Riverside Theatres

2018 Education Program

Curriculum Links

Show: A Town Named War Boy

Suitable for: Years 9 - 12 (Stages 5 - 6)

Subject Links: Drama, History, Modern History, English

Drama

Stage	Content	Objectives	Outcomes
Stage 5	Topics: Contemporary Australian Theatre.	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
		Appreciating	of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
		Арргесіації	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
			5.3.3 – Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama

			concepts and terminology
Stage 6 – Preliminary	Theatrical Traditions and Performance Styles: Contemporary Australian Theatre	Performing	P2.2 – Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
		Critically Studying	P2.6 – Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
			P3.2 – Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
			P3.3 – Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
			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
Stage 6 – HSC	Topic Link: Contemporary Australian Theatre Practice	Making	H1.3 – Uses knowledge and experience of dramatic and theatrical forms, styles and

	theories to inform and
Performing	enhance individual and group devised works
	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 and theatre practitioners, styles and movements
	H3.3 – Demonstrates understanding of the actor-audience 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

History

Stage	Content	Objectives	Outcomes
Stage 5	Core Study –	Develop knowledge	HT5-1 – Explains and
	Depth Study 3:	and understanding of	assesses the historical

Australians at the nature of history forces and factors that War: World Wars I and significant shaped the modern world and II (1914 – changes and and Australia 1918, 1939 – developments from HT5-2 – Sequences and the past, the modern 1945) explains the significant world and Australia patterns of continuity and change in the Develop knowledge development of the and understanding of modern world and ideas, movements, Australia people and events that shaped past HT5-4 – Explains and civilisations, the analyses the causes and modern world and effects of events and Australia developments in the modern world and Value and Australia Appreciate history as a study of human HT5-7 – Explains experience different contexts. perspectives and Value and interpretations of the Appreciate the modern world and nature of history as Australia reflecting differing perspectives and viewpoints Value and appreciate the contribution of past and present peoples to our shared heritage

Modern History

Stage	Content	Objectives	Outcomes
Stage 6 – Year 11	Investigating Modern History – The Nature of Modern History (The Contestability of the Past, 4. History and Memory, 5. The Representation and	Develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context	MH11-6 – Analyses and interprets different types of sources for evidence to support an historical account or argument MH11-7 – Discusses and evaluates differing interpretations and representations of the
	Commemoration of the Past)	Develop an understanding of	past

		continuity and change over time Communicate their understanding of history, sources and evidence, and historical interpretations	MH11-9 – Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-10 – Discusses contemporary methods and issues involved in the investigation of modern history
Stage 6 – Year 12	Part I: Core Study: World War I 1914 – 1919: A Source- based Study	Key features, issues, individuals and events from the eighteenth century to the present	H1.1 – Describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
		The process of historical inquiry	H1.2 – Analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies H3.3 – Analyse and evaluate sources for their usefulness and reliability H3.4 – Explain and evaluate differing perspectives and interpretations of the past

English

Stage	Content	Objectives	Outcomes
Stage 5	Content Text type: Drama A widely defined Australian literature A wide range of	Objectives Objective A: Communicate through speaking, listening, reading, writing, viewing and representing	Outcomes EN5-1A – A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative
	cultural, social and gender perspectives,		expression and pleasure

	popular and youth cultures	Objective C: Think in ways that are imaginative, creative, interpretive and critical Objective D: Express themselves and their relationships with others and their world	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 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 EN5-7D – A student understands and evaluates the diverse ways texts can represent personal and public worlds
			EN5-8D – A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
Stage 6 – Year 11	A range of types of texts (Drama) Texts with a wide range of cultural, social and gender perspectives	A. Communicate through speaking, listening, reading, writing, viewing and representing C. Think in ways that are imaginative,	EN11-1 – Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure EN11-2 – Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN11-5 – Thinks
		creative, interpretive and critical	imaginatively, creatively, interpretively and

		D. Express themselves and their relationships with others and their world	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 EN11-7 – Understands and explains the diverse ways texts can represent personal and public worlds EN11-8 – Identifies and explains cultural assumptions in texts and their effects on meaning
Stage 6 – HSC	Supplementary Text for: Area of Study: Discovery Standard Module A: Experience Through Language – Elective 1 (Distinctive	Students will develop knowledge and understanding of the contexts, purposes and audiences of texts Students will develop	1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning 2A. A student recognises different ways in which particular texts are valued 4. A student describes and analyses the ways that
	Voices) Advanced Module C: Representation and Text (Elective 2 – Representing People and Landscapes)	knowledge and understanding of the forms and features of language and structures of texts Students will develop skills in responding to and composing a range of texts	analyses the ways that language forms and features, and structures of texts shape meaning and influence responses 6. A student engages with the details of text in order to respond critically and personally
		Students will develop skills in reflection as a way to evaluate their processes of composing, responding and learning	7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts

12A. A student explains
and evaluates different
ways of responding to and
composing texts