



LADY MACBETH

PLAYED WING DEFENCE

CREATIVE LEARNING RESOURCE

CRASH THEATRE COMPANY

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CRASH THEATRE COMPANY LANDING

Dear Educators,

We are delighted to introduce you to this comprehensive learning resource, crafted by an experienced teacher, in collaboration with Crash Theatre Co. We sincerely appreciate your support in utilising this resource to enrich the educational experiences of your students.

At Crash Theatre Co, we are driven by our passion for the performing arts, which has deep roots in our own educational journeys. As former students, we were profoundly inspired by the transformative power of the arts within the classroom, and it is our privilege to share our knowledge and enthusiasm through our performances and learning materials.

As a theatre company, we proudly embrace the values of '**risk, resiliency, and resourcefulness**,' principles that guide every production we undertake. Our mission in the vibrant arts scene of Western Australia is to convey narratives that demand to be heard. *Lady Macbeth Played Wing Defence*, a production close to our hearts, celebrates the athleticism and friendship of women, challenging stereotypes that undermine the sheer power and strength of netball players and female athletes in general.

Our aspiration, as a company, extends beyond the stage. We hope that the valuable lessons imparted by our productions will resonate with your students in various aspects of their lives, whether they find themselves in the workforce, classroom, or even on the netball court.

Once again, we extend our gratitude for your partnership in fostering a deeper appreciation for the arts and look forward to the positive impact this resource will have on your students' learning journey.

Ana & Courtney
Company Directors



ABOUT THE MUSICAL

Discover a thrilling fusion of Shakespearean drama and the electrifying world of modern-day girlhood camaraderie in *Lady Macbeth Played Wing Defence*. This unique musical extravaganza offers an engaging narrative that will captivate both students and educators alike.

Synopsis

Set in the world of competitive netball, this cautionary tale explores the consequences of unchecked ambition and the fierce determination of teenage girls on the court. Mac Beth, a dedicated player, dreams of becoming the Year 12 Netball Captain but faces unexpected challenges when Coach Duncan appoints Chloe Macduff instead. What follows is a rollercoaster of treachery, manipulation, and redemption, all set against the backdrop of the exhilarating sport of netball.

Musical Accompaniment

Lady Macbeth Played Wing Defence is not just a play; it's an exhilarating musical experience. The show is underscored by the infectious electronic pop-synth music compositions of Perth based award-winning vocalist, DJ, and music producer, Project BEXX. With high-energy dance anthems, this performance promises to be a dynamic party for both the performers and the audience.

Themes

The musical delves into themes of ambition, friendship, manipulation, and the consequences of one's actions. It's a gripping story that resonates with the complexities of adolescence and the pursuit of dreams.



CHARACTER ROLES AND DESCRIPTIONS: SHAKESPEARE'S MACBETH VS LADY MACBETH PLAYED WING DEFENCE

Lady Macbeth Played Wing Defence	Shakespeare's Macbeth
<p>Mac Beth - Wing Defence A go-getter with attitude and grit. Ambitious and power hungry, Mac is never afraid of a challenge.</p> <ul style="list-style-type: none"> • Protagonist of the musical. • Becomes power-hungry after the Dagger Divas sing to her. • Blackmails Coach Duncan to become captain of the netball team. • Uses manipulation to get rid of the existing captains. • Suffers from guilt because of her actions. 	<p>Macbeth</p> <ul style="list-style-type: none"> • Protagonist of the play. • Becomes power-hungry after witches' prophecies. • Murders King Duncan to become king. • Gradually becomes paranoid and tyrannical. <p>Lady Macbeth</p> <ul style="list-style-type: none"> • Encourages Macbeth's ambition and murder. • Suffers from guilt and madness.
<p>Coach Duncan Rough as guts and a real veteran of netball. She had the chance to play for Australia, but she couldn't because of a torn ACL.</p> <ul style="list-style-type: none"> • Coach of the Dunsinane Hell-Hounds. • Finds replacement captains when they keep being removed from the team. • Blackmailed by Mac when she wants to be captain of the Hell-Hounds. 	<p>King Duncan</p> <ul style="list-style-type: none"> • King of Scotland at the play's start. • Wise and virtuous ruler. • Murdered by Macbeth for the throne.
<p>Chloe Macduff - Goal Attack Popular, pretty and blonde, Chloe is an absolute star on the netball court. She is a strategic player who can hold a grudge.</p> <ul style="list-style-type: none"> • Coach Duncan's favourite player. • Suspects Mac's foul play. • Inspires the team to turn on Mac. 	<p>Macduff</p> <ul style="list-style-type: none"> • Loyal nobleman, supporter of King Duncan. • Leads resistance against Macbeth. • Kills Macbeth in a final duel.
<p>Mia Porter - Centre Fiery and vicious, Mia is ferocious on the netball court.</p> <ul style="list-style-type: none"> • Creates unrest in the team as Mia becomes captain even though she is not from the Dunsinane Hell-Hounds. • Her musical number is a brief reprieve from the dark themes explored in the songs. 	<p>Porter</p> <ul style="list-style-type: none"> • A representation of the chaos and moral disorder that has entered Macbeth's castle following King Duncan's murder. • Breaks the tension and serves as a stark contrast to the gravity and darkness of the previous scenes involving murder and ambition.

