantle of the expert" to develop situations, characters, and make decisions that shape the resulting
- using play-building to develop a series of scenes as a class response to an inquiry question or responding to dramatic potential of an image by imagining, "What's happening? What has happened? What's going to happen next?"
- working collaboratively to interpret scripted drama; for example, deciding where/when the action will take place, using improvisation to explore and understand characters and relationships, applying conventions relevant to the /form, blocking use of the performance space to establish context, relationships or transitions, selecting/sourcing and rehearsing with props/set items
- using Viewpoints to frame questions to interpret, analyse and evaluate the effectiveness of dramatic forms, elements, design and conventions or making decisions about how to communicate idea,



effects and intentions; for example, “What were the actor’s/director’s intentions in this drama?”, “What ideas did you think the drama expressed?”, “How did you engage with the drama?”

- employing voice/vocalisation and movement appropriate to situation, and manipulating space and time in to heighten tension, focus action and shape meaning
- using feedback, reflection or evaluation to develop and extend ideas when improvising, devising and/or scripting drama

Students learn to:

**improvise and devise drama and/or interpret scripted drama, manipulating elements**  
**applying conventions relevant to the style/form**

(AC9ADR8C01)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Self-awareness**

- Reflective practice

#### **Self-management**

- Goal setting

#### **Social management**

- Communication

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Social management**

- Communication
- Collaboration

#### **Analysing**

- Interpret concepts and problems

#### **Generating**

- Consider alternatives

#### **Inquiring**

- Develop questions

#### **Generating**

- Consider alternatives
- Put ideas into action

#### **Social management**

- Communication

#### **Analysing**

- Evaluate actions and outcomes

## **Reflecting**

- Think about thinking (metacognition)

## **Self-awareness**

- Reflective practice

## **Resources**

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Goal setting**

## **Personal and Social capability: Self-management: Goal setting**

### **Content description**

AC9ADR8C01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies to monitor own learning and refine goals to plan for further improvement
- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9ADR8C01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Create possibilities**

## **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9ADR8C01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Consider alternatives**

## **Critical and Creative Thinking: Generating: Consider alternatives**

### **Content description**

AC9ADR8C01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Put ideas into action**

## **Critical and Creative Thinking: Generating: Put ideas into action**

### **Content description**

AC9ADR8C01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

## **Content description**

AC9ADR8C01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9ADR8C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9ADR8C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Collaboration**

### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9ADR8C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9ADR8C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements

necessary for understanding by using approaches and strategies suitable for the context

- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9ADR8C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9ADR8C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Evaluate actions and outcomes**

## **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

### **Content description**

AC9ADR8C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

### **Snapshot – Think about thinking (metacognition)**

## **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

### **Content description**

AC9ADR8C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Reflective practice**

## **Personal and Social capability: Self-awareness: Reflective practice**

### **Content description**

AC9ADR8C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Resource – Drama Examples of knowledge and skills**

## **Page not found**

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## AC9ADR8C02

**evaluate and refine use of and/or conventions to shape and sustain and/or communicate ideas, perspectives and/or meaning**

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### **Elaborations**

- refining drama during the rehearsal process by using feedback, evaluation, documentation and personal reflection, after using Viewpoints to ask questions such as “What are your intentions in the drama you are making?”, “Is the meaning clear?”, “How could elements, conventions, design (costume, props, setting) and performance skills (voice and movement) be used differently to achieve these effects?”
- adjusting performance based on audience response; for example, character's portrayal of emotion or delivery of lines to make meaning clear
- planning, organising and rehearsing to stage devised and scripted drama; for example, arranging use of available theatre technologies and collaborating in rehearsal to stage drama for a clear and intended purpose and effect, considering choices within the overall structure
- considering how and why empathy should be considered when creating effects and communicating intended meaning; for example, exploring conventions for developing characters and stories in drama from a range of

Students learn to:

**evaluate and refine use of elements of drama and/or conventions to shape and sustain and/or communicate ideas, perspectives and/or meaning**

