

Seymour Centre 2018 Education Program

SUITCASE STORIES 2018 CURRICULUM LINKS

Suitable for: Stage 3 – Stage 6 Preliminary

Subject Links:

English			
Stage	Content	Objective	Outcomes
Stage 3	<p>Text type: Drama, autobiographical, non-fiction</p> <p>Themes: Refugee experience, Cultural perspectives</p> <p>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>A. Communicate through speaking, listening, reading,</p>	<p>EN4-1A Responds to and composes texts for understanding, interpretation, critical</p>

	<p>Themes: Refugee experience, Cultural perspectives</p> <p>Text written about intercultural experiences. A wide range of cultural, social and gender perspectives, popular and youth cultures.</p>	<p>writing, viewing and representing.</p> <p>D. Express themselves and their relationships with others and their world.</p>	<p>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 – 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>Stage 5</p>	<p>Text type: Drama, autobiographical, non-fiction</p> <p>Themes: Refugee experience, Cultural perspectives</p> <p>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>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>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>EN5-4B effectively transfers knowledge, 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	<p>Standard and Advanced</p> <p>Text type: Drama, autobiographical, non-fiction</p> <p>Themes: Refugee experience, Cultural perspectives</p> <p>Text written about intercultural experiences. A wide range of cultural, social and gender perspectives,</p>	<p>Communicate through speaking, listening, reading, writing, viewing and representing.</p> <p>Express themselves and their relationships with others and their world.</p>	<p>EN11-1 Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.</p> <p>EN11-7 Understands and explains the diverse ways texts can represent personal and public worlds.</p>

	popular and youth cultures.		
<b>Geography</b>			
<b>Stage</b>	<b>Content</b>	<b>Objective</b>	<b>Outcomes</b>
Stage 3	Global Connections  Connections shape perceptions	Investigate connections between Australia and other countries of the world.  Investigate how connections influence people's perception and understanding of places.	GE3-2 (ACHGK034, ACHGK035)  (ACHGK036)
Stage 4	Place and Liveability	Develop knowledge and understanding of the features and characteristics of places and environments across a range of scales  Develop knowledge and understanding of interactions between people, places and environments.	GE4-3 Explains how interactions and connections between people, places and environments result in change.  GE4-4 Examines perspectives of people and organisations on a range of geographical issues.  GE4-6 Explains differences in human wellbeing.
Stage 5	Changing Places, Human Wellbeing	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 differences in, human wellbeing and development that exist	GE5-3 Analyses the effect of interactions and connections between people, places and environments.

		<p>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>			
<b>Stage</b>	<b>Content</b>	<b>Objective</b>	<b>Outcomes</b>
Stage 3	<p>Encourages an understanding and valuing of self and others.</p> <p>Respects the right of others to hold different values and attitudes from their own.</p>	<p>Interpersonal Relationships</p> <p>Interacting</p>	<p>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.</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>			
<b>Stage</b>	<b>Content</b>	<b>Objective</b>	<b>Outcomes</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</li> </ul>

			own 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

		<p>Performing</p> <p>Critically Studying</p>	<p>and elements of production, using 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>
Learning Across the Curriculum			
Creative and Critical thinking, Difference and Diversity, Ethical Understanding			