

THE UNKNOWN SOLDIER

STAGE 3

SUBJECT AREAS: ENGLISH / CREATIVE ARTS: DRAMA / HSIE

ENGLISH (New NSW Curriculum)

Key Areas Covered: Australian Literature

| Stage | Content | Objective | Outcome & Suggested Focus |
|---------|--|--|---|
| Stage 3 | <p>A widely defined Australian Literature</p> <p>Texts written about intercultural experiences</p> <p>A wide range of social and gender perspectives</p> | <p>Reading and Viewing</p> <p>Thinking Imaginatively, Creatively, Interpretively and Critically</p> <p>Expressing Themselves</p> | <p>EN3-3A: A student uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies</p> <p>EN3-7B: A student thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p> <p>EN3-8D: A student identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p> |

CREATIVE ARTS: DRAMA

Relevant Forms: Storytelling

| Stage | Content | Objective | Outcome |
|---------|--|---|---|
| Stage 3 | <p>Students experience and respond to a range of drama forms and elements by making, performing and appreciating drama</p> <p>Students experience and interpret a range of drama forms and elements by making, performing and appreciating drama</p> <p>Students interpret a range of drama experiences by making, performing and appreciating drama</p> | <p>Appreciating Drama</p> <p>Appreciating Drama</p> <p>Appreciating Drama</p> | <p>DRAS 1.4: A student appreciates dramatic work during the making of their own drama and the drama of others; responding to drama as an audience member and viewing character relationships in live drama.</p> <p>DRAS 2.4: A student responds to and interprets drama experiences and performances; interpreting the meaning of their own drama and the drama of others and appreciating drama by viewing performances</p> <p>DRAS 3.4: A student responds critically to a range of drama works and performance styles; critically appraising drama works as an audience member and acknowledging how viewing others' performances can change their own drama practice.</p> |

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HSIE (NSW K-6 curriculum)

Key Content Areas Addressed: Significant Events and People; Time and Change; Identities; Roles, Rights and Responsibilities

| Stage | Content | Objective | Outcome |
|---------|---|-----------|--|
| Stage 3 | <p>Students explore the principles of Australian democracy and explain its development over time.</p> <p>Students investigate significant events in Australia's past and explain the implications for the development of Australian identity, heritage and cultural diversity.</p> <p>Students explain how shared culture, heritage and language, including those of Aboriginal peoples, contribute to Australian and community identity.</p> <p>Students identify Australia's social and economic connection to the world and the rights and responsibilities of Australian and global citizens.</p> <p>Students examine decision-making processes at state and federal levels and explain the structures, roles and responsibilities of government.</p> | Cultures | CUS3.4: Examines how cultures change through interactions with other cultures and the environment. |