

YES YES YES CURRICULUM LINKS

Suitable for: Stage 5 - 6 Preliminary and HSC

Curriculum links: Drama, PDHPE and Life Ready

DRAMA			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 5	Appreciating Elements of Drama	Students will develop knowledge, understanding and skills, individually and collaboratively, through: <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>
Stage 6 Preliminary	Improvisation, Playbuilding, Acting	Students will develop knowledge, understanding and skills, individually and collaboratively, through: <ul style="list-style-type: none"> Performing in improvised and playbuilt theatre and scripted drama. 	<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>Elements of Production in Performance</p> <p>Theatrical Traditions and Performance Style</p>	<ul style="list-style-type: none"> • 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>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> <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>DRLS6 Experiences a variety of drama and theatre performances and demonstrated an awareness of the ideas and feelings conveyed.</p>
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PDHPE			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 5	Health, Wellbeing and Relationships	<p>Students:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships. • Understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity. • Develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity. 	<p>PD5-1 Assesses their own and others' capacity to reflect on and respond positively to challenges.</p> <p>PD5-2 Researches and appraises the effectiveness of health information and support services available in the community.</p> <p>PD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.</p> <p>PD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.</p> <p>PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.</p> <p>PDLS-1 Recognises strategies to manage current and future challenges.</p> <p>PDLS-2 Demonstrates help-seeking strategies and behaviours.</p>

			<p>PDLS-4 Uses appropriate strategies and behaviours to establish and maintain respectful relationships with others.</p> <p>PDLS-7 Explores factors that enhance health, safety, wellbeing and participation in physical activity.</p> <p>PDLS-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts.</p>
<p>Stage 6 Preliminary</p>	<p>Community and Family Studies</p> <p>Community and Family Studies Life Skills</p>	<p>Students:</p> <ul style="list-style-type: none"> • Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing. • Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities. • Skills in critical thinking and the ability to take responsible action to promote wellbeing. • Skills in critical thinking and the ability to take responsible action to promote wellbeing. • Develop knowledge and understanding of the needs of individuals and the skills to effectively maintain wellbeing. • Develop knowledge, understanding and skills in relation to roles and responsibilities of adulthood. 	<p>P3.2 Analyses the significance of gender in defining roles and relationships.</p> <p>P6.1 Distinguishes those actions that enhance wellbeing.</p> <p>LS1.1 Identifies factors that affect wellbeing.</p> <p>LS 1.5 Demonstrates an understanding of the role of relationships and the strategies to maintain positive relationships.</p> <p>LS 5.4 Develops knowledge, understanding and skills in decision making.</p> <p>LS 5.2 Explores the rights and responsibilities of being an adult.</p>

<p>Stage 6 HSC</p>	<p>Community and Family Studies</p> <p>Community and Family Studies Life Skills</p>	<p>Students:</p> <ul style="list-style-type: none"> • Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing. • Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities. • Skills in critical thinking and the ability to take responsible action to promote wellbeing. • Skills in critical thinking and the ability to take responsible action to promote wellbeing. • Develop knowledge and understanding of the needs of individuals and the skills to effectively maintain wellbeing. • Develop knowledge, understanding and skills in relation to roles and responsibilities of adulthood. 	<p>H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing.</p> <p>H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities.</p> <p>H6.1 Analyses how the empowerment of women and men influences the way they function within society.</p> <p>H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.</p> <p>LS1.1 Identifies factors that affect wellbeing.</p> <p>LS 1.5 Demonstrates an understanding of the role of relationships and the strategies to maintain positive relationships.</p> <p>LS 5.4 Develops knowledge, understanding and skills in decision making.</p> <p>LS 5.2 Explores the rights and responsibilities of being an adult.</p>
<p>LIFE READY</p>			
<p>STAGE</p>	<p>CONTENT</p>	<p>OBJECTIVES</p>	<p>OUTCOMES</p>

<p>Stage 6</p>	<p>Mental Health and Wellbeing</p> <p>Relationships</p> <p>Sexuality and Sexual Health</p>	<p>Students will develop knowledge, skills, and attitudes to:</p> <ul style="list-style-type: none"> • Enhance their ability to think critically and creatively to take action to promote independence, health, safety and wellbeing of self and others. • Clarify and act on a personal set of values, beliefs and attitudes to promote respect and inclusion. • Understand the significance that influence independence, relationships, and health behaviours. • Respond positively in challenging and changing situations. • Think and behave independently and know how and where to ask for help and support. 	<p>1.3 Build positive thinking, self-belief and a sense of empowerment to take action to promote meaningful futures for self and others.</p> <p>2.1 Show respect for the ideas, feelings, and contributions of others in various contexts.</p> <p>3.1 Evaluate how contextual factors influence attitudes, values and behaviours.</p> <p>5.1 Critically analyse situations, attitudes and behaviours that influence independence, health, safety and wellbeing in different contexts.</p> <p>5.2 Recognise and respond appropriately to situations which may be limiting or harmful to self and others.</p> <p>7.2 Demonstrate the capacity to seek help for self and others.</p> <p>7.3 Apply skills to take personal responsibility for their actions to protect and enhance the independence, health, safety and wellbeing of others.</p>
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