

THE TEMPEST CURRICULUM LINKS

Suitable for: Stage 4 – 6

Subject Links: English, Drama

ENGLISH			
STAGE	CONTENT	OBJECTIVE	OUTCOMES
Stage 4	<p>Text type:</p> <ul style="list-style-type: none"> Shakespearean Drama Text which is widely regarded as quality literature. Text from another country and time. 	<p>Students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> Communicate through speaking, listening, reading, writing, viewing and representing. Use language to shape and make meaning according to purpose, audience and context. Think in ways that are imaginative, creative, interpretive and critical. 	<p>EN4-1A Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</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>Stage 5</p>	<p>Text type:</p> <ul style="list-style-type: none"> • Shakespearean Drama • Text which is widely regarded as quality literature. • Text from another country and time. 	<p>Students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • Communicate through speaking, listening, reading, writing, viewing and representing. • Use language to shape and make meaning according to purpose, audience and context • Think in ways that are imaginative, creative, interpretive and critical. 	<p>EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</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>EN5-6C 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>Stage 6 HSC</p> <p>Advanced</p>	<p>Module A: Textual Conversations (prescribed text)</p>	<p>Students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • Communicate through speaking, listening, reading, writing, viewing and representing. • Use language to shape and make meaning according to purpose, audience and context. 	<p>EA12-1 Independently responds to, composes and evaluates a range of complex texts for 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</p>

		<ul style="list-style-type: none"> • Think in ways that are imaginative, creative, interpretive and critical. • Express themselves and their relationships with others and their world. 	<p>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>
DRAMA			
STAGE	CONTENT	OBJECTIVE	OUTCOMES
Stage 4	Dramatic Contexts: Shakespeare	Students will develop knowledge, understanding and skills, individually and collaboratively, through:	4.3.1 Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama.

		<ul style="list-style-type: none"> Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience. 	<p>4.3.2 Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience.</p> <p>4.3.3 Describes the contribution of individuals and groups in drama using relevant drama terminology.</p>
Stage 5	Dramatic Contexts: Shakespeare	<p>Students will develop knowledge, understanding and skills, individually and collaboratively, through:</p> <ul style="list-style-type: none"> Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience. 	<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>