

HENRY IV (Part 1) CURRICULUM LINKS

Suitable for: Stage 5 – 6 Preliminary and HSC

Curriculum links: English and Drama

ENGLISH			
STAGE	TEXT TYPE / MODULES	TEXTUAL CONCEPTS / CONTENT	OUTCOMES
Stage 5	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>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 HSC</p> <p>Advanced</p>	<p>Advanced Module B: Critical Study of Literature</p> <p>Text Type: Shakespearean Drama</p>	<p>Students</p> <p>Engage personally with texts:</p> <ul style="list-style-type: none"> • Evaluate the relationship between responder, composer, text and context. • Critically evaluate 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) innovate with textual conventions through the combination of different modes, media and technologies. • Engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning. • Explore and evaluate how mode, medium, and form shape and inform responses to texts. • Critically investigate a wide range of complex 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. • Appreciate, analyse and speculate about the power of language to represent personal and public worlds for critical reflection and pleasure. • Explore the ways that texts represent alternative ways of seeing the world. • Critically evaluate the effect of engaging with other cultures and values through texts on their own perspectives and values. 	<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 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>EA12-4 Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts.</p>
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		<p>Develop and apply contextual knowledge:</p> <ul style="list-style-type: none"> • Critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning. • Analyse and evaluate how and why texts influence and position readers and viewers. • Critically analyse how different textual forms, technologies and media of production reflect personal, social, historical and cultural contexts. • Critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses. • Evaluate the influence of the contexts of composers and responders on perspectives and ideas. • Evaluate the effect of context on shaping the social, moral and ethical perspectives in texts. • Evaluate how texts, including their own compositions, are influenced by personal, social and cultural contexts and recognise how they are valued. • Evaluate and reflect on values and perspectives in texts from different historical and cultural contexts, including their own. • Evaluate and reflect on the relationship between representations of significant historical and cultural events and figures, and their representations in texts. <p>Understand and apply knowledge of language forms and features:</p> <ul style="list-style-type: none"> • Analyse how text structures, language features and stylistic elements shape meaning and create 	<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>EA12-7 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>
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		<p>language, for example figurative language, irony and rhetoric.</p> <p>Respond to and compose texts:</p> <ul style="list-style-type: none"> • Develop a creative, informed and sustained interpretation of texts supported by close textual analysis. • Evaluate the effects of using different textual conventions, modes and media in sophisticated, challenging texts. • Support critical interpretations of texts through sustained argument and relevant detailed textual analysis. • Analyse and evaluate the effectiveness of language patterns in their own and others' compositions, for example grammatical and figurative choices. • Evaluate how aspects of style and form, in a range of modes and media, achieve deliberate effects in sustained compositions. • Analyse and evaluate the effectiveness of argument in imaginative, informative and persuasive texts. • Evaluate cultural assumptions in texts from different personal, social, historical and cultural contexts, including Aboriginal and/or Torres Strait Islander People(s) and people with Asian heritage. 	
DRAMA			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 5	<p>Appreciating</p> <p>Elements of Drama</p> <p>Dramatic Form</p> <ul style="list-style-type: none"> • 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> <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>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>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>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>
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