

NSW CURRICULUM LINKS

SHOW: Karim

Suitable for: Years 10 – 12 (Stage 5- 6)

Subject Links: English, Drama

English

Stage	Text Requirements	Content	Outcome
Stage 5	Text type: Drama.	Reading, Viewing and Listening to Texts	EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts
	a range of texts by Australian authors		
	a range of quality texts from around the world, including texts about intercultural and diverse experiences (might include literature by authors with diverse backgrounds and experiences, including authors with disability)	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
	a range of cultural, social and gender perspectives, including from	Understanding and responding to texts B Understanding and responding to texts C	EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes. EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

	popular and youth cultures		
--	----------------------------	--	--

English- Standard

Stage	Modules	Objectives	Outcomes
Year 11	Module B: Close Study of Literature (Drama)	<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>EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</p> <p>EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</p> <p>EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</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>EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN11-6 investigates and explains the relationships between texts</p> <p>EN11-7 understands and explains the diverse ways texts can represent personal and public worlds</p> <p>EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning</p>
Year 12	<p>Common Module: Texts and Human Experiences (related text);</p> <p>Module A: Language, Identity and Culture (related text)</p>	<p>Objective A: communicate through speaking, listening, reading, writing, viewing and representing</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</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>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>EN12-6 investigates and explains the relationships between texts</p> <p>EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning</p>
--	--	--	--

English- Advanced

Stage	Content	Objectives	Outcomes
Year 11	Module A: Narratives that Shape our World	<p>Objective A: communicate through speaking, listening, reading, writing, viewing and representing</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>EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EA 11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA11-6 investigates and evaluates the relationships between texts</p> <p>EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p>

			EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
Year 12	Common Module: Texts and Human Experiences (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>EA 12-1 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>EA12- 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>EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p>

		Objective C: think in ways that are imaginative, creative, interpretive and critical	EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments EA12-6 investigates and evaluates the relationships between texts
		Objective D: express themselves and their relationships with others and their world	EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Drama

Stage	Content	Objectives	Outcomes
Stage 5	Dramatic Contexts: Realism	Making	5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action

		Performing	<p>5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</p>
		Appreciating	<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> <p>5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</p> <p>5.3.2 analyses the contemporary and historical contexts of drama</p>

			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: Realism; Contemporary Australian Theatre Elements of Production in Performance	Performing	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
		Critically Studying	P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques P3.3 analyses and synthesises

			<p>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>
Stage 6- HSC	<p>Australian Drama and Theatre: Contemporary Australian Theatre Practice. (topic relevance- not prescribed text)</p>	<p>Making</p> <p>Performing</p> <p>Critically Studying</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>H2.2 uses dramatic and theatrical elements effectively to engage an audience</p> <p>H2.4 appreciates the dynamics of drama as a performing art</p> <p>H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre</p>

			<p>practitioners, styles and movements</p> <p>H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements</p> <p>H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements</p>
--	--	--	---