CONT.

Lady Macbeth Played Wing Defence	Shakespeare's Macbeth
<p>Summer Banquo - Goal Defence Sweet and demure, Summer is Mac's best friend who follows where her friend leads. She is loyal, kind and often brings Mac down to Earth.</p> <ul style="list-style-type: none"> • A fan of the Dagger Divas. • Becomes a threat to Mac when she becomes captain. 	<p>Banquo</p> <ul style="list-style-type: none"> • Macbeth's loyal friend and general. • Also hears witches' prophecies. • Becomes a threat to Macbeth.
<p>Jess Malcolm - Goal Keeper Jess is the Sporty Spice of the team and loves female athleticism. She wants to be like Coach Duncan one day and is a little suck up.</p> <ul style="list-style-type: none"> • Obsessed with Coach Duncan. • Wants to leave the team when the captains keep being removed. 	<p>Malcolm</p> <ul style="list-style-type: none"> • Duncan's eldest son. • Flees but returns to lead rebellion. • Portrayed as a just and wise future king.
<p>Ashley Donalbain - Goal Shooter Sarcastic and unbothered, Ashley is constantly eye-rolling in response to her team. She would certainly be described as dark and moody by other people in the team.</p> <ul style="list-style-type: none"> • Best friends with Jess and Brooke. • Extremely practical and measured. 	<p>Donalbain</p> <ul style="list-style-type: none"> • One of the two sons of King Duncan. • Often seen as cautious, practical, and reserved.
<p>Brooke Ross - Wing Attack Brooke is not the brightest of the bunch. Sweet and goofy, Brooke provides the laughs in the team.</p> <ul style="list-style-type: none"> • Plays mid court with Mac. • Friends with every character. 	<p>Ross</p> <ul style="list-style-type: none"> • Scottish nobleman and a kinsman of Macbeth. • Carries important news and information between characters, helping to advance the plot.
<p>The Dagger Divas The hottest girl band that everyone wants tickets to. Mac and Summer are extremely big fans.</p> <ul style="list-style-type: none"> • Visit Mac in her imagination to urge her to follow her ambition. 	<p>The Witches</p> <ul style="list-style-type: none"> • Supernatural beings. • Deliver prophecies to Macbeth. • Symbolise fate and ambition's corrupting influence.

FIERCE
WE PLAY!!

PRE-PERFORMANCE ACTIVITIES

Dance	Drama
<p>Warm-Up Activity: Begin with a dance warm-up to energise the students. Play one of the dance anthems from <i>Lady Macbeth Played Wing Defence</i> and encourage students to move freely and express themselves through dance.</p>	<p>Scene Exploration: Choose a pivotal scene from the synopsis and have students reenact it in small groups. Encourage them to focus on character emotions and motivations.</p>
<p>Choreography Exploration: After the warm-up, discuss the concept of combining Shakespearean drama with contemporary dance. Have students brainstorm how they can merge classical and modern dance styles to tell a story. Encourage them to create a short dance routine based on this idea.</p>	<p>Character Interviews: Assign each student a character from the musical and have them prepare for a character interview based on the character descriptions in the learning resource. They should be ready to answer questions as if they were their assigned character, providing insights into their motivations and actions.</p>
Health	English
<p>Discussion on Ambition and Consequences: Engage students in a discussion about ambition and its potential consequences. Use the plot of <i>Lady Macbeth Played Wing Defence</i> as a starting point to explore how unchecked ambition can lead to negative outcomes in real life.</p>	<p>Analysing the Synopsis: Have students analyse the provided synopsis and identify key themes, characters, and conflicts. Encourage them to make predictions about how these elements might develop in the musical.</p>
<p>Role-Playing: Divide the class into groups and assign each group a character from the musical. Have them role-play scenarios that involve making decisions related to ambition and teamwork. Discuss the outcomes and lessons learned from each scenario.</p>	<p>Character Analysis: Select one or more characters from the synopsis (e.g., Mac Beth, Chloe Macduff, Coach Duncan) and ask students to create character profiles. What motivates these characters, and how do their actions shape the plot?</p>

