

110% READY CURRICULUM LINKS

Suitable for: Early Stage 1 – Stage 3

Curriculum links: English and Creative Arts

ENGLISH			
STAGE	TEXT TYPES / MODULES	TEXTUAL CONCEPTS / CONTENT	OUTCOMES
Early Stage 1	Understanding and Responding to Literature	<p>Context:</p> <ul style="list-style-type: none"> Identify aspects of their own world represented in texts. Identify texts that are composed for specific audiences and purposes. <p>Narrative:</p> <ul style="list-style-type: none"> Understand that narrative can be real or imagined Identify narratives told through a range of modes and media. <p>Character:</p> <ul style="list-style-type: none"> Identify and discuss character features and actions. Share feelings and thoughts in response to characters and actions in texts. <p>Imagery, symbol and connotation:</p> <ul style="list-style-type: none"> Identify and discuss how creative language and/or symbols enhance enjoyment in texts. Identify how visual cues contribute to the meaning of a text. Identify how words and word order influence meaning in texts. <p>Perspective:</p> <ul style="list-style-type: none"> Express likes and dislikes about a text. Compare opinions of a text or characters with peers. 	ENE-UARL-01 Understands and responds to literature read to them.
Stage 1	Understanding and responding to literature	<p>Context:</p> <ul style="list-style-type: none"> Identify how the language and form of a text vary according to purpose, audience and mode. 	EN1-UARL-01 Understands and responds to literature by

		<ul style="list-style-type: none"> Recognise ways that settings and situations are represented within texts. <p>Narrative:</p> <ul style="list-style-type: none"> Identify the sequence of events that make up a narrative in own and others' texts. Identify patterns in narratives that set up expectation and aid prediction of actions and attitudes. Identify and appreciate how key messages in narratives evoke feelings. <p>Character:</p> <ul style="list-style-type: none"> Identify how characters can invite positive and negative responses. Identify the language, dialogue, actions, images or music that create a reader response to a character. <p>Imagery, symbol and connotation:</p> <ul style="list-style-type: none"> Identify figurative language and wordplay in texts. <p>Perspective and argument:</p> <ul style="list-style-type: none"> Identify arguments and the intended audience. <p>Representation:</p> <ul style="list-style-type: none"> Express personal responses to the real and imagined worlds that are represented in texts. 	<p>creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.</p>
<p>Stage 2</p>	<p>Understanding and responding to literature</p>	<p>Narrative:</p> <ul style="list-style-type: none"> Describe how narratives set up expectations using familiar, real and imagined characters, situations and phrases. Describe connections between own or shared experiences and those depicted in narratives. 	<p>EN2-UARL-01 Identifies and describes how ideas are represented in literature and strategically uses similar</p>

		<p>Characterisation:</p> <ul style="list-style-type: none"> • Understand that characterisation refers to the qualities attributed to real and imagined characters, including their personality and emotional attributes. • Recognise that characters may be identified through familiar, individual or group characteristics. • Describe how characters invite emotional engagement with literature. <p>Imagery, symbol and connotation:</p> <ul style="list-style-type: none"> • Describe how words, sounds, images, logos and colour contribute to meaning in literature. <p>Genre:</p> <ul style="list-style-type: none"> • Understand that genre refers to texts that are grouped according to purpose, subject matter, form, structure and language choices, and that a type of text can differ in mode and medium. <p>Perspective and context:</p> <ul style="list-style-type: none"> • Understand that literature is created by drawing upon personal, social and cultural contexts and perspectives. • Identify and discuss the purpose of a text, and its intended audience, mode and medium. • Understand how context informs the setting within a text, and experiment with setting for different contexts when creating texts. 	<p>representations when creating texts.</p>
<p>Stage 3</p>	<p>Understanding and responding to literature</p>	<p>Narrative:</p> <ul style="list-style-type: none"> • Recognise that narratives reflect both personal and common lived experiences and offer models of behaviour, which may be rejected or accepted. <p>Characterisation:</p> <ul style="list-style-type: none"> • Recognise how character archetypes and stereotypes are represented in literature. 	<p>EN3-UARL-01 Analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations</p>

		<ul style="list-style-type: none"> Identify the ways different elements of a text contribute to character development and adapt these elements when creating texts. <p>Imagery, symbol and connotation:</p> <ul style="list-style-type: none"> Analyse how figurative language in literature can enhance meaning and affect the audience. <p>Theme:</p> <ul style="list-style-type: none"> Identify and describe messages common to lived experiences that recur in literature and use these representations when creating texts. 	<p>when creating texts.</p> <p>EN3-UARL-02 Analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts.</p>
CREATIVE ARTS			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Early Stage 1 Drama	Making Appreciating	<p>In Drama, students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> In making drama collaboratively by taking on roles and creating imagined situations shaped by the elements of drama. In appreciating their own dramatic works and those of others. 	<p>DRAES1.4 Responds to dramatic experiences.</p> <p>DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.</p>
Stage 1 Drama	Appreciating	<p>In Drama, students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> In making drama collaboratively by taking on roles and creating imagined situations shaped by the elements of drama. In appreciating their own dramatic works and those of others. 	<p>DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.</p> <p>DRAS1.4 Appreciates</p>

			dramatic work during the making of their own drama and the drama of others.
Stage 2 Drama	Appreciating	<p>In Drama, students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> • In making drama collaboratively by taking on roles and creating imagined situations shaped by the elements of drama. • In appreciating their own dramatic works and those of others. 	<p>DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.</p> <p>DRAS2.4 Responds to, and interprets drama experiences and performances.</p>
Stage 3 Drama	Appreciating	<p>In Drama, students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> • In appreciating their own dramatic works and those of others. 	DRAS3.4 Responds critically to a range of drama works and performance styles.