



BATHURST MEMORIAL  
ENTERTAINMENT CENTRE

## NSW CURRICULUM LINKS\*

**SHOW:** Medea

**Suitable for:** 8 - 12 (Stage 4-6)

**Subject Links:** Drama, English, History, Ancient History

### Drama

Stage	Content	Objectives	Outcomes
Stage 4	<b>Dramatic Forms and Performance Styles:</b> Greek Drama.	Making  Performing  Appreciating	4.1.1 identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action  4.2.3. explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.  4.3.1 identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama  4.3.2 recognises the function of drama and theatre in reflecting social and cultural aspects of human experience



Stage 5	Dramatic Forms and Performance Styles: Greek Drama	Making	5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
		Performing	5.2.2 selects and uses performance spaces, 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
Stage 6 Preliminary	Theatrical Traditions and Performance Styles: Greek Drama	Making	P1.2 explores ideas and situations, expressing them imaginatively in dramatic form



# BATHURST MEMORIAL ENTERTAINMENT CENTRE

		Performing	<p>P1.3 demonstrates performance skills appropriate to a variety of styles and media</p> <p>P2.1 understands the dynamics of actor-audience relationship</p> <p>P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers</p> <p>P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance</p>
		Critically Studying	<p>P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</p>

## English

Stage	Text Requirements	Content	Outcome
Stage 4	Text type: Drama  a range of fiction and non-fiction texts	Understanding and responding to texts A	EN4-URA-01 analyses how meaning is created through the use of and response to language



# BATHURST MEMORIAL ENTERTAINMENT CENTRE

	that are widely regarded as quality literature	Understanding and responding to texts B	forms, features and structures  EN4-URB-01 examines and explains how texts represent ideas, experiences and values
<b>Stage 5</b>	Text type: Drama  a range of fiction and non-fiction texts that are widely regarded as quality literature	Reading, Viewing and Listening to Texts  Understanding and responding to texts A  Understanding and responding to texts B  Understanding and responding to texts C	EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts  EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures  EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.  EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

**English- Standard**



# BATHURST MEMORIAL ENTERTAINMENT CENTRE

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



# BATHURST MEMORIAL ENTERTAINMENT CENTRE

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



# BATHURST MEMORIAL ENTERTAINMENT CENTRE

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

Stage	Content	Objectives	Outcomes
Year 11	Module A: Narratives that Shape our World	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	<p>EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA11-2 uses and evaluates processes, skills and knowledge required to</p>



# BATHURST MEMORIAL ENTERTAINMENT CENTRE

		<p>effectively respond to and compose texts in different modes, media and technologies</p> <p>EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p>EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EAL11-6 investigates and evaluates the relationships between texts</p> <p>EAL11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning</p>
	<p>Objective B: use language to shape and make meaning according to purpose, audience and context</p> <p>Objective C: think in ways that are imaginative, creative, interpretive and critical</p> <p>Objective D: express themselves and their relationships with others and their world</p>	





# BATHURST MEMORIAL ENTERTAINMENT CENTRE

<p><b>Year 12</b></p>	<p>Common Module: Texts and Human Experiences (related text)</p>	<p>Objective A: communicate through speaking, listening, reading, writing, viewing and representing</p> <p>Objective B: use language to shape and make meaning according to purpose, audience and context</p> <p>Objective C: think in ways that are imaginative, creative, interpretive and critical</p>	<p>EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>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</p> <p>EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA12-6 investigates and evaluates the relationships between texts</p>
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# BATHURST MEMORIAL ENTERTAINMENT CENTRE

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

Stage	Content	Objectives	Outcomes
<b>Stage 5</b>	Topic 2: Ancient, Medieval and Modern Societies	<p>History and Historical Inquiry</p> <p>Past societies and Historical Periods</p> <p>Undertake the processes of historical inquiry</p>	<p>HTE5-2 examines the ways in which historical meanings can be constructed through a range of media</p> <p>HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities</p> <p>HTE5-7 explains different contexts, perspectives and interpretations of the past</p> <p>HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p>



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<b>Stage</b>	<b>Content</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>Stage 6- Preliminary</b>	Investigating Ancient History- Case Studies: Greek Drama	Knowledge and Understanding        Skills	AH11-1 proposes ideas about the varying causes and effects of events and developments  AH11-3 analyses the role of historical features, individuals and groups in shaping the past  AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world  AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

\*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.