**Riverside 2016 Education Program**

**Curriculum Links**

**SHOW:** Stolen

**Suitable for:** Years 10 – 12 (Stages 5 & 6)

**Subject Links:** Drama, History, English, Aboriginal Studies, Society and Culture.

**Drama**

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| **Stage** | **Content** | **Objectives** | **Outcomes** |
| **Stage 5** | **Topics:** Contemporary Australian Theatre, Non-linear theatre, Australian Indigenous Theatre | PerformingAppreciating | 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions5.3.2 analyses the contemporary and historical contexts of drama5.3.3 analyses and evaluates the contribution of individualsand groups to processes andperformances in drama usingrelevant drama concepts andterminology. |
| **Stage 6- Preliminary** | **Theatrical Traditions and Performance Styles:** Contemporary Australian Theatre; Contemporary Indigenous Theatre | PerformingCritically Studying | P2.2 understands the contributions to a production of the playwright, director,dramaturg, designers, front-of-house staff, technical staff and producersP2.6 appreciates the variety of styles, structures and techniques that can be used inmaking and shaping a performanceP3.2 understands the variety ofinfluences that have impactedupon drama and theatreperformance styles, structuresand techniquesP3.3 analyses and synthesisesresearch and experiences ofdramatic and theatrical styles,traditions and movementsP3.4 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** | **Topic Link:** Contemporary Australian Theatre Practice (Prescribed Text: Stolen) | MakingPerformingCritically Studying | H1.3 uses knowledge and experience of dramatic and theatrical forms, styles andtheories to inform and enhance individual and group devised worksH2.4 appreciates the dynamics of drama as a performing artH2.5 appreciates the high level of energy and commitmentnecessary to develop andpresent a performanceH3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movementsH3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movementsH3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societiesH3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements |

**History**

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| **Stage** | **Content** | **Objectives** | **Outcomes** |
| **Stage 5** | Depth Study 4: Rights and Freedoms (1945- present)- The Stolen Generations | Students develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and AustraliaStudents develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia | HT5-1 explains and assesses the historical forces and factors that shaped the modern world and AustraliaHT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and AustraliaHT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia |

**English**

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| **Stage** | **Content** | **Objectives** | **Outcomes** |
| **Stage 5** | **Text type:** DramaA widely defined Australian literature, including texts that give insights into Aboriginal experiences in AustraliaA wide range of cultural, social and gender perspectives, popular and youth cultures | Objective A:

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| communicate through speaking, listening, reading, writing, viewing and representing |

Objective C:

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| think in ways that are imaginative, creative, interpretive and critical |

Objective D:

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| express themselves and their relationships with others and their world |

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| EN5-1A A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

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| EN5-2A A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

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| EN5-5C A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-7D: A student understands and evaluates the diverse ways texts can represent personal and public worldsEN5-8D A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning |

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| **Stage 6- Preliminary** | **Text Types:** Drama. **Themes:** The Stolen Generation | Students will developknowledge andunderstanding of thecontexts, purposes andaudiences of texts. Students will develop knowledge and understanding of theforms and features oflanguage, and the structures of texts.Students will develop skills in reflection as away to evaluate theirprocesses of composing, responding and learning. | 1. A student demonstrates anunderstanding of the relationships between composer, responder, text andcontext.4. A student identifies and describes language forms and the features, and structures of particular texts which shape meaning and influence responses.5. A student describes the ways different technologies and media of production affect the language and structure of particular texts.12A. A student demonstrates acapacity to understand anduse different ways of responding to and composingparticular texts. |
| **Stage 6- HSC** | **Supplementary Text for:**Area of Study: Discovery Standard Module A: Experience Through Language- Elective 1 (Distinctive Voices)Standard Module C: Texts and Society- Elective 1 (Exploring Interations) OR Elective 2 (Exploring Transitions)Advanced Module C: Representation and Text (Elective 2- Representing People and Landscapes) | Students will developknowledge andunderstanding of thecontexts, purposes andaudiences of texts.Students will develop knowledge and understanding of theforms and features oflanguage and structures of texts.Students will developskills in responding to andcomposing a range oftexts.Students will developskills in reflection as away to evaluate theirprocesses of composing, responding and learning. | 1. A student demonstratesunderstanding of how relationships between composer, responder, text andcontext shape meaning.2A. A student recognises different ways in which particular texts are valued.4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.6. A student engages with the details of text in order torespond critically and personally.7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences andcontexts.12A. A student explains and evaluates different ways ofresponding to and composing texts. |

**Aboriginal Studies**

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| **Stage** | **Content** | **Objectives** | **Outcomes** |
| **Stage 6- Preliminary** | Part II- Heritage and Identity | social justice and human rights issues and how they impact on the Aboriginal and other Indigenous peoplesGovernment policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples | P1.2 explains the consequencesof invasion andcolonisation for Aboriginaland other Indigenouspeoples on social justiceand human rightsP1.3 explains a variety ofresponses to social justiceand human rights issuesincluding bias andstereotyping of Aboriginalpeoples and culturesP3.2 explains the impact of keygovernment policies,legislation and legaldecisions in relation to landand water rights, andheritage and identityP3.3 explains the responses andinitiatives of Aboriginal andother Indigenous peoplesto key government policies,legislation and legaldecisions |
| **Stage 6 – HSC** | Part I- Social Justice and Human Rights IssuesPart II- B. Heritage and Identity | social justice and human rights issues and how they impact on the Aboriginal and other Indigenous peoplesThe diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic lifeGovernment policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples | H1.2 analyses and discusses thesocial justice and humanrights issues that arecontemporaryconsequences ofcolonialism on Aboriginaland other IndigenouspeoplesH1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotypingH2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples’ culture, heritage and identityH3.2 evaluates the impact of key government policies,legislation and legal decisions on the socioeconomic status ofAboriginal peoples andcommunities |

**Society and Culture**

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| **Stage** | **Content** | **Objectives** | **Outcomes** |
| **Stage 6- Preliminary** | The Social and Cultural WorldPersonal and Social Identity | social and culturalconcepts and theirapplicationpersonal, social andcultural identity andinteractions withinsocieties and culturescontinuity and change,personal and socialfutures  | P1 identifies and appliessocial and cultural conceptsP3 identifies and describesrelationships andinteractions withinand between socialand cultural groupsP5 explains continuityand change and theirimplications for societiesand cultures |
| **Stage 6 – HSC** | Social and Cultural Continuity and ChangeBelief Systems and IdeologiesSocial Inclusion and Exclusion | social and culturalconcepts and theirapplicationpersonal, social andcultural identity andinteractions withinsocieties and culturescontinuity and change,personal and socialfutures  | H1 evaluates and effectivelyapplies social and culturalconceptsH3 analyses relationshipsand interactions withinand between social andcultural groupsH5 analyses continuity andchange and their influenceon personal and socialfutures |