Complete national authority and bounded crosswalk

Australian Curriculum Version9.0, Foundation Drama. Independently matched 3 October 2026 to the fresh official workbook and protected canonical records: complete Drama introduction, all four descriptions and the complete shared Foundation Arts achievement standard. Raw sheet2 row12 has an empty subject cell and no code; do not relabel it a separate coded Drama standard. Original term/day numbering is a local optional bank, not an ACARA mandated sequence.

ARTDRAFY

level_description · sheet1 row20730 columnD.

In Foundation, learning in The Arts builds on the Early Years Learning Framework and each student’s prior learning and experiences. The curriculum allows for play-based approaches that integrate arts learning experiences across the 5 Arts subjects and/or specialist teaching. There are examples in the content elaborations for each subject and examples that span across the subjects. In Foundation, Arts learning fosters students’ understanding of how the arts enrich their lives and the lives of all people. Engagement with the arts strengthens students’ sense of wellbeing and develops their connections with the world. Arts learning involves exploration and purposeful, creative play, together with structured learning appropriate for their level of development. In The Arts, students work individually and collaboratively with peers and teachers, drawing on their imaginations, stimulus materials such as images or works of fiction, and real-life experiences. Students explore the arts in their lives and communities. They learn that the arts are central to all cultures and explore the diversity of arts works across cultures. They build empathy and understanding that what is familiar to one person can be new to somebody else. Students use arts knowledge and skills to make arts works that represent their ideas about the world and share their work with peers in informal settings. They experience being an audience. As they make and respond, students learn about safe practices in the arts. In Foundation, learning in Drama can involve students: discovering how they and others communicate feelings and understandings in and through drama exploring elements of drama such as role, situation, language and place, and drama forms such as dramatic play,

process drama and/or puppetry accepting and participating in fictional situations reflecting on their drama experiences and contributing to the drama using language and/or in embodied ways.

AC9ADRFE01

content_description · sheet1 row20732 columnJ.

explore how and why the arts are important for people and communities

AC9ADRFD01

content_description · sheet1 row20741 columnJ.

use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas

AC9ADRFC01

content_description · sheet1 row20751 columnJ.

create arts works that communicate ideas

AC9ADRFP01

content_description · sheet1 row20760 columnJ.

share their arts works with audiences

Shared Foundation Arts achievement standard

achievement_standard · sheet2 row12 columnF.

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

Sampled evidence, not blanket completion

Description / standard part · Opportunity · Evidence needed and limits

AC9ADRFE01 · Day86 complete original work; Day87 factual arts doorway · Actual whole-work encounter plus own how/why contribution. A title, blank aid or adult reason alone does not establish this. No compelled personal story.

AC9ADRFD01 · Days81–84,87,89–90 purposeful play and alternatives · Child-owned idea/process/choice, actual trial attributed where it occurs. Construction or helper animation is named separately.

AC9ADRFC01 · Own character/job, place/situation, expressive moment and revision · Actual arts work communicating an idea, child contribution and support identified. A future plan is useful but not a completed performed work.

AC9ADRFP01 · Day88 optional real agreed sharing · Actual sharing of the child's arts work with an actual willing audience, chosen mode and operator named. Private rehearsal, pretend audience and unsent invitation alone leave audience evidence unavailable.

Shared Foundation Arts standard · Complete source encounter and own create/share work · Source-linked own description and actual original contributions, with sharing recorded separately. This Drama fortnight does not supply evidence in all five Arts forms or the whole standard.

Six staged pairs sample source distinction, dramatic choice, open handover and actual actor/use. The staff rubric maps those finite criteria; it is not an official Queensland grading scale. Actual targeted teaching must occur between matched first/later samples before a learning interpretation. Independent assessment and source/native/site reviews remain separate.

Current Queensland Prep scope

QCAA Arts entry (https://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas/p-10-the-arts), last updated 9 November2022; Prep Drama alignment (https://www.qcaa.qld.edu.au/downloads/aciqv9/the-arts/curriculum/ac9_drama_prep_as_cd_alignment.pdf), ©QCAA2023, one indexed page; and Prep Performing Arts techniques/conditions (https://www.qcaa.qld.edu.au/downloads/aciqv9/the-arts/assessment/ac9_arts_perform_tc_prep.pdf), October2023, four indexed pages, checked 3 October2026. The alignment retains all four Drama descriptions and the shared Arts standard.

The conditions describe devising/project, performance and short response opportunities; select relevant observed evidence against the standard. Use suitable age/context/capability and practical, multimodal or spoken/signed responses. Components may occur across lessons; response length alone does not establish quality. Exact scribing or prompts must preserve the construct and be recorded. Current school practical/safety conditions apply to actual activity. This pack adapts planning choices, not a compulsory voice, movement, gaze, response length or public performance.

Direct entry/alignment/conditions requests returned 403, retained with dates and hashes. Complete indexed primary text was personally read (one plus four pages); direct PDF bytes, visual PDF layout and current classroom use were not inspected or verified. Current QCAA copyright page returned200 and was read separately. Do not describe a 403 body as a curriculum PDF or bypass its challenge. This is a bounded Queensland planning overlay, not all-state approval, implementation certification, safety permission or a complete Foundation-year course.

Dated source identity

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