

Seymour Centre 2017 Education Program

SUITCASE STORIES 2017 CURRICULUM LINKS

Suitable for: Stage 3 – Stage 6 HSC

Subject Links:

<b>English</b>			
<b>Stage</b>	<b>Content</b>	<b>Objective</b>	<b>Outcomes</b>
Stage 3	<p>Text type: Drama, autobiographical, non-fiction</p> <p>Themes: Refugee experience, Cultural perspectives</p> <p>Text requirements: Text written about intercultural experiences.</p>	<p>A. Communicate through speaking, listening, reading, writing, viewing and representing.</p> <p>B. Use language to shape and make meaning according to purpose, audience and context.</p> <p>C. Think in ways that are imaginative, creative, interpretive and critical.</p> <p>D. Express themselves and their relationships with others and their world.</p>	<p>EN3-3 A 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 Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.</p> <p>EN3-7C 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 Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.</p>
Stage 4	<p>Text type: Drama, autobiographical, non-fiction</p> <p>Themes: Refugee</p>	<p>A. Communicate through speaking, listening, reading, writing, viewing and representing.</p>	<p>EN4-1A Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and</p>

	<p>experience, Cultural perspectives</p> <p>Text requirements: Text written about intercultural experiences. A wide range of cultural, social and gender perspectives, popular and youth cultures</p>	<p>D. Express themselves and their relationships with others and their world.</p>	<p>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 – 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>
Stage 5	<p>Text type: Drama, autobiographical, non-fiction</p> <p>Themes: Refugee experience, Cultural perspectives</p> <p>Text requirements: Texts written about intercultural experiences. A wide range of cultural, social and gender perspectives, popular and youth cultures.</p>	<p>A. Communicate through speaking, listening, reading, writing, viewing and representing.</p> <p>B. Use language to shape and make</p>	<p>EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN5-2A 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 effectively transfers knowledge,</p>

		<p>meaning according to purpose, audience and context.</p> <p>C. Think in ways that are imaginative, creative, interpretive and critical.</p> <p>D. Express themselves and their relationships with others and their world.</p>	<p>skills and understanding of language concepts into new and different contexts.</p> <p>EN5-5C 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 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>
Stage 6 Preliminary	Standard and Advanced	<p>Students will develop knowledge and understanding of the contexts, purposes and audiences of texts.</p> <p>Students will develop skills in responding to and composing a range of texts.</p> <p>Students will develop skills in effective communication</p> <p>Students will develop</p>	<p>1 A student demonstrates an understanding of the relationships between composer, responder, text and context.</p> <p>6. A student engages with a wide range of texts to develop a considered and informed personal response.</p> <p>8. A student articulates and represents own ideas in critical interpretive and imaginative texts.</p> <p>10. A student analyses</p>

		<p>skills in investigation, imaginative and critical thinking, and synthesis of ideas.</p> <p>Students will develop skills in reflection as a way to review, reconsider and refine meaning.</p>	<p>and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.</p> <p>11. A student draws upon the imagination to transform experience into text.</p>
<b>Geography</b>			
Stage 4	Place and Liveability	<p>Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.</p>	<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>
Stage 5	Changing Places, Human Wellbeing	<p>Patterns and trends in population movements and the increasing urbanisation of countries. Reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. The nature of, and</p>	<p>GE5-3 Analyses the effect of interactions and connections between people, places and environments.</p>

		<p>differences in, human wellbeing and development that exist within and between countries.</p> <p>Examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales.</p>	<p>GE5-6 Analyses differences in human wellbeing and ways to improve human wellbeing.</p>
<b>PDHPE</b>			
Stage 3	<p>Encourages an understanding and valuing of self and others.</p> <p>V2 Respects the right of others to hold different values and attitudes from their own.</p>	<p>Communicating</p> <p>Interacting</p>	<p>COS3.1 Communicates confidently in a variety of situations.</p> <p>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</p>
<b>Drama</b>			
Stage 3	<p>Dramatic Form: Protest/Political Theatre, Physical Theatre</p>	<p>Responds critically to a range of drama works and performance styles:</p>	<p>DRAS3.4</p> <ul style="list-style-type: none"> <li>• reflects on drama traditions of communities and cultures in various times and places</li> <li>• recognises personal, social and cultural aspects of the human experience and incorporates them in drama works</li> <li>• forms and communicates opinions about a range of drama works created by themselves and others</li> <li>• evaluates drama performances in order to reflect upon and enhance their own</li> </ul>

			drama work and the work of others.
Stage 4	Dramatic Form: Protest/Political Theatre, Physical Theatre	Knowledge, understanding and skills, individually and collaboratively, through <b>appreciating</b> the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.	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	Dramatic Form: Protest/Political Theatre, Physical Theatre	Knowledge, understanding and skills, individually and collaboratively, through <b>appreciating</b> the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.	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 relevant drama concepts and terminology.
Stage 6 Preliminary	Dramatic Form: Protest/Political Theatre, Physical Theatre	Making	P1.4 Understands, manages and manipulates theatrical elements and elements of production, using

		<p>Performing</p> <p>Critically Studying</p>	<p>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>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>
Stage 6 HSC	Dramatic Form (for context only, not a prescribed text): Protest/Political Theatre, Physical Theatre	<p>Making</p> <p>Performing</p>	<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</p>

		<p>Critically Studying</p>	<p>elements effectively to engage an audience.</p> <p>H2.4 Appreciates the dynamics of drama as a performing art.</p> <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>H3.4 Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies.</p>
<p>Learning Across the Curriculum</p>			
<p>Creative and Critical thinking, Difference and Diversity, Ethical Understanding</p>			