

NSW CURRICULUM LINKS

SHOW: Reckōning: Te Waiata Paihere Wairua (The sounds of woven souls)

Suitable for: Years 7 – 12 (Stage 4 – 6)

Subject Links: Drama, English, Aboriginal Studies, Dance, Music

Drama

Stage	Content	Objectives	Outcomes
Stage 4	Dramatic Forms and Performance Styles: Multi-disciplinary Theatre, Cultural Storytelling, Traditional artforms.	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: Multi-disciplinary Theatre, Cultural Storytelling, Traditional artforms.	Making Performing Appreciating	5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
Stage 6- Preliminary	Theatrical Traditions and Performance Styles: Contemporary Indigenous Theatre	Performing	P2.1 understands the dynamics of actor-audience relationship P2.2 understands the contributions to a production of the playwright, director,

	(Australia and New Zealand).	Critically Studying	<p>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> <p>P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</p> <p>P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements</p> <p>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</p>
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English

Stage	Content	Objectives	Outcomes
Stage 4	<p>Text Type: Spoken Texts (Storytelling) 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</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>EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure 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</p>

		Objective D: express themselves and their relationships with others and their world	between and among texts EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
Stage 5	Text Type: Spoken Texts (Storytelling) 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 B: Responding and Composing Objective C: Thinking Creatively, Imaginatively, Interpretively and Critically Objective D: Expressing Themselves	EN5-5C 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, EN5-6C, investigates the relationships between and among texts EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

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English Standard

Stage	Content	Objectives	Outcomes
Year 12	Module A: Language, Identity and Culture (related text)	<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>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</p>

		Objective D: express themselves and their relationships with others and their world	information, ideas and arguments EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
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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 Objective C: think in ways that are imaginative, creative, interpretive and critical Objective D: express themselves and their relationships with others and their world	EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments EAL11-6 investigates and evaluates the relationships between texts EAL11-7 evaluates the diverse ways texts can

			represent personal and public worlds and recognises how they are valued
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Aboriginal Studies

Stage	Content	Objectives	Outcomes
Stage 6- Preliminary	Aboriginality and the Land; Heritage and Identity	<p>Social Justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples</p> <p>The diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life</p>	<p>P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples</p> <p>P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights</p> <p>P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures</p> <p>P2.1 explains the meaning of the Dreaming to Aboriginal peoples</p>

			P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
Stage 6- HSC	Aboriginality and the Land; Heritage and Identity	<p>Social Justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples</p> <p>The diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life</p>	<p>H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples</p> <p>H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples</p> <p>H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity</p> <p>H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural,</p>

			political, social and economic life
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Dance

Stage	Content	Objectives	Outcomes
Stage 4	Dance as an Artform	Dance Composition Dance Appreciation	4.2.1 identifies and explores aspects of the elements of dance in response to a range of stimuli 4.3.1 describes dance performances through the elements of dance 4.3.2 identifies that dance works of art express ideas
Stage 5	Dance as an Artform	Dance Composition Dance Appreciation	5.2.1 explores the elements of dance as the basis of the communication of ideas 5.3.1 describes and analyses dance as the communication of ideas within a context 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art

[illegible]

		<p>2. dance performance</p> <p>4. dance appreciation</p>	<p>artform through the interrelated experiences of performing, composing and appreciating dances</p> <p>H2.3 values the diversity of dance performance</p> <p>H4.1 understands the concept of differing artistic, social and cultural contexts of dance</p> <p>H4.3 utilises the skills of research and analysis to examine dance as an artform</p> <p>H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance</p> <p>H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation</p>
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Music

Stage	Content	Objectives	Outcomes
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Stage 4	Contexts: Music of a Culture	Listening Value and Appreciate	<p>4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas</p> <p>4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire</p> <p>4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform</p>
Stage 5	Contexts: Music of a Culture Compulsory Topic: Australian Music- traditional and contemporary music of Aboriginal and Torres Strait Islander peoples within a cultural context	Listening Value and Appreciate	<p>5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts</p> <p>5.11 demonstrates an appreciation, tolerance and respect for the aesthetic</p>

			value of music as an artform
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Music 1

Stage	Content	Objectives	Outcomes
Stage 6- Preliminary	Contexts: Music of a culture	<p>develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts</p> <p>to develop the skills to evaluate music critically</p>	<p>P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles</p> <p>P5 comments on and constructively discusses performances and compositions</p> <p>P6 observes and discusses concepts of music in works representative of the topics studied</p>
Stage 6- HSC	Contexts: Music of a culture	develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a	H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

		<p>variety of cultural and historical contexts</p> <p>to develop the skills to evaluate music critically</p>	<p>H5 critically evaluates and discusses performances and compositions</p> <p>H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening</p>
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Music 2

Stage	Content	Objectives	Outcomes
Stage 6- Preliminary	Topic: Music of a culture	to continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through activities of performance, composition, musicology and aural	<p>P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics</p> <p>P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts</p> <p>P7 observes and discusses in detail the concepts of music in</p>

		to develop the ability to synthesise ideas and evaluate music critically	works representative of the mandatory and additional topics
Stage 6- HSC	Topic: Music of a culture	<p>to continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through activities of performance, composition, musicology and aural</p> <p>to develop the ability to synthesise ideas and evaluate music critically</p>	<p>H2 demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics</p> <p>H4 stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts</p> <p>H6 discusses, constructively criticises and evaluates performances and compositions of others and self with particular</p>

			<p>reference to stylistic features of the context</p> <p>H7 critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics</p>
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