

### THE WORLD OF WILL CURRICULUM LINKS

Suitable for: Stage 3

Curriculum links: English and Creative Arts

ENGLISH			
STAGE	TEXT TYPES / MODULES	TEXTUAL CONCEPTS / CONTENT	OUTCOMES
Stage 3	<p>Oral language and communication</p> <p>Understanding and responding to literature</p>	<p>Interacting:</p> <ul style="list-style-type: none"> <li>Initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information.</li> <li>Interact in a range of contexts and deliberately adjust language and style.</li> </ul> <p>Listening for understanding:</p> <ul style="list-style-type: none"> <li>Respond to questions with elaboration and detail.</li> <li>Apply interactive listening strategies by responding to and proving feedback to the speaker.</li> <li>Analyse key ideas and perspectives expressed by others through paraphrasing and note-taking.</li> </ul> <p>Narrative:</p> <ul style="list-style-type: none"> <li>Describe how narrative conventions engage the reader through models of behaviour, and apply narrative conventions when creating texts.</li> </ul> <p>Characterisation:</p> <ul style="list-style-type: none"> <li>Recognise how character archetypes and stereotypes are represented in literature.</li> <li>Identify the ways different elements of a text contribute to character development and adapt these elements when creating texts.</li> </ul>	<p>EN3-OLC-01 Communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding.</p> <p>EN3-UARL-01 Analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts.</p> <p>EN3-UARL-02 Analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts.</p>

		<p>Imagery, symbol and connotation:</p> <ul style="list-style-type: none"> <li>Recognise reoccurring and universal symbols and imagery in literature, describe their meanings and experiment with symbol and imagery when creating texts.</li> </ul> <p>Theme:</p> <ul style="list-style-type: none"> <li>Identify core social, personal and moral messages within and between texts.</li> <li>Identify and describe messages common to lived experiences that recur in literature and use these representations when creating texts.</li> </ul>	
<b>CREATIVE ARTS</b>			
<b>STAGE</b>	<b>CONTENT</b>	<b>OBJECTIVES</b>	<b>OUTCOMES</b>
Stage 3  Drama	<p>Making</p> <p>Performing</p> <p>Appreciating</p> <p>Dramatic Forms:</p> <ul style="list-style-type: none"> <li>Improvisation</li> <li>Movement</li> <li>Storytelling</li> </ul>	<p>In Drama, students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> <li>In making drama collaboratively by taking on roles and creating imagined situations shaped by the elements of drama.</li> <li>In performing drama by actively engaging in drama forms.</li> <li>In appreciating their own dramatic works and those of others.</li> </ul>	<p>DRAS3.1 Develops a range of in-depth and sustained roles.</p> <p>DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.</p> <p>DRAS3.3 Devises, acts and rehearses drama for performance to an audience.</p> <p>DRAS3.4 Responds critically to a range of drama works and performance styles.</p>