

ROMEO AND JULIET CURRICULUM LINKS

Suitable for: Stage 4 – 6 Preliminary

Curriculum links: English and Drama

ENGLISH			
STAGE	TEXT TYPE / MODULES	TEXTUAL CONCEPTS / CONTENT	OUTCOMES
Stage 4	Text Selection: Shakespearean Drama	<p>Reading, viewing and listening to texts:</p> <ul style="list-style-type: none"> • Reading, viewing and listening skills • Reading, viewing and listening for meaning • Reading for challenge, interest and enjoyment • Reflecting <p>Understanding and responding to texts A:</p> <ul style="list-style-type: none"> • Representation • Code and convention • Connotation, imagery and symbol • Point of view • Characterisation • Narrative <p>Understanding and responding to texts B:</p> <ul style="list-style-type: none"> • Theme • Perspective and context • Argument and authority • Style <p>Understanding and responding to texts C:</p> <ul style="list-style-type: none"> • Genre • Intertextuality • Literary value 	<p>EN4-RVL-01 Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.</p> <p>EN4-URA-01 Analyses how meaning is created through the use of and response to language forms, features and structures.</p> <p>EN4-URB-01 Examines and explains how texts represent ideas, experiences and values.</p> <p>EN4-URC-01 Identifies and explains ways of valuing texts and the connections between them.</p>

<p>Stage 5</p>	<p>Text Selection: Shakespearean Drama</p>	<p>Reading, viewing and listening to texts:</p> <ul style="list-style-type: none"> • Reading, viewing and listening skills. • Reading, viewing and listening for meaning. • Reading for challenge, interest and enjoyment. • Reflecting. <p>Understanding and responding to texts A:</p> <ul style="list-style-type: none"> • Representation. • Code and convention. • Connotation, imagery and symbol. • Point of view. • Characterisation. • Narrative. <p>Understanding and responding to texts B:</p> <ul style="list-style-type: none"> • Theme. • Perspective and context. • Argument and authority. • Style. <p>Understanding and responding to texts C:</p> <ul style="list-style-type: none"> • Genre. • Intertextuality. • Literary value. 	<p>EN5-RVL-01 Uses a range of personal, creative and critical strategies to interpret complex texts.</p> <p>EN5-URA-01 Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.</p> <p>EN5-URB-01 Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.</p> <p>EN5-URC-01 Investigates and explains ways of valuing texts and the relationships between them.</p>
<p>Stage 6 Preliminary Standard</p>	<p>Standard Module B: Close Study of Literature</p> <p>Text type:</p> <ul style="list-style-type: none"> • Drama. 	<p>Students</p> <p>Engage personally with texts:</p> <ul style="list-style-type: none"> • Investigate, appreciate, and enjoy a wide range of texts and different ways of responding. • Engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning. 	<p>EN11-1 Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.</p>

		<ul style="list-style-type: none"> • Investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways. • Investigate and reflect on the difference between initial personal response and more studied and complex response. • Reflect on how their personal values and perspectives are confirmed or challenged through their engagement with a variety of texts including those by and about Aboriginal and/or Torres Strait Islander People(s). • Relate their responses to texts to aspects of human experience. <p>Develop and apply contextual knowledge:</p> <ul style="list-style-type: none"> • Analyse how texts are created in and for a variety of contexts, audiences and purposes. • Analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback, and salience. • Use appropriate form, content, style, and tone for different purposes and audiences in real and imagined contexts. • Understand how the contexts of composers (authors, poets, playwrights, directors, designers so on) and responders influence their perspective and ideas. • Identify and describe the social, moral and ethical positions represented in texts. • Understand how contexts influence the perspectives represented in texts and how audiences respond to them. 	<p>EN11-3 Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning.</p> <p>EN11-5 Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.</p> <p>EN11-7 Understands and explains the diverse ways texts can represent personal and public worlds.</p> <p>EN11-8 Identifies and explains cultural assumptions in texts and their effects on meaning.</p>
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<p>Stage 6 Preliminary</p> <p>Advanced</p>	<p>Advanced Module A: Narratives that Shape our World.</p> <p>Advanced Module B: Critical Study of Literature</p> <p>Text type:</p> <ul style="list-style-type: none"> • Drama. 	<p>Students</p> <p>Engage personally with texts:</p> <ul style="list-style-type: none"> • Explain the relationship between responder, composer, text and context. • Appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences. • Examine the ways composers (authors, poets, playwrights, directors, designers and so on) apply textual conventions to shape meaning in different modes, media and technologies. • Investigate and explain how mode, medium and form shape responses to texts, for example how spoken language can evoke particular audience reactions. • Investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways. • Compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character. • Understand that texts offer vicarious experiences of the wider world for critical reflection and pleasure. • Appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures. 	<p>EA11-1 Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EA11-2 Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.</p> <p>EA11-3 Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.</p> <p>EA11-5 Thinks imaginatively, creatively, interpretively and critically to respond to,</p>

