



Purpose of the literacy and numeracy learning progressions

The purpose and intent of the progressions are to provide a tool to:

- locate the literacy and numeracy development of students
- plan for student progress in literacy and numeracy
- facilitate shared professional understanding of literacy and numeracy development
- support a whole school approach to literacy and numeracy development.

Literacy and numeracy in the learning areas

The learning areas provide rich opportunities for extending and enriching literacy and numeracy. To effectively plan for differentiated teaching of literacy and numeracy in the learning areas, teachers draw on their knowledge of the Australian Curriculum and their knowledge of their students. Recognising that students learn at different rates, the learning progressions provide a continuum for teachers to identify and build on students' literacy and numeracy skills. The intention is that students will develop their literacy and numeracy expertise purposefully, in meaningful contexts.

Literacy and numeracy in The Arts

Arts learning programs based on Australian Curriculum: The Arts Years 7-10 can provide opportunities for students to:

- develop aspects of the literacy and numeracy identified in the learning progressions that are also associated with specific arts practices, forms, skills, techniques and processes including processes for analysing, evaluating, critiquing and reflecting and interpreting ideas, meanings and messages
- apply and build on literacy and numeracy capabilities acquired in other learning areas and in earlier years of schooling. This might involve applying knowledge and skills in different contexts, for different purposes or deepening and broadening prior learning to explore new aspects of a concept or skill.

Through Arts learning students develop verbal and auditory working memory, visuo-spatial reasoning and their ability to interpret and use symbols and symbol systems to create meaning. These skills are transferrable across learning contexts and support development of literacy and numeracy capabilities.

Using this advice and the learning progressions to plan for student progress in literacy and numeracy

This advice illustrates how the learning progressions can be used in Drama to support student progress in literacy and numeracy. This advice:

- identifies the sub-elements of the learning progressions that are most relevant to studying Drama
- identifies some aspects of an achievement standard that include literacy or numeracy demands
- lists some relevant indicators at one or more levels of the learning progressions to illustrate how the learning progressions might be unpacked to support student progress in literacy and numeracy in and through the study of Drama
- identifies how students can develop literacy and numeracy capabilities purposefully and in meaningful contexts through Drama.

Figure 1 illustrates how the learning progressions are to be used by teachers to identify where students are at on the literacy and numeracy continuum and plan for their ongoing development within the learning areas. Therefore, this advice can support use of the learning progressions in developing explicit and targeted programs to ensure students are able to access discipline-specific knowledge, concepts, understanding and skills. While advice is provided on the most relevant sub-elements of each learning progression for the discipline of Drama, whole school planning may address other sub-elements to progress students' literacy and numeracy.

Targeted Achievement Standard	Indicators of literacy development related to the standard		
A. Year 9	B. Level LIS2	C. Level LIS5	D. Level LiS8
Students: <ul style="list-style-type: none"> interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions 	<ul style="list-style-type: none"> responds to spoken texts (uses facial expressions, movements, turns towards the speaker) responds to short phrases relying on key words, tone of voice and intonation follows a simple sequence of directions recognises simple one-syllable rhythm words (see Phonological awareness) repeats familiar words heard in a text or conversation 	<ul style="list-style-type: none"> listens to texts to engage with learning area content recalls specific information from learning area text attempts to sequence or report ideas 	<ul style="list-style-type: none"> identifies and paraphrases key points of a speaker's arguments (interprets speeches and uses own words to identify key historical events and arguments)

Figure 1: Annotated example of how to use learning area advice and the progressions to progress learning

Numeracy in Drama

In Drama, students develop numeracy capability when they create, represent and interpret data in spatial and numerical forms. Students may use calculation, estimation and measurement to plan and make drama particularly when they plan and make design elements for a production.

Using the numeracy learning progression to support students in Drama

The most relevant sub-elements of the numeracy learning progression for Drama are *Interpreting fractions*, *Understanding units of measurement*, *Understanding geometric properties*, and *Positioning and locating*.

Typically, students acquire knowledge and skill relating to many of the indicators listed below during their Primary years. As they learn in Drama across Years 7-10 students can apply and build on this learning in new contexts.

Interpreting fractions

This sub-element emphasises the development of the fraction concept and the size of fractions rather than the development of procedures or algorithmic skills. It describes how a student becomes increasingly able to use fractions as numbers that describe a relationship between two abstract measures of quantity. For example, in Drama students might refer to fractions when analysing or evaluating drama or planning production elements.

It is important to note that, even though the achievement standards in Year 7 – 10 Drama do not include overt references to Interpreting fractions, these skills are essential and implied in the following aspects of the achievement standard:

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student numeracy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 8	InF6/7
Students: <ul style="list-style-type: none"> • identify and analyse how the elements of drama are used, combined and manipulated in different styles • apply this knowledge in drama they make and perform • evaluate how they and others from different cultures, times and places communicate meaning and intent through drama • collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. 	A student: <p>Fractions as numbers</p> <ul style="list-style-type: none"> • understands the relationship between a fraction, decimal and percentage as different representations of the same quantity ($\frac{1}{2} = 0.5 = 50\%$, for example, interchangeably writes about a response from 50%, 0.5 or half of the audience when evaluating how an audience responded to an aspect of a performance) <p>Using fractions</p> <ul style="list-style-type: none"> • uses strategies to find a fraction of a quantity (finds a position a quarter-way across the stage by measuring the width of the stage and dividing by 4).

