

## Riverside Theatres 2021 Education Program

### NSW Curriculum Links

**SHOW:** The Tempest

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

**Subject Links:** English, Drama

### English

Stage	Content	Objectives	Outcomes
Stage 4	<p><b>Text Type:</b> Drama (Shakespeare)</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>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>
Stage 5	<p><b>Text Type:</b> Drama (Shakespeare)</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>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>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>EN5-4B 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>
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## English- Standard

Stage	Content	Objectives	Outcomes
Year 11	Module B: Close Study of Literature	<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>EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</p> <p>EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</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>EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN11-6 investigates and explains the relationships between texts</p> <p>EN11-7 understands and explains the diverse ways texts can represent personal and public world</p> <p>EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning</p>
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## English- Advanced

Stage	Content	Objectives	Outcomes
HSC	Module A: Textual Conversations (prescribed 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,</p>	<p>EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EAL12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p>EAL12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and</p>

		creative, interpretive and critical  Objective D: express themselves and their relationships with others and their world	compose texts that synthesise complex information, ideas and arguments  EAL12-6 investigates and evaluates the relationships between texts  EAL12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued  EAL12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
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## Drama

Stage	Content	Objectives	Outcomes
Stage 4	<b>Dramatic Forms or Styles:</b> Shakespearian Drama	Appreciating	4.3.1 Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama  4.3.2 Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience  4.3.3 Describes the contribution of individuals and groups in drama using relevant drama terminology
Stage 5	<b>Dramatic Forms or Styles:</b> Shakespearian Drama	Appreciating	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

