

Glen Street Theatre 2020 Education Program

THE SAPPHIRES

Suitable for Stage 4 – Stage 6 HSC

NSW Syllabus Subject Links

English			
Stage	Text	Objective	Outcomes
Stage 4	<p>Text type: Drama</p> <p>Australian literature giving insights into Aboriginal experiences in Australia.</p> <p>A wide range of cultural, social and gender perspectives, popular and youth cultures.</p>	<p>A. communicate through speaking, listening, reading, writing, viewing and representing.</p> <p>C. Think in ways that are imaginative, creative, interpretive and critical.</p> <p>D. Express themselves and their relationships with others and their world.</p>	<p>EN4 1A Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN4 -5C Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.</p> <p>EN4-7D Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.</p> <p>EN4-8D Identifies, considers and appreciates cultural expression in texts.</p>
Stage 5	<p>Text type: Drama</p> <p>Australian literature giving insights into Aboriginal experiences in Australia.</p> <p>A wide range of cultural, social and gender perspectives, popular and youth cultures.</p>	<p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing.</p>	<p>EN5-1A – A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN5-2A – A student effectively uses and critically assesses a wide range of processes, skills, strategies and</p>

		<p>Objective C: Think in ways that are imaginative, creative, interpretive and critical.</p> <p>D. Express themselves and their relationships with others and their world.</p>	<p>knowledge for responding to and composing a wide range of texts in different media and technologies.</p> <p>EN5-5C – A student 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>EN5-7D – A student understands and evaluates the diverse ways texts can represent personal and public worlds.</p> <p>EN5-8D – A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.</p>
Stage 6 HSC	Module A: Language, Identity and Culture (Supplementary text)	Objective A: Communicate through speaking, listening, reading, writing, viewing and representing.	<p>EN12-1 – Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN12-2 – Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.</p>

		<p>Objective B: Use language to shape and make meaning according to purpose, audience and context</p> <p>Objective C: Think in ways that are imaginative, creative, interpretive and critical.</p> <p>D. Express themselves and their relationships with others and their world.</p>	<p>EN12-3 – Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning.</p> <p>EN12-5 – Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.</p> <p>EN12-6 – Investigates and explains the relationships between texts.</p> <p>EN12-7 – Explains and evaluates the diverse ways texts can represent personal and public worlds.</p> <p>EN12-8 – Explains and assesses cultural assumptions in texts and their effects on meaning.</p>
<p>Stage 6 – Year 11</p>	<p>Module A: Narratives that Shape our World (Supplementary text)</p>	<p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing.</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</p>

		<p>Objective B: Use language to shape and make meaning according to purpose, audience and context.</p> <p>Objective C: Think in ways that are imaginative, creative, interpretive and critical.</p> <p>Objective D: Express themselves and their relationships with others and their world.</p>	<p>different modes, media and technologies.</p> <p>EA11-3 – Analyses and uses language 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>
Drama			
Stage	Content	Objective	Outcomes
Stage 4	Topics: Contemporary Australian Theatre, Musical Theatre,	Appreciating	4.3.1 Identifies and describes elements of drama, dramatic

		Critically Studying	<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 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>
Stage 6 HSC	Contemporary Australian Theatre Practice (Context only)	<p>Making</p> <p>Performing</p> <p>Critically Studying</p>	<p>H1.3 Uses knowledge of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works.</p> <p>H2.4 Appreciates the dynamics of drama as a performing art.</p> <p>H2.5 Appreciates the high level of energy and commitment necessary to develop and present a performance.</p> <p>H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners,</p>

		<p>an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts</p> <p>Skills to evaluate music critically.</p>	<p>discusses their use in a variety of musical styles.</p> <p>P5 Comments on and constructively discusses performances and compositions.</p> <p>P6 Observes and discusses concepts of music in works representative of the topics studied.</p>
Stage 6 HSC	Contexts: Theatre Music	<p>Knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts</p> <p>Skills to evaluate music critically.</p>	<p>H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.</p> <p>H5 Critically evaluates and discusses performances and compositions.</p> <p>H6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.</p>
Stage 6 Preliminary	Part II – Heritage and Identity	<p>Social justice and human rights issues and how they impact on the Aboriginal and other Indigenous peoples.</p> <p>The diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life</p>	<p>P1.2 Explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights.</p> <p>P1.3 Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures.</p> <p>P2.2 Explains the importance of Country and the interrelationship between Country, culture, economic life</p>

			and social systems for Aboriginal and other Indigenous peoples.
Stage 6 HSC	Part II – Heritage and Identity	<p>Social justice and human rights issues and how they impact on the Aboriginal and other Indigenous peoples.</p> <p>The diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life</p>	<p>H1.2 Analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples.</p> <p>H1.3 Assesses the representation of Aboriginal peoples and cultures for bias and stereotyping.</p> <p>H2.1 Examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity.</p> <p>H2.2 Analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life.</p>
Society and Culture			
Stage 6 Preliminary	<p>The Social and Cultural World.</p> <p>Personal and Social Identity.</p>	<p>Social and cultural concepts and their application.</p> <p>Personal, social and cultural identity and interactions within societies and cultures.</p> <p>Continuity and change, personal and social futures.</p>	<p>P1 Identifies and applies social and cultural concepts.</p> <p>P3 Identifies and describes relationships and interactions within and between social and cultural groups.</p> <p>P5 Explains continuity and change and their implications for societies and cultures.</p>
Stage 6 HSC	<p>Social and Cultural Continuity and Change.</p> <p>Social Inclusion and Exclusion.</p>	<p>Social and cultural concepts and their application.</p> <p>Personal, social and cultural identity and</p>	<p>H1 Evaluates and effectively applies social and cultural concepts.</p>

		<p>interactions within societies and cultures.</p> <p>Continuity and change, personal and social futures.</p>	<p>H3 Analyses relationships and interactions within and between social and cultural groups.</p> <p>H5 Analyses continuity and change and their influence on personal and social futures.</p>
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