

RICHARD III CURRICULUM LINKS

Suitable for: Stage 5 – 6 Preliminary and HSC

Curriculum links: English, Drama, and History

| ENGLISH | | | |
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| 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> |

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| <p>Stage 6 HSC</p> <p>Advanced</p> | <p>Advanced Module A: Textual Conversations</p> <p>Text Type:</p> <ul style="list-style-type: none"> Shakespearean Drama | <p>Students</p> <p>Engage personally with texts:</p> <ul style="list-style-type: none"> 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. 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. Read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts. 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> <p>EA12-5 Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and</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. • Apply knowledge and understanding from their own context, and appreciation of other contexts, in responding to challenging texts. • Evaluate the influence of the contexts of composers and responders on perspectives and ideas. • Engage critically and creatively with a wide range of texts which may be informed by different critical perspectives. • Analyse the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience. • Evaluate the effect of context on shaping the social, moral and ethical perspectives in texts. • Evaluate and reflect on values and perspectives in texts from different historical and cultural contexts, including their own. | <p>compose texts that synthesise complex information, ideas and arguments.</p> <p>EA12-6 Investigates and evaluates the relationships between texts.</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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| | | <ul style="list-style-type: none"> • 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 particular effects and nuances, for example through allusions, paradoxes and ambiguities. • Judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes. • Critically evaluate how reliability in texts may be established through different media and technologies. • Explain the ways specific language concepts, for example imagery, symbolism or sound, shape meaning for different audiences and purposes. • Analyse how significant language concepts, for example motif, can guide audiences to make meaning of unfamiliar texts. • Analyse how different language forms, features and structures can be used to represent different perspectives. • Critically evaluate the use of figurative language and rhetorical devices to represent concepts and shape arguments for example, symbolism, metonymy, irony, or imagery. • Analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes. • Evaluate and select language forms, features and structures of texts to represent diverse human experience, | |
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| | | <p>universal themes and social, cultural and historical contexts.</p> <ul style="list-style-type: none"> • Critically reflect on the way particular uses of language, for example imagery and allusion, convey values and perspectives in texts. <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. • Adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives. • 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. | |
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| DRAMA | | | |
| STAGE | CONTENT | OBJECTIVES | OUTCOMES |
| Stage 5 | Appreciating Elements of Drama | Students will develop knowledge, understanding and skills, individually and collaboratively, through: | 5.3.1 Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic |

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| | <p>Dramatic Form</p> <ul style="list-style-type: none"> • Shakespeare | <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>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>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. | <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> |

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| | <p>Theatrical Traditions and Performance Style</p> | <ul style="list-style-type: none"> • 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</p> |
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| | | | <p>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>DRLS 6 Experiences a variety of drama and theatre performances and demonstrated an awareness of the ideas and feelings conveyed.</p> <p>DRLS7 Communicates and describes how the elements of drama can be used to convey meaning.</p> |
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| HISTORY | | | |
| STAGE | CONTENT | OBJECTIVES | OUTCOMES |
| Stage 5 Elective | Topic 1: History, Heritage and Archaeology Options: <ul style="list-style-type: none"> • Historical Reconstructions | Students develop knowledge and understanding of: <ul style="list-style-type: none"> • History and historical inquiry. • Undertake the processes of historical inquiry. | HTE5-1 Applies an understanding of history, heritage, archaeology and the methods of historical inquiry. HTE5-2 Examines the ways in which historical meanings can be constructed through a range of media. |

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| | | | <p>HTE5-6 Identifies and evaluates the usefulness of historical sources in an historical inquiry process.</p> <p>HTE5-7 Explains different contexts, perspectives and interpretations of the past.</p> <p>HTE5-8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry.</p> |
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