

# NSW CURRICULUM LINKS

**SHOW:** Sharp Short Theatre

**Suitable for:** Years 3- 12 (Stages 2- 6)

**Subject Links:** Creative Arts- Drama, Drama, English, English – Standard, Advanced and Extension 2

## Creative Arts- Drama

Stage	Content	Objectives	Outcomes
Stage 2	Playbuilding, Storytelling, The Elements of Drama	Making          Performing	DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations  DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills  DRAS2.3 Sequences the action of the drama to create meaning for an audience
Stage 3	Playbuilding, Storytelling, The Elements of Drama	Making          Performing	DRAS3.1 Develops a range of in-depth and sustained roles  DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms  DRAS3.3 Devises, acts and rehearses drama for performance to an audience

Stage	Content	Objectives	Outcomes
Stage 4	Playbuilding, Script Writing, The Elements of Drama	<p>Making</p> <p>Performing</p>	<p>4.1.1 identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action</p> <p>4.1.2 improvises and playbuilds through group-devised processes</p> <p>4.1.3 devises and enacts drama using scripted and unscripted material</p> <p>4.1.4 explores a range of ways to structure dramatic work in collaboration with others</p> <p>4.2.1 uses performance skills to communicate dramatic meaning</p> <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>

		Appreciating	4.3.2 recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
<b>Stage 5</b>	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> <p>5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies</p>
		Performing	<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>

			5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
<b>Stage 6- Preliminary</b>	Playbuilding, Script Writing, Directing, Group Devise Performance.	Making	<p>P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles</p> <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>

		Performing	<p>P2.3 demonstrates directorial and acting skills to communicate 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>
<b>Stage 6- HSC</b>	<p>The Group Performance</p> <p>Individual Project: Script Writing</p>	Making	<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> <p>H1.7 demonstrates skills in using the elements of production</p>

		Performing	<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>Understanding and responding to literature</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, 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>

<b>Stage 3</b>	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 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>
<b>Stage 4</b>	Text Type: Drama; Plays	Understanding and responding to texts A	<p>EN4-URA-01 analyses how meaning is created through the use of and response to language</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>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 support and develop composition of texts</p>
<b>Stage 5</b>	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>EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures</p> <p>EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p> <p>EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling</p>



		Expressing and composing texts B	<p>language forms and features to shape meaning</p> <p>EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p>
--	--	----------------------------------	---

### 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>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>

		Objective C: think in ways that are imaginative, creative, interpretive and critical	EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
		Objective D: express themselves and their relationships with others and their world	EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

### English- Advanced

Stage	Content	Objectives	Outcomes
Stage 6 – HSC	Module C: The Craft of Writing	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
		Objective B: use language to shape and make meaning according to purpose, audience and context	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>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>EAL12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EAL12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p>
--	--	--	---

## English- Extension 2

Stage	Content	Objectives	Outcomes
Stage 6- HSC	Major Work	<p>Objective A: articulate understanding through speaking, listening, reading, writing, viewing and representing</p> <p>Objective B: craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts</p> <p>Objective C: express imaginative, creative, interpretive and critical ideas based on sophisticated analysis</p>	<p>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</p> <p>EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context</p> <p>EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and</p>

		and theorising about complex texts and values	evaluation of strategically chosen texts, to shape new meaning in an original composition
--	--	---	---