

## Riverside Theatres 2016 Education Program

### Curriculum Links

**SHOW:** The Taming of the Shrew

**Suitable for:** Years 7- 12 (Stages 4-6)

**Subject Links:** English, Drama

**English** (based on the new NSW English Syllabus)

Stage	Content	Objective	Outcome
<b>Stage 4</b>	<p>Text type: 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><b>Objective A:</b> communicate through speaking, listening, reading, writing, viewing and representing</p> <p><b>Objective B:</b> use language to shape and make meaning according to purpose, audience and context</p> <p><b>Objective C:</b> think in ways that are imaginative, creative, interpretive and critical</p>	<p>EN4-1A: A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN4-3B: A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</p> <p>EN4-5C: A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</p> <p>EN4-6C: A student identifies and explains connections between and among texts</p>
<b>Stage 5</b>	<p><b>Text type:</b> 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,</p>	<p>Objective A: communicate through speaking, listening, reading, writing, viewing and representing</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>prose fiction and picture books</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>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 their effects on meaning</p>
--	--	--	---

## English- Stage 6

Stage	Content	Objectives	Outcomes
<p><b>Stage 6- Preliminary*</b></p> <p>* English Standard Objectives and Outcomes are cited but the equivalent</p>	<p>Text Type- Drama</p> <p>Shakespearean Drama</p>	<p>Students will develop knowledge and understanding of the contexts, purposes and audiences of texts.</p>	<p>1. A student demonstrates an understanding of the relationships between composer, responder, text and context.</p>

<p>Advanced Objectives and Outcomes also apply.</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>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>
---	--	--	---

## Drama

Stage	Content	Objectives	Outcomes
<p><b>Stage 5</b></p>	<p><b>Dramatic Forms:</b> Shakespearian Drama</p>	<p>Appreciating</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>
<p><b>Stage 6- Preliminary</b></p>	<p><b>Elements of Production</b></p>	<p>Performing</p>	<p>P2.2 understands the contributions to a production</p>

	<p><b>Theatrical Traditions and Performance Styles:</b> Shakespearian Drama.</p>	<p>Critically Studying</p>	<p>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> <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>
--	--	----------------------------	---