

		Appreciating	<p>4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience</p> <p>4.2.3 explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning</p> <p>4.3.2 recognises the function of drama and theatre in reflecting social and cultural aspects of human experience</p>
Stage 5	Playbuilding, Script Writing, The Elements of Drama	Making	<p>5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action</p> <p>5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding</p> <p>5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text</p>

		Performing	<p>5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies</p> <p>5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</p> <p>5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</p> <p>5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning</p>
Stage 6- Preliminary	Playbuilding, Script Writing, Directing, Group Devised Performance.	Making	P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles

		Performing	<p>P1.2 explores ideas and situations, expressing them imaginatively in dramatic form</p> <p>P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively</p> <p>P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance</p> <p>P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action</p> <p>P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole</p> <p>P2.1 understands the dynamics of actor-audience relationship</p> <p>P2.3 demonstrates directorial and acting skills to communicate</p>
--	--	------------	---

			<p>meaning through dramatic action</p> <p>P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces</p> <p>P2.5 understands and demonstrates the commitment, collaboration and energy required for a production</p>
<p>Stage 6-HSC</p>	<p>Group Devised Performance</p> <p>Individual Project: Script Writing</p>	<p>Making</p>	<p>H1.1 uses acting skills to adopt and sustain a variety of characters and roles</p> <p>H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works</p> <p>H1.4 collaborates effectively to produce a group-devised performance</p> <p>H1.5 demonstrates directorial skills</p>

		Performing	<p>H1.7 demonstrates skills in using the elements of production</p> <p>H2.1 demonstrates effective performance skills</p> <p>H2.2 uses dramatic and theatrical elements effectively to engage an audience</p> <p>H2.3 demonstrates directorial skills for theatre and other media</p> <p>H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance</p>
--	--	------------	--

English

Stage	Text Requirements	Content	Outcomes
Stage 2	Text Type: Drama; Plays	<p>Oral language and communication</p> <p>Creating written texts</p>	<p>EN2-OLC-01 communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting</p> <p>EN2-CWT-01 plans, creates and revises written texts for imaginative purposes, using text features,</p>

		Understanding and responding to literature	<p>sentence-level grammar, punctuation and word-level language for a target audience</p> <p>EN2-UARL-01 identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts</p>
Stage 3	Text Type: Drama; Plays	<p>Oral Language and Communication</p> <p>Creating written texts</p> <p>Understanding and Responding to Literature</p>	<p>EN3-OLC-01 communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding</p> <p>EN3-CWT-01 plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language</p> <p>EN3-UARL-01 analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these</p>

			<p>representations when creating texts</p> <p>EN3-UARL-02 analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts</p>
Stage 4	Text Type: Drama; Plays	<p>Understanding and responding to texts A</p> <p>Understanding and responding to texts B</p> <p>Expressing ideas and composing texts A</p> <p>Expressing ideas and composing texts B</p>	<p>EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures</p> <p>EN4-URB-01 examines and explains how texts represent ideas, experiences and values</p> <p>EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas</p> <p>EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to</p>

			support and develop composition of texts
Stage 5	Text Type: Drama; Plays	Understanding and responding to texts A	EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
		Understanding and responding to texts B	EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
		Expressing ideas and composing texts A	EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
		Expressing and composing texts B	EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

English – Standard

Stage	Content	Objectives	Outcomes
Stage 6 - HSC	Module C: The Craft of Writing	<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>Objective D: express themselves and their</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> <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>EN12-7 explains and evaluates the diverse</p>

		relationships with others and their world	ways texts can represent personal and public worlds
--	--	---	---

English- Advanced

Stage	Content	Objectives	Outcomes
Stage 6 – HSC	Module C: The Craft of Writing	<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,</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>EAL12-3 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>EAL12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to</p>

		creative, interpretive and critical	respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
		Objective D: express themselves and their relationships with others and their world	EAL12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

English- Extension 2

Stage	Content	Objectives	Outcomes
Stage 6- HSC	Major Work	Objective A: articulate understanding through speaking, listening, reading, writing, viewing and representing	EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
		Objective B: craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts	EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
		Objective C: express imaginative, creative, interpretive	EEX12-3 applies knowledge, understanding and

Riverside Theatres 2024 Education Program

		and critical ideas based on sophisticated analysis and theorising about complex texts and values	insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
--	--	--	--