

**Riverside 2019 Education
Curriculum Links**

Show: White Pearl

Suitable for: Years 10 – 12 (Stage 5 – 6)

Subject Links: Drama, English, Society and Culture

Drama

Stage	Content	Objectives	Outcomes
Stage 5	<p>Topics: Contemporary Australian Theatre, Women in Theatre, Asian Perspectives</p> <p>Elements of production in performance</p>	Appreciating	<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> <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	Theatrical Traditions and	Appreciating	P1.2 – Explores ideas and situations,

	<p>Performance Styles: Contemporary Australian Theatre, Women and Gender Perspectives in Theatre.</p> <p>Elements of production in performance</p>		<p>expressing them imaginatively in dramatic form</p> <p>P1.3 – Demonstrates performance skills appropriate to a variety of styles and media</p> <p>P2.6 – Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance</p> <p>P3.1 – 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 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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English

Stage	Content	Objective	Outcome
Stage 5	<p>Text type: Drama</p> <p>Texts that provide insights about the peoples and</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,</p>

	<p>cultures of Asia; A wide range of cultural, social and gender perspectives, popular and youth cultures.</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>interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-3B – A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</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>EN5-7D – A student understands and evaluates the diverse ways texts can represent personal and public worlds</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
Stage 6 – HSC	<p>Module A: Language, Identity and Culture OR Common Module: Texts and Human Experiences</p>	<p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing</p>	<p>EN12-1 – Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p>

	(Supplementary Text)	<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>EN12-2 – 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>EN12-6 – Investigates and explains the relationships between texts</p> <p>EN12-7 – Explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN12-8 – Explains and assesses cultural assumptions in texts and their effects on meaning</p>
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English – Advanced

Stage	Content	Objectives	Outcomes
Stage 6 – Year 11	Module A: Narratives that Shape our World	Objective A: Communicate through speaking, listening, reading,	EA11-1 – Responds to, composes and evaluates complex texts for understanding, interpretation, critical

		<p>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>analysis, imaginative expression and pleasure</p> <p>EA11-2 – Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EA11-3 – Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p>EA11-5 – Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA11-6 – Investigates and evaluates the relationships between texts</p> <p>EA11-7 – Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA11-8 – Explains and evaluates cultural assumptions and values in texts and their effects on meaning</p>
Stage 6 – HSC	Common Module: Texts and Human Experiences	Objective A: Communicate through speaking, listening, reading,	EA12-1 – Independently responds to, composes and evaluates a range of complex texts for

	(Supplementary Text)	<p>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>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>EA12-3 – 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>EA12-5 – Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA12-6 – Investigates and evaluates the relationships between texts</p> <p>EA12-7 – Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA12-8 – Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p>
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Society and Culture

Stage	Content	Objectives	Outcomes
Stage 6 – Preliminary	<p>The Social and Cultural World</p> <p>Intercultural Communication</p>	<p>Social and cultural concepts and their application</p> <p>Personal, social and cultural identity and interactions within societies and cultures</p> <p>How personal experience and public knowledge interact to develop social and cultural literacy</p> <p>Continuity and change, personal and social futures</p>	<p>P1 – Identifies and applies social and cultural concepts</p> <p>P2 – Describes personal, social and cultural identity</p> <p>P3 – Identifies and describes relationships and interactions within and between social and cultural groups</p> <p>P4 – Identifies the features of social and cultural literacy and how it develops</p> <p>P5 – Explains continuity and change and their implications for societies and cultures</p>
Stage 6 – HSC	<p>Social Conformity and Non-Conformity</p>	<p>Social and cultural concepts and their application</p> <p>Personal, social and cultural identity and interactions within societies and cultures</p> <p>How personal experience and public knowledge interact to develop social and cultural literacy</p> <p>Continuity and change, personal and social futures</p>	<p>H1 – Evaluates and effectively applies social and cultural concepts</p> <p>H2 – Explains the development of personal, social and cultural identity</p> <p>H3 – Analyses relationships and interactions within and between social and cultural groups</p> <p>H4 – Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy</p> <p>H5 – Analyses continuity and</p>

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