Comparing units (ratios, rates and proportion)

This sub-element addresses comparing units in ratios, rates and proportions. A ratio describes a situation in comparative terms, and a proportion is taken to mean when this comparison is used to describe a related situation in the same comparative terms. Rates rather than ratios are used to compare different types of quantities, for example, metres of fabric per costume. It is important to note that, even though the achievement standards in Years 7-10 Drama do not include overt references to Comparing units these skills are essential and implied in the following aspects of the achievement standard:

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student numeracy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 10	CoU2/3
Students: <ul style="list-style-type: none"> • analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view • collaborate with others to plan, direct, produce, rehearse and refine performances • select and use the elements of drama, narrative and structure in directing and acting to engage audiences. 	A student: <p>Ratios</p> <ul style="list-style-type: none"> • interprets ratios as a comparison between the same units of measure (calculates the aspect ratio of an image - the proportional relationship between its width and its height when planning projection of images in a performance space or determines the ratio of blue paint to yellow paint to create a specific shade of green paint for the scenery) <p>Rates</p> <ul style="list-style-type: none"> • uses rates to determine how quantities change (calculating costs, for example, 20 metres of fabric at \$2 per metre) <p>Applying proportion</p> <ul style="list-style-type: none"> • demonstrates how increasing one quantity in a ratio will affect the total proportion (when planning design elements: set, costume, props, lighting).

Understanding units of measurement

This sub-element describes how a student becomes increasingly able to recognise attributes that can be measured and how units of measure are used and calculated. In making the transition from informal to formal units, a student attends to the structure of units used to measure how they are assembled end-to-end, side-by-side or in layers without gaps or overlapping. The structure of the units gives rise to ways of calculating length, area and volume. For example, in Drama students use informal units of measurement to plan how set/props can be arranged in available space or how symbolic elements might be positioned on a costume.

It is important to note that, even though the achievement standards in Years 7-10 Drama do not include overt references to Understanding units of measurement, these skills are essential and implied in the following aspects of the achievement standard:

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student numeracy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 8	UGP5/6
Students: <ul style="list-style-type: none">• identify and analyse how the elements of drama are used, combined and manipulated in different styles• apply this knowledge in drama they make and perform.	A student: Using informal units of measurement <ul style="list-style-type: none">• measures the length and area of a shape using a single informal unit repeatedly (iteration) (steps out the area of a performance space to ensure that set/props etc. can be positioned appropriately or to plan actor pathways within the space) Identifying the structure of units <ul style="list-style-type: none">• estimates lengths that lie between full units by visualising subdivisions of the unit (estimates a starting position for completing a sequence of movements across the performance space in physical theatre).

Understanding geometric properties

This sub-element describes how a student becomes increasingly able to identify the attributes of shapes and objects and how they can be combined or transformed. Being able to use spatial reasoning and geometric properties to solve problems is important for a range of tasks. For example, in Drama students can analyse how the properties of shapes and objects have been manipulated to create meaning or how use of shapes and objects can represent cultural and historical influences in drama.

It is important to note that, even though the achievement standards in Years 7-10 Drama do not include overt references to Understanding geometric properties, these skills are essential and implied in the following aspects of the achievement standard:

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student numeracy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 8	UGP3/4/5
<p>Students:</p> <ul style="list-style-type: none">• identify and analyse how the elements of drama are used, combined and manipulated in different styles• apply this knowledge in drama they make and perform• evaluate how they and others from different cultures, times and places communicate meaning and intent through drama• collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning.	<p>A student:</p> <p>Symmetry</p> <ul style="list-style-type: none">• recognises that shapes can have lines of symmetry (decides to position actors in symmetrical lines to create an effect of balance that can then be contrasted with asymmetric groupings to reflect disruption and tension) <p>Angles and lines</p> <ul style="list-style-type: none">• uses angle properties to identify perpendicular and parallel lines, (when planning/modelling lighting or analysing and evaluating drama, for example, the beam of light was perpendicular to the stage).

Positioning and locating

This sub-element describes how a student becomes increasingly able to recognise the attributes of position and location. This sub-element is important to Drama as it assists students to plan the direction and use of design elements.

It is important to note that, even though the achievement standards in Years 7-10 Drama do not include overt references to *Positioning and locating* these skills are essential and implied in the following aspects of the achievement standard:

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student numeracy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 10	PoL3/4/5
Students: <ul style="list-style-type: none">• analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view• collaborate with others to plan, direct, produce, rehearse and refine performances• select and use the elements of drama, narrative and structure in directing and acting to engage audiences.	A student: <ul style="list-style-type: none">Using an informal map or plan<ul style="list-style-type: none">• draws an informal map or sketch to provide directions (sketches the pathways the actors will follow when introducing a scene at rehearsal)• locates positions on an informal map (locates positions of actors/sets/props on an informal map of the stage area when planning lighting)Using formal maps and plans<ul style="list-style-type: none">• locates position on maps using grid references• identifies features on maps and plans• describes routes using landmarks and directional language (uses grid-markings to identify specific locations in on a stage and when creating a stage plan, lighting design or prompt script)Interpreting maps and plans<ul style="list-style-type: none">• interprets the scale as a ratio used to create plans, drawings or maps• interprets plans involving scale (creates and interprets scale drawings when designing and making set pieces).