

## Riverside Theatres 2016 Education Program

### Curriculum Links

**SHOW:** Away

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

**Subject Links:** English, Drama

### English

Stage	Content	Objectives	Outcomes
Stage 5	<p>Text Type- Drama</p> <p>A widely defined Australian literature</p> <p>A wide range of cultural, social and gender perspectives, popular and youth cultures</p>	<p>Objective A: communicate through speaking, listening, reading, writing, viewing and representing</p> <p>Objective C: think in ways that are imaginative, creative, interpretive and critical</p> <p>Objective D:</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>EN5-5C 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</p>

		express themselves and their relationships with others and their world	assumptions in texts and their effects on meaning
<p><b>Stage 6- Preliminary*</b></p> <p>* English Standard Objectives and Outcomes are cited but the equivalent Advanced Objectives and Outcomes also apply.</p>	<p>Text Type- Drama</p> <p><b>Areas of Study:</b> Journeys; Belonging</p>	<p>Students will develop knowledge and understanding of the contexts, purposes and audiences of texts.</p> <p>Students will develop knowledge and understanding of the forms and features of language, and the structures of texts.</p> <p>Students will develop skills in responding to and composing a range of texts.</p> <p>Students will develop skills in investigation, imaginative and critical thinking, and synthesis of ideas</p>	<p>1. A student demonstrates an understanding of the relationships between composer, responder, text and context.</p> <p>4. A student identifies and describes language forms and the features, and structures of particular texts which shape meaning and influence responses.</p> <p>5. A student describes the ways different technologies and media of production affect the language and structure of particular texts.</p> <p>6. A student engages with a wide range of texts to develop a considered and informed personal response.</p> <p>10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts</p>
<p><b>Stage 6- HSC</b></p> <p>* English Standard Objectives and Outcomes are cited but the equivalent Advanced Objectives and Outcomes also apply.</p>	<p>Area of Study: Discovery (Prescribed Text: Away)</p>	<p>Students will develop knowledge and understanding of the contexts, purposes and audiences of texts.</p> <p>Students will develop knowledge and understanding of the forms and features of language and structures</p>	<p>1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.</p> <p>2. A student demonstrates understanding of the relationships among texts.</p> <p>4. A student describes and analyses the ways that language forms and features, and structures of</p>

		of texts.  Students will develop skills in responding to and composing a range of texts.	texts shape meaning and influence responses.  6. A student engages with the details of text in order to respond critically and personally
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## Drama

Stage	Content	Objectives	Outcomes
<b>Stage 5</b>	Topics: Australian Theatre, Scripted Drama, Production Elements.	Performing          Appreciating	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.  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.
<b>Stage 6- Preliminary</b>	Theatrical Traditions and Performance Styles: Australian Theatre Traditions.	Making          Performing	P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively  P2.1 understands the dynamics of actor-audience relationship

		<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 dramatic and theatrical styles, traditions and movements</p>
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