

**Riverside Theatres  
2017 Education Program  
NSW Curriculum Links**

**Show:** The Red Tree

**Suitable for:** Years 5 - 10 (Stage 3 - 5)

**Subject Links:** Drama, Music, English, PDHPE

**Drama**

| <b>Stage</b>   | <b>Content</b>   | <b>Objectives</b>                            | <b>Outcomes</b>  |
|----------------|--|--|--|
| <b>Stage 3</b> | Playbuilding,<br>Dramatic<br>Movement  | Appreciating                                 | DRAS3.4: Responds critically to a range of drama works and performance styles  |
| <b>Stage 4</b> | Dramatic Forms:<br>Dance Theatre/<br>Movement/<br>Physical Theatre/<br>Music Theatre | Making<br><br>Performing<br><br>Appreciating | DRAS4.1.1: Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action<br><br>DRAS4.2.3: Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning<br><br>DRAS4.3.1: Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama<br><br>DRAS4.3.2: Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience |
| <b>Stage 5</b> | Dramatic Forms:<br>Dance Theatre/<br>Movement/Physical<br>Theatre/ Music             | Making                                       | DRAS5.1.4: Explores, structures and refines ideas using dramatic forms, performance  |

|  |         |                                       |   |
|--|---------|---------------------------------------|---|
|  | Theatre | <p>Performing</p> <p>Appreciating</p> | <p>styles, dramatic techniques, theatrical conventions and technologies</p> <p>DRAS5.2.2: Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</p> <p>DRAS5.3.1: Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</p> |
|--|---------|---------------------------------------|---|

## English

| Stage          | Content   | Objectives   | Outcomes  |
|----------------|---|--|---|
| <b>Stage 3</b> | <p>Text Type: Picture Book, Drama</p> <p>Visual/ Non-Verbal Texts; Texts in different media and technologies</p> <p>Symbolism in texts. Australian Literature</p> | <p>Reading and viewing</p> <p>Thinking Imaginatively and Creatively</p> <p>Expressing Themselves</p> | <p>EN3-3A: Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies</p> <p>EN3-7C: Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p> <p>EN3-8D: Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p> |
| <b>Stage 4</b> | Text Type: Picture Book,  | Objective A: Communicate   | EN4-1A: Responds to and composes texts for  |

|  |  |   |  |
|--|--|---|--|
|  | <p>Drama Visual/<br/>Non-Verbal Texts in different media and technologies</p> <p>Symbolism in texts; Australian Literature</p> | <p>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>Objective D: Express themselves and their relationships with others and their world</p> | <p>understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN4-2A: Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</p> <p>EN4-3B: Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</p> <p>EN4-5C: Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</p> <p>EN4-6C: Identifies and explains connections between and among texts</p> <p>EN4-7D: Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it</p> <p>EN4-8D: Identifies, considers and appreciates cultural expression in texts</p> |
|  | <p>Text type: Picture Book, Drama</p> <p>Widely regarded as quality literature; Widely</p>                                     | <p>Objective B: Responding and Composing</p>  | <p>EN5-5C: Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to</p>   |

|  |  |  |  |
|--|--|--|--|
|  | defined Australian literature; A wide range of cultural, social and gender perspectives; Recommended text for Stage 5 (picture books and graphic novels) | Objective C: Thinking Creatively, Imaginatively, Interpretively and Critically<br><br>Objective D: Expressing Themselves | respond to and compose texts in a range of contexts<br><br>EN5-6C: Investigates the relationships between and among texts<br><br>EN5-7D: Understands and evaluates the diverse ways texts can represent personal and public worlds<br><br>EN5-8D: Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning |
|--|--|--|--|

## Music

| Stage          | Content   | Objectives | Outcomes  |
|----------------|---|------------|---|
| <b>Stage 3</b> | Instrumental Music  | Listening  | MUS3.4: Identifies the use of musical concepts and symbols in a range of musical styles   |
| <b>Stage 4</b> | The concepts of music: Duration, Dynamics and Expressive Techniques, Structure<br><br>Contexts: Theatre Music, Music of a Culture | Listening  | MUS4.7: Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas<br><br>MUS4.8: Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire |



## PDHPE

| <b>Stage</b>   | <b>Content</b>         | <b>Objectives</b>                                 | <b>Outcomes</b>   |
|----------------|------------------------|---|---|
| <b>Stage 3</b> | Growth and Development | Personal and community health and well-being      | GDS3.9: Explains and demonstrates strategies for dealing with life changes  |
| <b>Stage 4</b> | Self and Relationships | Sense of Self; Managing challenging circumstances | 4.1: Describes and analyses the influences on a sense of self<br><br>4.2: Identifies and selects strategies that enhance their ability to cope and feel supported |
| <b>Stage 5</b> | Self and Relationships | Sense of Self; Managing challenging circumstances | 5.1: Analyses how they can support their own and others' sense of self<br><br>5.2: Evaluates their capacity to reflect on and respond positively to challenges    |