

### JUST LIVE ON STAGE! CURRICULUM LINKS

**Suitable for:** Stage 2 – 3

**Subject Links:** Creative Arts, English, PDHPE

CREATIVE ARTS			
STAGE	CONTENT	OBJECTIVE	OUTCOMES
Stage 2	Drama	Appreciating	<b>DRAS2.4</b> Responds to, and interprets drama experiences and performances.
Stage 3	Drama	Appreciating	<b>DRAS3.4</b> Responds critically to a range of drama works and performance styles
ENGLISH			
STAGE	CONTENT	OBJECTIVE	OUTCOMES
Stage 2	<p>Communicating</p> <p>Using language to make meaning</p> <p>Thinking imaginatively, creatively and interpretively</p> <p>Expressing themselves</p>	<p>Students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> <li>Communicate through speaking, listening, reading, writing, viewing and representing.</li> <li>Use language to shape and make meaning according to purpose, audience and content.</li> <li>Think in ways that are imaginative, creative, interpretive and critical.</li> </ul>	<p><b>EN2-2A</b> Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p><b>EN2-7B</b> Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p> <p><b>EN2-10C</b> Thinks imaginatively, creatively and interpretively about information,</p>

		<ul style="list-style-type: none"> <li>Express themselves and their relationships with others and their world.</li> </ul>	<p>ideas and texts when responding to and composing texts.</p> <p><b>EN2-11D</b> Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.</p>
<b>Stage 3</b>	<p>Communicating</p> <p>Using language to make meaning</p> <p>Thinking imaginatively, creatively and interpretively</p> <p>Expressing themselves</p>	<p>Students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> <li>Communicate through speaking, listening, reading, writing, viewing and representing.</li> <li>Use language to shape and make meaning according to purpose, audience and content.</li> <li>Think in ways that are imaginative, creative, interpretive and critical.</li> <li>Express themselves and their relationships with others and their world.</li> </ul>	<p><b>EN3-2A</b> Composes, edits and presents well-structured and coherent texts</p> <p><b>EN3-5B</b> Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts</p> <p><b>EN3-7C</b> Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.</p> <p><b>EN3-8D</b> Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.</p>
<b>PDHPE</b>			
<b>STAGE</b>	<b>CONTENT</b>	<b>OBJECTIVE</b>	<b>OUTCOMES</b>

<p><b>Stage 2</b></p>	<p>Health, Wellbeing and Relationships</p>	<p>Students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships.</li> <li>• Develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others health, safety, well-being and participation in physical activity.</li> </ul>	<p><b>PD2-3</b> Explains how empathy, inclusion and respect can positively influence relationships</p> <p><b>PD2-10</b> Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>
<p><b>Stage 3</b></p>	<p>Health, Wellbeing and Relationships</p>	<p>Students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships.</li> <li>• Develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful</li> </ul>	<p><b>PD3-3</b> Evaluates the impact of empathy, inclusion and respect on themselves and others</p> <p><b>PD3-10</b> Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>

		relationships and advocate for their own and others health, safety, well-being and participation in physical activity.	
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