

NSW CURRICULUM LINKS

SHOW: Crossing the Divide

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

Subject Links: English, Drama, Aboriginal Studies

English

Stage	Text Requirements	Content	Outcomes
Stage 4	Text Type: Drama a range of texts by Australian authors; a range of texts by Aboriginal and Torres Strait Islander authors; a range of cultural, social and gender perspectives, including from popular and youth cultures	Understanding and responding to texts A Understanding and responding to texts B Understanding and responding to texts C	EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures EN4-URB-01 examines and explains how texts represent ideas, experiences and values EN4-URC-01 identifies and explains ways of valuing texts and the connections between them
Stage 5	Text type: Drama a range of texts by Australian authors; a range of texts by Aboriginal and Torres Strait Islander authors; a range of cultural, social and gender perspectives, including from popular and youth cultures	Reading, viewing and listening to texts Understanding and responding to texts A Understanding and responding to texts B	EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URB-01

		Understanding and responding to texts C	<p>evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p> <p>EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them</p>
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English- Standard

Stage	Content	Objectives	Outcomes
Stage 6- Year 11	Year 11 Common Module – Reading to Write	<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</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>EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to</p>

		<p>imaginative, creative, interpretive and critical</p> <p>Objective D: express themselves and their relationships with others and their world</p>	<p>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 world</p> <p>EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning</p>
<p>Stage 6 – Year 12</p>	<p>Year 12 Common Module – Texts and Human Experiences</p> <p>Module A: Language, Identity and Culture</p>	<p>Objective A</p> <p>Objective B</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</p>

		Objective C	<p>context and explains effects on meaning</p> <p>EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</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>
		Objective D	<p>EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning</p>

English- Advanced

Stage	Content	Objectives	Outcomes
Stage 6- Year 11	Module A: Narratives that Shape our World	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

		<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>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>EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p>EA11-5 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> <p>EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning</p>
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<p>Stage 6 – Year 12</p>	<p>Year 12 Common Module – Texts and Human Experiences</p>	<p>Objective A</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>Objective B</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>Objective C</p>	<p>EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA12-6 investigates and evaluates the relationships between texts</p> <p>EA12-7 evaluates the diverse ways texts can represent personal and public worlds</p>

		Objective D	<p>and recognises how they are valued</p> <p>EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p>
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Drama

Stage	Content	Objectives	Outcomes
Stage 4	Dramatic Forms and Performance Styles: Movement; Dance Theatre	<p>Making</p> <p>Performing</p> <p>Appreciating</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>4.2.3. explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.</p> <p>4.3.1 identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama</p>

			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: Movement; Dance Theatre	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: Movement, Dance Theatre, Indigenous Theatre	Performing	P2.1 understands the dynamics of actor-audience relationship P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers

		Critically Studying	<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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Aboriginal Studies

Stage	Content	Objectives	Outcomes
Stage 6- Preliminary	Aboriginality and the Land; Heritage and Identity	Social Justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples	P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples

			<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> <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</p>
Stage 6- HSC	Aboriginality and the Land; Heritage and Identity	Social Justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples	<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>

	traditional and contemporary music of Aboriginal and Torres Strait Islander peoples within a cultural context	Value and Appreciate	from different stylistic, social, cultural and historical contexts 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
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Music 1

Stage	Content	Objectives	Outcomes
Stage 6- Preliminary	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 variety of cultural and historical contexts to develop the skills to evaluate music critically	P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles P5 comments on and constructively discusses performances and compositions P6 observes and discusses concepts of music in works representative of the topics studied
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,	H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

		<p>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>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	<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>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</p>

			music in 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 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>