(AC9ADR8C02)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Evaluate actions and outcomes

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Self-awareness**

- Reflective practice

#### **Self-management**

- Goal setting

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Analysing**

- Evaluate actions and outcomes

#### **Social awareness**

- Empathy

#### **Social awareness**

- Empathy

#### **Social awareness**

- Empathy

#### **Social management**

- Communication
- Collaboration



- Leadership

### **Engaging with cultural and linguistic diversity**

- Develop empathy

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Navigating intercultural contexts**

- Consider responses to intercultural contexts
- Respond to biases, stereotypes, prejudices and discrimination

### **Social awareness**

- Empathy

### **Resources**

### **Snapshot – Evaluate actions and outcomes**

#### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Goal setting**

#### **Personal and Social capability: Self-management: Goal setting**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies to monitor own learning and refine goals to plan for further improvement
- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

### **Snapshot – Evaluate actions and outcomes**

#### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

## **Content description**

AC9ADR8C02

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## **Snapshot – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9ADR8C02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9ADR8C02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Collaboration**

### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9ADR8C02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

## **Snapshot – Leadership**

### **Personal and Social capability: Social management: Leadership**

#### **Content description**

AC9ADR8C02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use different leadership approaches when acting as a sole leader or leading with others
- devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process

- propose, implement and evaluate strategies to address needs at local, regional, national or global levels

### **Snapshot – Develop empathy**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

#### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, stereotypes, prejudices and discrimination**

##### **Content description**

AC9ADR8C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges,

proposing actions to challenge biases, stereotypes, prejudices and discrimination

## **Snapshot – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9ADR8C02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## **AC9ADR8P01**

### **rehearse and perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions relevant to and/or form**

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#### **Elaborations**

- performing and using conventions relevant to , suiting choices to the underlying dramatic structure
- collecting and evaluating audience feedback to enhance future performance
- using Viewpoints to ask reflective questions such as “What were your intentions in the drama?”, “Was meaning made clear for the audience?”, “What audience reaction or feedback did you get to suggest it was engaging?”
- respecting rights when performing drama that explores First Nations Australians' perspectives on themes and issues such as identity, resilience, oppression or environmental practices
- reflecting on how respectful relationships and empathy were applied in their performance, and interpreted by the audience

Students learn to:

### **rehearse and perform improvised, devised and/or scripted drama to audiences, using skills and conventions relevant to style and/or form**

(AC9ADR8P01)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Speaking and listening**

- Interacting

#### **Self-management**

- Perseverance and adaptability

#### **Social management**

- Communication

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Generating**

- Put ideas into action

#### **Self-management**

- Perseverance and adaptability

#### **Social management**

- Communication

#### **Reflecting**

- Think about thinking (metacognition)

## **Self-awareness**

- Reflective practice

## **Analysing**

- Evaluate actions and outcomes

## **Inquiring**

- Develop questions

## **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

## **Culture**

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

## **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.
- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius, were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.

## **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

## **Engaging with cultural and linguistic diversity**

- Communicate responsively
- Develop empathy

## **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

## **Social awareness**

- Empathy

## **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9ADR8P01

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can

imagine", "obviously")

- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Perseverance and adaptability**

#### **Personal and Social capability: Self-management: Perseverance and adaptability**

##### **Content description**

AC9ADR8P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9ADR8P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9ADR8P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Perseverance and adaptability**

#### **Personal and Social capability: Self-management: Perseverance and adaptability**

##### **Content description**

AC9ADR8P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9ADR8P01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Think about thinking (metacognition)**

#### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

### **Content description**

AC9ADR8P01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

### **Content description**

AC9ADR8P01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Evaluate actions and outcomes**

#### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

### **Content description**

AC9ADR8P01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

### **Content description**

AC9ADR8P01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures



- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

##### **Content description**

AC9ADR8P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9ADR8P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Develop empathy**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy**

##### **Content description**

AC9ADR8P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9ADR8P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9ADR8P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Resource – Drama Examples of knowledge and skills**

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