

WHY US? CURRICULUM LINKS

Suitable for: Stages 3 – 6

Curriculum links: PDHPE, English, Geography, History, Society and Culture, Creative Arts, Drama, Dance, Social Justice, Social Cohesion and Wellness Programs.

PDHPE			
STAGE	CONTENT		OUTCOMES
Stage 4	<ul style="list-style-type: none"> Practice and apply skills and strategies to seek help for themselves and others. Describe how rights and responsibilities contribute to respectful relationships. Explain how a sense of belonging and connection to our communities can enhance health, safety and wellbeing. 		PD4-3 Investigates effective strategies to promote inclusivity, equality and respectful relationships. PD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.
Stage 5	<ul style="list-style-type: none"> Evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples. Investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships. 		PD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships. PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.
English			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 3	Text type: <ul style="list-style-type: none"> Texts written about intercultural experiences. 	Students will develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> Think in ways that are 	EN3-7C Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when

	<ul style="list-style-type: none"> • A wide range of factual texts that present information, issues and ideas. • Texts that include aspects of environmental and social sustainability. 	<p>imaginative, creative, interpretive and critical.</p> <ul style="list-style-type: none"> • Express themselves and their relationships with others and their world. 	<p>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:</p> <ul style="list-style-type: none"> • Spoken text. • Texts written about intercultural experiences. • A wide range of cultural, social and gender perspectives, popular and youth cultures. • Texts that include aspects of environmental and social sustainability. 	<p>Students will develop knowledge, understanding and skills in order to:</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>EN4-5C Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose 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>
Stage 5	<p>Text type:</p> <ul style="list-style-type: none"> • Spoken text. • Texts written about intercultural experiences. • A wide range of cultural, social and gender perspectives, popular and youth cultures. 	<p>Students develop knowledge, understanding and skills in order to:</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>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>

	<ul style="list-style-type: none"> • Texts that include aspects of environmental and social sustainability. 		EN5-8D Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
Geography			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 4	Place and Liveability	Develop knowledge and understanding of: <ul style="list-style-type: none"> • The features and characteristics of places and environments across a range of scales. • 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	Develop knowledge and understanding of: <ul style="list-style-type: none"> • The features and characteristics of places and environments across a range of scales. • Interactions between people, places and environments. 	GE5-2 Explains processes and influences that form and transform places and environments. GE5-3 Analyses the effect of interactions and connections between people, places and environments. GE5-6 Analyses differences in human wellbeing and ways to improve human wellbeing.

Stage 4 & 5	Geography Elective <ul style="list-style-type: none"> Global Citizenship 	Develop knowledge and understanding of: <ul style="list-style-type: none"> Interactions between people, places and environments. Contemporary geographical issues and their management. 	GEE4-4 Describes the interactions and connections between people, places and environments that impact on sustainability. GEE4-5 Describes contemporary geographical issues and events. GEE4-6 Discusses perspectives of people and organisations on a range of geographical issues. GEE5-4 Assesses the interactions and connections between people, places and environments that impact on sustainability. GEE5-5 Accounts for contemporary geographical issues and events that impact on places and environments. GEES-6 Explains how perspectives of people and organisations influence a range of geographical issues.
HISTORY			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 3	Australia as a Nation	Develop knowledge and understanding of:	HT3-3 Identifies change and continuity and describes the causes and effects of change on Australian society.

