

ROMEO AND JULIET CURRICULUM LINKS

Suitable for: Stages 4 – 6

Curriculum links: English, Drama

| ENGLISH | | | |
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| STAGE | CONTENT | OBJECTIVES | OUTCOMES |
| Stage 4 | Text types: <ul style="list-style-type: none"> • Shakespearean Drama. • Text which is widely regarded as quality literature. • Text from another country and time. | Students will develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> • Communicate through speaking, listening, reading, writing, viewing and representing. • Use language to shape and make meaning according to purpose, audience and context. • Think in ways that are imaginative, creative, interpretive and critical. | EN4-1A Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. EN4-3B Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts. EN4-5C Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts. EN4-6C Identifies and explains connections between and among texts. EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it EN4-8D identifies, considers and appreciates cultural expression in texts |

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| <p>Stage 5</p> | <p>Text types:</p> <ul style="list-style-type: none"> • Shakespearean Drama. • Text which is widely regarded as quality literature. • Text from another country and time. | <p>Students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • Communicate through speaking, listening, reading, writing, viewing and representing. • Use language to shape and make meaning according to purpose, audience and context. • Think in ways that are imaginative, creative, interpretive and critical. | <p>EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <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>EN5-6C Investigates the relationships between and among texts.</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> |
| <p>Stage 6 Preliminary</p> <p>Standard & Advanced</p> | <p>Common Module: Reading to Write</p> <p>Standard: Close Study of Literature</p> <p>Advanced: Critical Study of Literature</p> <p>Text types:</p> <ul style="list-style-type: none"> • Drama. • Text which is widely regarded as quality literature. | <p>Students develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • Communicate through speaking, listening, reading, writing, viewing and representing. • Use language to shape and make meaning according to purpose, audience and context. • Think in ways that are | <p>EN11-1 Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.</p> <p>EN11-2 Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.</p> <p>EN11-3 Analyses and uses language</p> |

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| | | <p>imaginative, creative, interpretive and critical.</p> <ul style="list-style-type: none"> Express themselves and their relationships with others and their world. | <p>forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning.</p> <p>EN11-5 Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.</p> <p>EN11-6 Investigates and explains the relationships between texts.</p> <p>EN11-7 Understands and explains the diverse ways texts can represent personal and public worlds.</p> <p>EN11-8 Identifies and explains cultural assumptions in texts and their effects on meaning.</p> <p>EA11-1 Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EA11-2 Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.</p> <p>EA11-3 Analyses and uses language</p> |
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| | | | <p>forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.</p> <p>EA11-5 Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.</p> <p>EA11-6 Investigates and evaluates the relationships between texts.</p> <p>EA11-7 Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA11-8 Explains and evaluates cultural assumptions and values in texts and their effects on meaning.</p> |
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| DRAMA | | | |
| STAGE | CONTENT | OBJECTIVES | OUTCOMES |
| Stage 4 | Dramatic Contexts: Shakespeare | <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> |

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| | | | 4.3.3 Describes the contribution of individuals and groups in drama using relevant drama terminology. |
| Stage 5 | Dramatic Contexts: Shakespeare | <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> |
| Stage 6 Preliminary | <p>Elements of Production in Performance</p> <p>Theatrical Traditions and Performance Style</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. | <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</p> |

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| | | | <p>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> |
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