

Riverside Theatres 2017 Education Program

Curriculum Links

SHOW: Dracula

Suitable for: Years 10- 12 (Stages 5-6)

Subject Links: English, Drama

English

Stage	Content	Objectives	Outcomes
Stage 5	<p>Text Type- Prose Fiction</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>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>

		Objective D: express themselves and their relationships with others and their world	EN5-6C A student investigates the relationships between and among texts EN5-8D A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
Stage 6- Preliminary* * English Standard Objectives and Outcomes are cited but the equivalent Advanced Objectives and Outcomes also apply.	Text Type- Prose Fiction	Students will develop knowledge and understanding of the contexts, purposes and audiences of texts. Students will develop knowledge and understanding of the forms and features of language, and the structures of texts. Students will develop skills in responding to and composing a range of texts. Students will develop skills in investigation, imaginative and critical thinking, and synthesis of ideas	1. A student demonstrates an understanding of the relationships between composer, responder, text and context. 4. A student identifies and describes language forms and the features, and structures of particular texts which shape meaning and influence responses. 5. A student describes the ways different technologies and media of production affect the language and structure of particular texts. 6. A student engages with a wide range of texts to develop a considered and informed personal response. 10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts

Drama

Stage	Content	Objectives	Outcomes
Stage 5	Dramatic Forms: Historical Drama	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

		Appreciating	<p>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	Dramatic Forms: Historical Drama	<p>Making</p> <p>Performing</p> <p>Critically Studying</p>	<p>P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively</p> <p>P2.1 understands the dynamics of actor-audience relationship</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</p>

			research and experiences of dramatic and theatrical styles, traditions and movements
Stage 6- HSC	Topics (for context only- not a prescribed text): Tragedy.	<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> <p>H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements</p>