

### ACROSS THE SKIES CURRICULUM LINKS

Suitable for: Stage 3 – 6

Subject Links: English, Geography, History, Society & Culture, Drama, Dance, PDHPE

English Stages 3 – 5

Geography Stages 4, 5

History Stages 3, 5

Society & Culture Stage 6

Creative Arts Stage 3

Drama Stages 4 – 6

Dance Stage 4

PDHPE Stage 3

ENGLISH			
STAGE	CONTENT	OBJECTIVE	OUTCOMES
Stage 3	<p>Text type:</p> <ul style="list-style-type: none"> <li>• Texts written about intercultural experiences.</li> <li>• A wide range of factual texts that present information, issues and ideas.</li> <li>• Texts that include aspects of environmental and social sustainability.</li> </ul>	<p>Students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> <li>• Think in ways that are imaginative, creative, interpretive and critical.</li> <li>• Express themselves and their relationships with others and their world.</li> </ul>	<p>EN3-7C Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when 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"> <li>• Spoken text.</li> <li>• Texts written about intercultural experiences.</li> </ul>	<p>Students will develop knowledge, understanding and skills in order to:</p>	<p>EN4-5C Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.</p>

	<ul style="list-style-type: none"> <li>• A wide range of cultural, social and gender perspectives, popular and youth cultures.</li> <li>• Texts that include aspects of environmental and social sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Think in ways that are imaginative, creative, interpretive and critical.</li> <li>• Express themselves and their relationships with others and their world.</li> </ul>	<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"> <li>• Spoken text</li> <li>• Texts written about intercultural experiences</li> <li>• a wide range of cultural, social and gender perspectives, popular and youth cultures</li> <li>• texts that include aspects of environmental and social sustainability</li> </ul>	<p>Students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> <li>• Think in ways that are imaginative, creative, interpretive and critical.</li> <li>• Express themselves and their relationships with others and their world.</li> </ul>	<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> <p>EN5-8D Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>
<b>GEOGRAPHY</b>			
STAGE	CONTENT	OBJECTIVE	OUTCOMES
Stage 4	Place and Liveability	<p>Develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The features and characteristics of places and environments across a range of scales.</li> </ul>	GE4-3 Explains how interactions and connections between people, places and environments result in change.

		<ul style="list-style-type: none"> <li>• Interactions between people, places and environments.</li> </ul>	<p>GE4-4 Examines perspectives of people and organisations on a range of geographical issues.</p> <p>GE4-6 Explains differences in human wellbeing.</p>
Stage 5	<p>Changing Places Human Wellbeing</p>	<p>Develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The features and characteristics of places and environments across a range of scales.</li> <li>• Interactions between people, places and environments.</li> </ul>	<p>GE5-2 Explains processes and influences that form and transform places and environments.</p> <p>GE5-3 Analyses the effect of interactions and connections between people, places and environments.</p> <p>GE5-6 Analyses differences in human wellbeing and ways to improve human wellbeing.</p>
Stage 4 & 5	<p>Geography Elective</p> <ul style="list-style-type: none"> <li>• Global Citizenship</li> </ul>	<p>Students develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Interactions between people, places and environments.</li> <li>• Contemporary geographical issues and their management.</li> </ul>	<p>GEE4-4 Describes the interactions and connections between people, places and environments that impact on sustainability.</p> <p>GEE4-5 Describes contemporary geographical issues and events.</p> <p>GEE4-6 Discusses perspectives of people and organisations on a range of geographical issues.</p>

			<p>GEE5-4 Assesses the interactions and connections between people, places and environments that impact on sustainability.</p> <p>GEE5-5 Accounts for contemporary geographical issues and events that impact on places and environments.</p> <p>GEE5-6 Explains how perspectives of people and organisations influence a range of geographical issues.</p>
<b>HISTORY</b>			
STAGE	CONTENT	OBJECTIVE	OUTCOMES
<b>Stage 3</b>	Australia as a nation	<p>Develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>The nature of history and significant changes and developments from the past, the modern world and Australia.</li> <li>Ideas, movements, people and events that shaped past civilisations, the modern world and Australia.</li> </ul>	HT3-3 Identifies change and continuity and describes the causes and effects of change on Australian society.
Stage 5	Depth Study 5: The Globalising World	Develop knowledge and understanding of:	HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia.

	<ul style="list-style-type: none"> <li>• Migration Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• The nature of history and significant changes and developments from the past, the modern world and Australia</li> <li>• Ideas, movements, people and events that shaped past civilisations, the modern world and Australia.</li> </ul>	<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> <p>HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry.</p>
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<b>SOCIETY &amp; CULTURE</b>			
<b>STAGE</b>	<b>CONTENT</b>	<b>OBJECTIVE</b>	<b>OUTCOMES</b>
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"> <li>• Personal, social and cultural identity and interactions within societies and cultures.</li> <li>• How personal experience and public knowledge interact to develop social and cultural literacy.</li> <li>• Continuity and change, personal and social futures.</li> </ul>	<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 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>
<b>CREATIVE ARTS</b>			
<b>STAGE</b>	<b>CONTENT</b>	<b>OBJECTIVE</b>	<b>OUTCOMES</b>
Stage 3	Drama	Appreciating	DRAS3.4 Responds critically to a range of drama works and performance styles

DRAMA			
STAGE	CONTENT	OBJECTIVE	OUTCOMES
Stage 4	Dramatic Contexts: Protest/Political Theatre	<p>Students will develop knowledge, understanding and skills, individually and collaboratively, through:</p> <ul style="list-style-type: none"> <li>Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.</li> </ul>	<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 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"> <li>Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.</li> </ul>	<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>Stage 6 Preliminary</p>	<p>Elements of Production in Performance</p> <p>Theatrical traditions and performance styles</p>	<p>Students will develop knowledge and understanding about and skills in:</p> <ul style="list-style-type: none"> <li>• The diversity of the art of dramatic and theatrical performance.</li> <li>• Recognising the place and function of drama and theatre in communities and societies, past and present.</li> <li>• Critically studying a variety of forms and styles used in drama and theatre.</li> <li>• Drama and theatre as a community activity, a profession and an industry.</li> </ul>	<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 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>Students will develop knowledge and understanding about and skills in:</p>	<p>H2.4 Appreciates the dynamics of drama as a performing art.</p>



	Topic 2: Contemporary Australian Theatre	<ul style="list-style-type: none"> <li>• The diversity of the art of dramatic and theatrical performance.</li> <li>• Recognising the place and function of drama and theatre in communities and societies, past and present.</li> <li>• Critically studying a variety of forms and styles used in drama and theatre.</li> <li>• Drama and theatre as a community activity, a profession and an industry.</li> </ul>	<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>
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## DANCE

STAGE	CONTENT	OBJECTIVE	OUTCOMES
Stage 4	<p>How the elements of dance are employed by the composer/choreographer to communicate ideas.</p> <p>Appropriate and effective movement content to communicate ideas.</p>	Develop knowledge, understanding and skills about dance as an artform through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.	4.3.2 Identifies that dance works of art express ideas.

## PDHPE

STAGE	CONTENT	OBJECTIVE	OUTCOMES
Stage 3	Health, wellbeing and relationships	Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships.	PD3-3 Evaluates the impact of empathy, inclusion and respect on themselves and others.