

## HENRY IV (PART 1) CURRICULUM LINKS

**Suitable for:** Stage 5 – 6 Preliminary and HSC

**Curriculum links:** English and Drama

ENGLISH			
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"> <li>• Reading, viewing and listening skills.</li> <li>• Reading, viewing and listening for meaning.</li> <li>• Reading for challenge, interest and enjoyment.</li> <li>• Reflecting.</li> </ul> <p>Understanding and responding to texts A:</p> <ul style="list-style-type: none"> <li>• Representation.</li> <li>• Code and convention.</li> <li>• Connotation, imagery and symbol.</li> <li>• Point of view.</li> <li>• Characterisation.</li> <li>• Narrative.</li> </ul> <p>Understanding and responding to texts B:</p> <ul style="list-style-type: none"> <li>• Theme.</li> <li>• Perspective and context.</li> <li>• Argument and authority.</li> <li>• Style.</li> </ul> <p>Understanding and responding to texts C:</p> <ul style="list-style-type: none"> <li>• Genre.</li> <li>• Intertextuality.</li> <li>• Literary value.</li> </ul>	<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>

<p>Stage 6 HSC</p> <p>Advanced</p>	<p>Advanced Module B: Critical Study of Literature</p> <p>Text Type:</p> <p>Shakespearean Drama</p>	<p>Students</p> <p>Engage personally with texts:</p> <ul style="list-style-type: none"> <li>• Evaluate the relationship between responder, composer, text and context.</li> <li>• Critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences.</li> <li>• 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.</li> <li>• 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.</li> <li>• Explore and evaluate how mode, medium, and form shape and inform responses to texts.</li> <li>• 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.</li> <li>• Appreciate, analyse and speculate about the power of language to represent personal and public worlds for critical reflection and pleasure.</li> <li>• Explore the ways that texts represent alternative ways of seeing the world.</li> <li>• Critically evaluate the effect of engaging with other cultures and values through texts on their own perspectives and values.</li> </ul>	<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>
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<b>DRAMA</b>			
<b>STAGE</b>	<b>CONTENT</b>	<b>OBJECTIVES</b>	<b>OUTCOMES</b>
Stage 5	Appreciating  Elements of Drama  Dramatic Form <ul style="list-style-type: none"> <li>• Shakespeare</li> </ul>	Students will develop knowledge, understanding and skills, individually and collaboratively, through: <ul style="list-style-type: none"> <li>• Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.</li> </ul>	5.3.1 Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.  5.3.2 Analyses the contemporary and historical contexts of drama.

			<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>Theatrical Traditions and Performance Style</p>	<p>Students will develop knowledge, understanding and skills, individually and collaboratively, through:</p> <ul style="list-style-type: none"> <li>• Performing in improvised and playbuilt theatre and scripted drama.</li> <li>• Recognising the place and function of drama and theatre in communities and societies, past and present.</li> <li>• Critically studying a variety of forms and styles used in drama and theatre.</li> </ul> <p>And values and attitudes about:</p> <ul style="list-style-type: none"> <li>• The collaborative nature of drama and theatre.</li> </ul>	<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>P2.2 Understands the contributions to a production</p>

		<ul style="list-style-type: none"> <li>• The diversity of the art of dramatic and theatrical performance.</li> <li>• Drama and theatre as a community activity, a profession and an industry</li> </ul>	<p>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</p>
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