

**Riverside Theatres  
2017 Education Program  
NSW Curriculum Links**

**Show:** Where the Streets Had a Name

**Suitable for:** Years 5 - 11 (Stage 3 - 6)

**Subject Links:** English, Drama, HSIE (Geography, Modern History)

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

<b>Stage</b>	<b>Content and Text Requirements</b>	<b>Objective</b>	<b>Outcome</b>
<b>Stage 3</b>	Text type: Fiction Widely regarded as quality literature; Widely defined Australian literature; Texts written about intercultural experiences	<p>Objective A: Reading and Viewing</p> <p>Objective B: Responding and Composing</p> <p>Objective C: Thinking Creatively, Imaginatively, Interpretively and Critically</p> <p>Objective D: Expressing Themselves</p>	<p>EN3-3A: A student uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies</p> <p>EN3-5B: A student discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts</p> <p>EN3-7C: A student thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p> <p>EN3-8D: A student identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p>

<p><b>Stage 4</b></p>	<p>Texts written about intercultural experiences</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>Objective D: express themselves and their relationships with others and their world</p>	<p>EN4-1A: Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN4-2A: Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</p> <p>EN4-3B: Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</p> <p>EN4-5C: Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</p> <p>EN4-6C: Identifies and explains connections between and among texts</p> <p>EN4-7D: Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it</p> <p>EN4-8D: Identifies, considers and appreciates cultural expression in texts</p>
<p><b>Stage 5</b></p>	<p>Text type: Fiction</p> <p>Widely regarded as quality literature; Widely defined</p>	<p>Objective B: Responding and Composing</p>	<p>EN5-5C: Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to</p>

	<p>Australian literature; Texts about intercultural experiences; A wide range of cultural, social and gender perspectives; Environmental and social sustainability. Suggested text for Stage 5</p>	<p>Objective C: Thinking Creatively, Imaginatively, Interpretively and Critically</p> <p>Objective D: Expressing Themselves</p>	<p>and compose texts in a range of contexts</p> <p>EN5-6C: Investigates the relationships between and among texts</p> <p>EN5-7D: Understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5-8D: Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>
<p><b>Stage 6 Preliminary * English Standard Objectives and Outcomes are cited but the equivalent Advanced Objectives and Outcomes also apply.</b></p>	<p>Text types: Prose fiction and Drama</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</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,</p>

		critical thinking, and synthesis of ideas.	audiences and contexts
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### Creative Arts - Drama

Stage	Content	Objectives	Outcomes
<b>Stage 3</b>	Drama Forms: Storytelling,	Making  Appreciating	DRAS3.2: Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms  DRAS3.4: Responds critically to a range of drama works and performance styles
<b>Stage 4</b>	Dramatic Forms: Storytelling, Intercultural Drama and Theatre	Appreciating	DRAS4.3.1: Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama  DRAS4.3.2: Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience  DRAS4.3.3: Describes the contribution of individuals and groups in drama using relevant drama terminology
<b>Stage 5</b>	Elements of production in performance; Theatrical traditions and performance styles	Appreciating	DRAS5.2.2: Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience  DRAS5.2.3: Employs a variety of dramatic forms, performance styles, dramatic techniques,

			<p>theatrical conventions and technologies to create dramatic meaning</p> <p>DRAS5.3.1: Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</p> <p>DRAS5.3.2: Analyses the contemporary and historical contexts of drama</p> <p>DRAS5.3.3: Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology</p>
<b>Stage 6 Preliminary</b>	Elements of production in performance; Theatrical traditions and performance styles.	Appreciating	<p>P1.2: Explores ideas and situations, expressing them imaginatively in dramatic form</p> <p>P2.6: Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance</p> <p>P1.3: Demonstrates performance skills appropriate to a variety of styles and media</p> <p>P3.1: Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others</p> <p>P3.2: Understands the variety of influences that have impacted upon</p>

			<p>drama and theatre performance styles, structures and techniques</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>
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## Geography

Stage	Content	Objectives	Outcomes
<b>Stage 3</b>	A Diverse and Connected World	Interactions between people, places and environments	<p>GE3-4: Acquires, processes and communicates geographical information using geographical tools for inquiry</p> <p>GE3-2: Explains interactions and connections between people, places and environments</p>
<b>Stage 4</b>	Place and Liveability	Interactions between people, places and environments	<p>GE4-3: Explains how interactions and connections between people, places and environments result in change</p> <p>GE4-4: Examines perspectives of people and organisations on a range of geographical issues</p> <p>GE4-6: Explains differences in human wellbeing</p>
<b>Stage 5</b>	Changing Places	Interactions between people, places and environments	<p>GE5-3: Analyses the effect of interactions and connections between people, places and environments</p>

## Modern History

<b>Stage</b>	<b>Content</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>Stage 5</b>	The Globalising World; Depth Study 6 – UN Peacekeeping	Ideas, movements, people and events that shaped past civilisations, the modern world and Australia	HT5-7: Explains different contexts, perspectives and interpretations of the modern world and Australia
<b>Stage 6 Preliminary</b>	Case Study List B – Origins of the Arab-Israeli conflict	The process of historical inquiry	P3.2: Locate, select and organise relevant information from different types of sources  P3.3: Comprehend and analyse sources for their usefulness and reliability  P3.4: Identify and account for differing perspectives and interpretations of the past