

# **NSW CURRICULUM LINKS\***

**SHOW:** Fourteen

Suitable for: Years 10 – 12 (Stage 5-6)

Subject Links: English, Drama

#### **English**

Stage	Text Requirements	Content	Outcome
Stage 5	Text type: Drama;	Reading, Viewing and	EN5-RVL-01
	Autobiography	Listening to Texts	uses a range of personal, creative and critical
	a range of texts by		strategies to interpret
	Australian authors		complex texts
			· ·
	a range of cultural,	Understanding and	EN5-URA-01
	social and gender	responding to texts A	analyses how meaning is
	perspectives,		created through the use
	including from popular and youth		and interpretation of increasingly complex
	cultures		language forms, features
	cuitares		and structures
		Understanding and	EN5-URB-01
		responding to texts B	evaluates how texts
			represent ideas and
			experiences, and how they
			can affirm or challenge values and attitudes.
			values alla attitudes.
		Understanding and	EN5-URC-01
		responding to texts C	investigates and explains
			ways of valuing texts and
			the relationships between
			them



## **English- Standard**

Stage	Modules	Objectives	Outcomes
Year 11	Module B: Close Study of Literature- Autobiography	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
			EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
		Objective B: use language to shape and make meaning according to purpose, audience and context	EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
			EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
		Objective C: think in ways that are imaginative, creative, interpretive and critical	EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and



		Objective D: express themselves and their relationships with others and their world	detailed information, ideas and arguments  EN11-6 investigates and explains the relationships between texts  EN11-7 understands and explains the diverse ways texts can represent personal and public worlds  EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
Year 12	Common Module: Texts and Human Experiences (related text);  Module A: Language, Identity and Culture (related text)	Objective A: communicate through speaking, listening, reading, writing, viewing and representing  Objective B: use language to shape and make meaning	EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  EN12-3 analyses and uses language forms, features and structures of texts and



		context and explains effects on meaning
	Objective C: think in ways that are imaginative, creative, interpretive and critical	EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
		EN12-6 investigates and explains the relationships between texts
	Objective D: express themselves and their relationships with others and their world	EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
		EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

## **English- Advanced**

Stage	Content	Objectives	Outcomes
Year 11	Module A: Narratives that	Objective A: communicate through	EA11-1 responds to, composes and evaluates
	Shape our World	speaking, listening, reading, writing, viewing and representing	complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure



		Objective C: think in ways that are imaginative, creative, interpretive and critical  Objective D: express themselves and their relationships with others and their world	EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  EA 11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments  EA11-6 investigates and evaluates the relationships between texts  EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued  EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
Year 12	Common Module: Texts and Human Experiences (related text)	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	EA 12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical



Objective B: use language to shape and make meaning according to purpose, audience and context	analysis, imaginative expression and pleasure  EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  EA12- 3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
Objective C: think in ways that are imaginative, creative, interpretive and critical	EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts  EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments  EA12-6 investigates and evaluates the relationships between texts



	Objective D: express themselves and their relationships with others and their world	EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
		EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

#### Drama

Stage	Content	Objectives	Outcomes
Stage 5	Dramatic Forms	Making	5.1.1 manipulates the
	and Styles:		elements of drama to
	Autobiographical		create belief, clarity and
	Theatre, Verbatim		tension in character, role,
	Theatre, Magical		situation and action
	Realism		
			5.1.4 explores, structures
			and
			refines ideas using dramatic
			forms, performance styles,
			dramatic techniques,
			theatrical conventions and
			technologies.
			5.2.2 selects and uses
		Performing	performance spaces,
		Ŭ	theatre conventions and
			production elements
			appropriate to purpose and
			audience



			5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
		Appreciating	5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
			5.3.2 analyses the contemporary and historical contexts of drama
			5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.
Stage 6- Preliminary	Theatrical Traditions and Performance Styles: Autobiographical Theatre, Verbatim Theatre, Magical Realism	Performing	P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers



		Critically Studying	P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance  P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques  P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements  P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest
Stage 6- HSC	Australian Drama and Theatre: Contemporary Australian Theatre Practice. (topic relevance- not prescribed text)	Making	H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
	<b>Topic 5:</b> Verbatim Theatre (topic	Performing	H2.2 uses dramatic and theatrical elements effectively to engage an audience



Critically Studying  H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements  H3.3 demonstrates understanding of the actoraudience relationship in various dramatic and theatrical styles and movements  H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements	relevance- not prescribed text)		H2.4 appreciates the dynamics of drama as a performing art
		Critically Studying	understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements  H3.3 demonstrates understanding of the actoraudience relationship in various dramatic and theatrical styles and movements  H3.5 appreciates the role of the audience in various dramatic and theatrical

<sup>\*</sup>These links are intended as a guide only. They are not exhaustive and may not apply to certain cohorts or programs. It is at the teachers' discretion as to whether they apply in the context of their classroom studies.