

Riverside Theatres 2018 Education Program

Curriculum Links

Show: A Midsummer Night's Dream

Suitable for: Years 7 – 11 (Stages 4 – 6)

Subject Links: English, Drama

English

Stage	Content	Objectives	Outcomes
Stage 4	<p>Text Type: Drama</p> <p>Shakespearean drama</p> <p>Texts which are widely regarded as quality literature</p> <p>A wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books</p>	<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 imaginative, creative, interpretive and critical</p> <p>Objective D: Express themselves and their relationships with others and their world</p>	<p>EN4-1A – Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN4-2A – Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</p> <p>EN4-3B – Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</p> <p>EN4-5C – Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</p> <p>EN4-6C – Identifies and explains connections between and among texts</p> <p>EN4-7D – Demonstrates understanding of how texts can express aspects of their broadening world and their relationships</p>

			<p>within it</p> <p>EN4-8D – Identifies, considers and appreciates cultural expression in texts</p>
<p>Stage 5</p>	<p>Text Type: Drama</p> <p>Shakespearean drama</p> <p>Texts which are widely regarded as quality literature</p> <p>A wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books</p>	<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 imaginative, creative, interpretive and critical</p> <p>Objective D: Express themselves and their relationships with</p>	<p>EN5-1A – A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-2A – A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5-4B – A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p> <p>EN5-5C – A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-6C – A student investigates the relationships between and among texts</p> <p>EN5-8D – A student questions, challenges and evaluates cultural assumptions in texts and</p>

Drama

Stage	Content	Objectives	Outcomes
Stage 4	Dramatic Forms: Shakespearean Drama	Appreciating	<p>4.3.1 – Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama</p> <p>4.3.2 – Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience</p> <p>4.3.3 – Describes the contribution of individuals and groups in drama using relevant drama terminology</p>
Stage 5	Dramatic Forms: Shakespearean Drama	Appreciating	<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: Shakespearean Drama.	Performing	P2.2 – Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and

		<p>Critically Studying</p>	<p>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 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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