**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 | Performing  Appreciating | 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.  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:** Contemporary Australian Theatre; Contemporary Indigenous Theatre | Performing  Critically Studying | P2.2 understands the contributions to a production of the playwright, director,  dramaturg, designers, front-of-house staff, technical staff and producers  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** | **Topic Link:** Contemporary Australian Theatre Practice  (Prescribed Text: Stolen) | Making  Performing  Critically Studying | H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and  theories to inform and enhance individual and group devised works  H2.4 appreciates the dynamics of drama as a performing art  H2.5 appreciates the high level of energy and commitment  necessary to develop and  present a performance  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 actor-audience relationship in various dramatic and theatrical styles and movements  H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies  H3.5 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 Australia  Students 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 Australia  HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia  HT5-3 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:** Drama  A widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia  A wide range of cultural, social and gender perspectives, popular and youth cultures | Objective A:   |  | | --- | | communicate through speaking, listening, reading, writing, viewing and representing |   Objective C:   |  | | --- | | think in ways that are  imaginative, creative,  interpretive and  critical |   Objective D:   |  | | --- | | express themselves and  their relationships with others and their world | | |  |  |  |  | | --- | --- | --- | --- | | EN5-1A A student responds to and composes increasingly sophisticated and sustained texts for  understanding, interpretation, critical analysis, imaginative expression and pleasure   |  |  |  | | --- | --- | --- | | 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   |  |  | | --- | --- | | |  | | --- | | 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 worlds  EN5-8D A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning | | | | |
| **Stage 6- Preliminary** | **Text Types:** Drama. **Themes:** The Stolen Generation | Students will develop  knowledge and  understanding of the  contexts, purposes and  audiences of texts.    Students will develop knowledge and understanding of the  forms and features of  language, and the structures of texts.  Students will develop skills in reflection as a  way to evaluate their  processes of composing, responding and learning. | 1. A student demonstrates an  understanding of the relationships between composer, responder, text and  context.  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 a  capacity to understand and  use different ways of responding to and composing  particular 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 develop  knowledge and  understanding of the  contexts, purposes and  audiences of texts.  Students will develop knowledge and understanding of the  forms and features of  language and structures of texts.  Students will develop  skills in responding to and  composing a range of  texts.  Students will develop  skills in reflection as a  way to evaluate their  processes of composing, responding and learning. | 1. A student demonstrates  understanding of how relationships between composer, responder, text and  context 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 to  respond 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 and  contexts.  12A. A student explains and evaluates different ways of  responding 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 peoples  Government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples | P1.2 explains the consequences  of invasion and  colonisation for Aboriginal  and other Indigenous  peoples on social justice  and human rights  P1.3 explains a variety of  responses to social justice  and human rights issues  including bias and  stereotyping of Aboriginal  peoples and cultures  P3.2 explains the impact of key  government policies,  legislation and legal  decisions in relation to land  and water rights, and  heritage and identity  P3.3 explains the responses and  initiatives of Aboriginal and  other Indigenous peoples  to key government policies,  legislation and legal  decisions |
| **Stage 6 – HSC** | Part I- Social Justice and Human Rights Issues  Part II- B. Heritage and Identity | social justice and human rights issues and how they impact on the  Aboriginal and other Indigenous peoples  The diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life  Government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples | H1.2 analyses and discusses the  social justice and human  rights issues that are  contemporary  consequences of  colonialism on Aboriginal  and other Indigenous  peoples  H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping  H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples’ culture, heritage and identity  H3.2 evaluates the impact of key government policies,  legislation and legal decisions on the socioeconomic status of  Aboriginal peoples and  communities |

**Society and Culture**

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| **Stage** | **Content** | **Objectives** | **Outcomes** |
| **Stage 6- Preliminary** | The Social and Cultural World  Personal and Social Identity | social and cultural  concepts and their  application  personal, social and  cultural identity and  interactions within  societies and cultures  continuity and change,  personal and social  futures | P1 identifies and applies  social and cultural concepts  P3 identifies and describes  relationships and  interactions within  and between social  and cultural groups  P5 explains continuity  and change and their  implications for societies  and cultures |
| **Stage 6 – HSC** | Social and Cultural Continuity and Change  Belief Systems and Ideologies  Social Inclusion and Exclusion | social and cultural  concepts and their  application  personal, social and  cultural identity and  interactions within  societies and cultures  continuity and change,  personal and social  futures | H1 evaluates and effectively  applies social and cultural  concepts  H3 analyses relationships  and interactions within  and between social and  cultural groups  H5 analyses continuity and  change and their influence  on personal and social  futures |