		<ul style="list-style-type: none"> • Explain and evaluate whether their own perspectives and values align with the perspectives and values expressed in texts. <p>Develop and apply contextual knowledge:</p> <ul style="list-style-type: none"> • Explain the personal, social, historical and cultural contexts of composing and responding, and evaluate how these contexts impact on meaning. • Examine the relationships between emerging textual forms and their social, cultural and historical contexts. • Examine how texts in different literary forms, media or traditions are similar or different. • Investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts. • Explore how literature reflects cultural change. <p>Understand and apply knowledge of language forms and features:</p> <ul style="list-style-type: none"> • Analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences. • Examine different points of view represented in texts, for example those of characters, narrators and the implied author, and the ways in which these points of view are created. • Investigate similarities and differences between and among texts that may be linked by form, perspective or genre. • Analyse the diverse ways in which imaginative, informative and persuasive texts can explore human experience, 	<p>evaluate and compose texts that synthesise complex information, ideas and arguments.</p> <p>EA11-6 Investigates and evaluates the relationships between texts.</p> <p>EA11-7 Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.</p> <p>EA11-8 Explains and evaluates cultural assumptions and values in texts and their effects on meaning.</p>
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		<p>universal themes and social, cultural and historical contexts.</p> <ul style="list-style-type: none"> Analyse the ways that specific language features and stylistic features represent cultural assumptions and values in a range of texts. <p>Respond to and compose texts:</p> <ul style="list-style-type: none"> Develop independent interpretations of texts supported by informed observation and close textual analysis. Compare cultural perspectives in texts from different personal, social, historical and cultural contexts, including texts by and about Aboriginal and Torres Strait Islander People(s), other Australians and people with Asian heritage. 	
Drama			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 4	<p>Appreciating</p> <p>Elements of Drama</p> <p>Dramatic Form</p> <p>Shakespeare</p>	<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>4.3.1 Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama.</p> <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>

			<p>LS.3.1 Experiences a variety of drama or theatre performances.</p> <p>LS.3.2 Identifies and responds to the elements of drama or theatre in performances.</p> <p>LS3.3 Recognises that drama and theatre performances can communicate meaning and ideas.</p>
Stage 5	<p>Appreciating</p> <p>Elements of Drama</p> <p>Dramatic Form</p> <p>Shakespeare</p>	<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> <p>LS.3.1 Experiences a variety of drama or theatre performances.</p>

			<p>LS.3.2 Identifies and responds to the elements of drama or theatre in performances.</p> <p>LS3.3 Recognises that drama and theatre performances can communicate meaning and ideas.</p>
<p>Stage 6 Preliminary</p>	<p>Improvisation, Playbuilding, Acting</p> <p>Elements of Production in Performance</p> <p>Theatrical Traditions and Performance Style</p>	<p>Students will develop knowledge, understanding and skills, individually and collaboratively, through:</p> <ul style="list-style-type: none"> • Performing in improvised and playbuilt theatre and scripted drama. • Recognising the place and function of drama and theatre in communities and societies, past and present. • Critically studying a variety of forms and styles used in drama and theatre. <p>And values and attitudes about:</p> <ul style="list-style-type: none"> • The collaborative nature of drama and theatre. • The diversity of the art of dramatic and theatrical performance. • Drama and theatre as a community activity, a profession and an industry 	<p>P1.8 Recognises the value of individual contributions to the artistic effectiveness of the whole.</p> <p>P2.1 Understand 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>P2.5 Understands and demonstrates the commitment, collaboration and energy required for a production.</p> <p>P2.6 Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance.</p>

			<p>P3.1 Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others.</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> <p>DRLS 6 Experiences a variety of drama and theatre performances and demonstrated an awareness of the ideas and feelings conveyed.</p> <p>DRLS7 Communicates and describes how the elements of</p>
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			drama can be used to convey meaning.
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