NSW CURRICULUM LINKS

SHOW: The Trojan War

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

Subject Links: Drama, English (standard, Advanced)

Drama

Stage	Content	Objectives	Outcomes
Stage 5	Dramatic Forms and Performance Styles: Absurdism; Comedy; Ensemble Performance	Making	5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
		Performing	5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
			5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
		Appreciating	5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
			5.3.2 analyses the contemporary and historical contexts of drama





Stage 6 Preliminary	Improvisation, Playbuilding and Acting Theatrical	Making	P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
	Traditions and Performance Styles: Absurdism; Comedy; Ensemble Performance		P1.3 demonstrates performance skills appropriate to a variety of styles and media
	renormance		P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
		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
			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

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Stage 6- HSC	The Group Performance	Making	H1.1 uses acting skills to adopt and sustain a variety of characters and roles
			H1.2 uses performance skills to interpret and perform scripted and other material
			H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
			H1.4 collaborates effectively to produce a group-devised Performance
			H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
			H2.1 demonstrates effective performance skills
		Performing	H2.2 uses dramatic and theatrical elements effectively to engage an audience
			H2.4 appreciates the dynamics of drama as a performing art





	Critically Studying	H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama
	Critically Stadying	and theatre practitioners, styles and movements
		H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
		H3.3 demonstrates understanding of the actoraudience relationship in various dramatic and theatrical styles and movements
		H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
		H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

English

Stage Text Requirements	Content	Outcome
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Stage 5	Text type: Drama	Reading, Viewing and	EN5-RVL-01
		Listening to Texts	uses a range of personal,
	a range of cultural,		creative and critical
	social and gender		strategies to interpret
	perspectives,		complex texts
	including from	Understanding and	
	popular and youth	responding to texts A	EN5-URA-01
	cultures		analyses how meaning is
			created through the use
			and interpretation of
			increasingly complex
			language forms, features
		Understanding and	and structures
		responding to texts B	
			EN5-URB-01
			evaluates how texts
			represent ideas and
			experiences, and how they
			can affirm or challenge
			values and attitudes.
		Understanding and	
		responding to texts C	
			EN5-URC-01
			investigates and explains
			ways of valuing texts and
			the relationships between
			them

English- Standard

Stage	Modules	Objectives	Outcomes
Year 11	Common Module-	Objective A:	EN11-1 responds to and
	Reading to Write	communicate through	composes increasingly
		speaking, listening,	complex texts for
		reading, writing,	understanding,
		viewing and	interpretation, analysis,
		representing	imaginative expression and
			pleasure
			EN11-2 uses and evaluates
			processes, skills and





	Ohio ativo Duvos	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	EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
		EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
	Objective C: think in ways that are imaginative, creative, interpretive and critical	EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
		EN11-6 investigates and explains the relationships between texts
	Objective D: express themselves and their relationships with	EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
	others and their world	EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning

Year 12	Common Module:	Objective A:	EN12-1 independently
	Texts and Human	communicate through	responds to and composes
	Experiences	speaking, listening,	complex texts for
	(related text);	reading, writing,	understanding,
		viewing and	interpretation, critical
	Module A:	representing	analysis, imaginative
	Language, Identity		expression and pleasure
	and Culture		
	(related text)		EN12-2 uses, evaluates and justifies processes, skills
	Drama text		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	EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects
		Objective C: think in	on meaning
		Objective C: think in	EN12 E thinks
		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
			EN12-6 investigates and explains the relationships between texts
		Objective D: express themselves and their	EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds



	relationships with	EN12-8 explains and
	others and their world	assesses cultural
		assumptions in texts and
		their effects on meaning

English Advanced

Stage	Content	Objectives	Outcomes
Year 11	Module A: Narratives that Shape our World	Objectives 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 EA11-2 uses and evaluates processes, skills and
		Objective B: use	knowledge required to effectively respond to and compose texts in different modes, media and technologies EA11-3 analyses and uses
		language to shape and make meaning according to purpose, audience and context	language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
		Objective C: think in ways that are imaginative, creative, interpretive and critical	EAL11-5 thinks imaginatively, creatively, interpretively and critically to 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	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 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)	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	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 EA12-5 thinks imaginatively, creatively, interpretively,



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