

NSW CURRICULUM LINKS

SHOW: Yes, Yes, Yes

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

Subject Links: PDHPE, Drama

PDHPE

Stage	Content	Objectives	Outcomes
Stage 5	Health, Wellbeing and Relationships; Healthy, Safe and Active Lifestyles	<p>demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships</p> <p>develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity</p>	<p>PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges</p> <p>PD5-2 researches and appraises the effectiveness of health information and support services available in the community</p> <p>PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p>PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p>

Drama

Stage	Content	Objectives	Outcomes
Stage 5	Dramatic Contexts: Verbatim Theatre	<p>Making</p> <p>Performing</p> <p>Appreciating</p>	<p>5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action</p> <p>5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</p> <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> <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.</p>
Stage 6- Preliminary	Theatrical Traditions and Performance Styles: Verbatim Theatre; Theatre for social change; Elements of Production in Performance	<p>Performing</p> <p>Critically Studying</p>	<p>P2.2 understands the contributions to a production of the playwright, director, 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</p>

			<p>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	Verbatim Theatre (topic relevance- not prescribed text)	<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 practitioners, styles and movements</p> <p>H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements</p>

			H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements
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