		<ul style="list-style-type: none"> • The nature of history and significant changes and developments from the past, the modern world and Australia. • Ideas, movements, people and events that shaped past civilisations, the modern world and Australia. 	
Stage 5	<p>Depth Study 5: The Globalising World</p> <ul style="list-style-type: none"> • Migration Experiences 	<p>Develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • The nature of history and significant changes and developments from the past, the modern world and Australia. • Ideas, movements, people and events that shaped past civilisations, the modern world and Australia. 	<p>HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia.</p> <p>HT5-2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.</p> <p>HT5-3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.</p> <p>HT5-4 Explains and analyses the causes and effects of events and developments in the modern world and Australia.</p>

			<p>HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process.</p> <p>HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.</p> <p>HT5-7 Explains different contexts, perspectives and interpretations of the modern world and Australia.</p>
Stage 6	<p>Civics and citizenship</p> <p>Difference and diversity</p>	<p>Students will value and appreciate:</p> <ul style="list-style-type: none"> The contribution of the study of history towards lifelong learning and informed, responsible and active citizenship. 	<p>HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations.</p>
SOCIETY AND CULTURE			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 6	<p>Intercultural communication</p> <p>Social and Cultural Continuity and Change</p> <p>Social Inclusion and Exclusion</p>	<p>Students will develop knowledge and understanding about</p> <ul style="list-style-type: none"> Personal, social and cultural identity and interactions within societies and cultures. How personal experience 	<p>P3 Identifies and describes relationships and interactions within and between social and cultural groups.</p> <p>P4 Identifies the features of social and cultural literacy and how it develops.</p> <p>P5 explains continuity and change and</p>

		<p>and public knowledge interact to develop social and cultural literacy.</p> <ul style="list-style-type: none"> Continuity and change, personal and social futures. 	<p>their implications for societies and cultures.</p> <p>H3 Analyses relationships and interactions within and between social and cultural groups.</p> <p>H4 Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy.</p> <p>H5 Analyses continuity and change and their influence on personal and social futures.</p>
CREATIVE ARTS			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 3	Drama	Appreciating	DRAS3.4 Responds critically to a range of drama works and performance styles.
DRAMA			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 4	Dramatic Contexts: Protest/Political Theatre	Students will develop knowledge, understanding and skills, individually and collaboratively, through:	<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</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>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: Protest/Political Theatre	<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>
Stage 6 Preliminary	<p>Elements of Production in Performance</p> <p>Theatrical Traditions and Performance Style</p>	<p>Students will develop knowledge and understanding about and skills in:</p> <ul style="list-style-type: none"> The diversity of the art of dramatic and theatrical performance. Recognising the place and function of drama and theatre in communities and 	<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>P2.6 Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance.</p> <p>P3.2 Understands the variety of</p>

		<p>societies, past and present.</p> <ul style="list-style-type: none"> • Critically studying a variety of forms and styles used in drama and theatre. • Drama and theatre as a community activity, a profession and an industry. 	<p>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>Stage 6 HSC</p>	<p>Australian Drama and Theatre (core study):</p> <p>Topic 2: Contemporary Australian Theatre</p>	<p>Students will develop knowledge and understanding about and skills in:</p> <ul style="list-style-type: none"> • The diversity of the art of dramatic and theatrical performance. • 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>H2.4 Appreciates the dynamics of drama as a performing art.</p> <p>H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements.</p> <p>H3.4 Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies.</p>

		<ul style="list-style-type: none"> • Drama and theatre as a community activity, a profession and an industry. 	
DANCE			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 4	Dance Appreciation	<p>Students will develop knowledge, understanding and skills about dance as an artform through:</p> <ul style="list-style-type: none"> • Dance appreciation as a means of describing and analyzing dance as an expression of ideas within a social, cultural, or historical context. • Valuing and appreciating their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning. 	<p>4.3.2 Identifies that dance works of art express ideas.</p> <p>4.4.1 Values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning.</p>
Stage 5	Dance Appreciation	<p>Students will develop knowledge, understanding and skills about dance as an artform through:</p> <ul style="list-style-type: none"> • Dance appreciation as a 	<p>5.3.1 Describes and analyses dance as the communication of ideas within a context.</p>

		<p>means of describing and analyzing dance as an expression of ideas within a social, cultural, or historical context.</p> <ul style="list-style-type: none">• Valuing and appreciating their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning.	<p>5.4.1 Values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning.</p>
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