

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	Text type: <ul style="list-style-type: none"> • Texts written about intercultural experiences. • A wide range of factual texts that present information, issues and ideas. • Texts that include aspects of environmental and social sustainability. 	Students will develop knowledge, understanding and skills in order to: <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. 	EN3-7C Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts. EN3-8D Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.
Stage 4	Text type: <ul style="list-style-type: none"> • Spoken text. • Texts written about intercultural experiences. 	Students will develop knowledge, understanding and skills in order to:	EN4-5C Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.

	<ul style="list-style-type: none"> • A wide range of cultural, social and gender perspectives, popular and youth cultures. • Texts that include aspects of environmental and social sustainability. 	<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>EN4-7D 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 • 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>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>
GEOGRAPHY			
STAGE	CONTENT	OBJECTIVE	OUTCOMES
Stage 4	Place and Liveability	<p>Develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • The features and characteristics of places and environments across a range of scales. 	GE4-3 Explains how interactions and connections between people, places and environments result in change.

		<ul style="list-style-type: none"> • Interactions between people, places and environments. 	<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"> • The features and characteristics of places and environments across a range of scales. • Interactions between people, places and environments. 	<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"> • Global Citizenship 	<p>Students develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • Interactions between people, places and environments. • Contemporary geographical issues and their management. 	<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>
HISTORY			
STAGE	CONTENT	OBJECTIVE	OUTCOMES
Stage 3	Australia as a nation	<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. 	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"> • Migration Experiences 	<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>HT5-2 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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SOCIETY & CULTURE			
STAGE	CONTENT	OBJECTIVE	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 and public knowledge interact to develop social and cultural literacy. • Continuity and change, personal and social futures. 	<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>
CREATIVE ARTS			
STAGE	CONTENT	OBJECTIVE	OUTCOMES
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"> 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 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>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"> • 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. • 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>P2.6 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"> 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. Drama and theatre as a community activity, a profession and an industry. 	<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.