

Riverside Theatres 2021 Education Program

NSW Curriculum Links

SHOW: Grace Under Pressure

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

Subject Links: Drama, English, PDHPE

Drama

| Stage | Content | Objectives | Outcomes |
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| Stage 5 | Dramatic Forms and Styles: Verbatim Theatre, Documentary 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> |

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| | | | 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 | Dramatic Traditions and Performance Styles: Verbatim Theatre, Documentary Theatre. | Making Performing Critically Studying | <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 research and experiences of dramatic and theatrical styles, traditions and movements</p> |
| Stage 6- HSC | Topic 5: Verbatim Theatre | Making Performing | <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> |

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| | | Critically Studying | <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> |
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English

| Stage | Content | Objective | Outcome |
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| Stage 5 | <p>Text type: Drama, Non-Fiction.</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 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>EN5-3B: A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and 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> |

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| | | Objective D: express themselves and their relationships with others and their world | 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 |
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English Standard

| Stage | Content | Objective | Outcome |
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| Year 12 | Module A: Language, Identity and Culture (related text) | <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>EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning</p> <p>EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds</p> |

PDHPE

| Stage | Content | Objectives | Outcomes |
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| Stage 6- Preliminary | Modules: Core 1- Better Health for Individuals | <p>knowledge and understanding of the factors that affect health</p> <p>a capacity to exercise influence over personal and community health outcomes</p> <p>an ability to apply the skills of critical thinking, research and analysis</p> | <p>P2 explains how a range of health behaviours affect an individual's health</p> <p>P3 describes how an individual's health is determined by a range of factors</p> <p>P4 evaluates aspects of health over which individuals can exert some control</p> <p>P6 proposes actions that can improve and maintain an individual's health</p> <p>P15 forms opinions about health-promoting actions based on a critical examination of relevant information</p> <p>P16 uses a range of sources to draw conclusions about health and physical activity concepts</p> |
| Stage 6- HSC | Modules: Core 1- Health Priorities in Australia | <p>knowledge and understanding of the factors that affect health</p> <p>a capacity to exercise influence over personal and community health outcomes</p> <p>an ability to apply the skills of critical thinking, research and analysis</p> | <p>H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk</p> <p>H3 analyses the determinants of health and health inequities</p> <p>H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities</p> <p>H14 argues the benefits of health-promoting actions and choices that promote social justice</p> |

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| | | | H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all |
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