POST-PERFORMANCE REFLECTION

General Reflection Questions

- What were your overall impressions of the musical *Lady Macbeth Played Wing Defence*?
- Did the combination of Shakespearean drama and contemporary themes work well in the performance? Why or why not?
- What emotions did the musical evoke in you, and which scenes or moments stood out as particularly powerful or memorable?

Character and Motivation

- Choose one character from the musical and describe their motivations and character development throughout the performance. How did their actions contribute to the plot?
- Discuss the transformation of Mac Beth's character from the beginning to the end of the musical. What factors influenced her decisions and behaviour?

Themes and Messages

- What themes did you identify in *Lady Macbeth Played Wing Defence*? How did these themes resonate with the characters' experiences and the overall message of the musical?
- Reflect on the theme of ambition. How did ambition drive the actions of different characters, and what were the consequences of their ambitions?

Music and Dance

- How did the music and dance elements enhance the storytelling in the musical? Were there specific dance sequences or songs that left a lasting impact on you?
- Consider the role of Project BEXX's electronic music composition. How did the music contribute to the energy and atmosphere of the performance?

Unity and Friendship

- Explore the theme of unity and friendship among the netball team members. How did their relationships evolve throughout the musical, and what lessons can be drawn from their experiences?
- Discuss the role of Chloe's mutiny in the context of unity and friendship. How did this conflict affect the dynamics of the team and the characters involved?

Moral Dilemmas

- Reflect on the moral dilemmas faced by various characters, such as Mac Beth's accusations or Coach Duncan's decisions. How did these dilemmas shape the plot, and what ethical questions do they raise?
- Consider the consequences of characters' actions and decisions. Were there moments where characters faced regret or redemption, and how did these moments contribute to the narrative?

Theatrical Elements

- Discuss the use of theatrical elements, such as lighting, costumes, and stage design, in the performance. How did these elements enhance your understanding of the story and characters?

Personal Connection

- Did you personally relate to any of the characters or themes in the musical? If so, explain how your own experiences or values influenced your interpretation of the performance.

DRAMA LEARNING ACTIVITIES

1. Character Analysis

Ask students to select one character from the musical and create a detailed character profile. They should consider the character's motivations, relationships with other characters, and how the character evolved throughout the performance. This activity aligns with the curriculum's focus on character development.

2. Scene Reinterpretation

Have students choose a key scene from the musical and reinterpret it in a different context or time period. For example, they could set the scene in a different era or with a completely different group of characters. This activity encourages creative thinking and understanding of dramatic elements.

3. Scriptwriting Workshop

Organise a scriptwriting workshop where students work in groups to write a scene that could have been added to the musical. They should consider the themes and style of the original performance. This activity aligns with the curriculum's emphasis on scriptwriting and playwriting.

4. Critical Review Writing

Assign students to write critical reviews of the musical, analysing its strengths and weaknesses. They should use specific examples from the performance to support their evaluations. This activity helps students develop critical thinking skills and aligns with the curriculum's focus on critical analysis.

5. Monologue Development

Ask students to choose a character from the musical and develop a monologue that explores the character's thoughts and emotions during a key moment in the story. This activity aligns with the curriculum's emphasis on monologue performance.



CONT.

6. Costume Design and Presentation

Invite students to design costumes for a character of their choice from the musical. They should explain their design choices and present them to the class. This activity aligns with the curriculum's focus on costume design and presentation.

7. Group Debrief and Discussion

Facilitate a group debrief and discussion session where students share their thoughts and feelings about the musical. Encourage them to discuss the themes, characters, and messages of the performance. This activity promotes critical thinking and analysis.

8. Physical Theatre Exploration

Explore physical theatre techniques inspired by the musical. Students can create short physical theatre performances that convey emotions or scenes from the musical without using spoken dialogue. This activity aligns with the curriculum's emphasis on physical theatre.

9. Set Design Challenge

Challenge students to design a set for a scene from the musical using limited resources (e.g., paper, cardboard, craft materials). They should consider how to represent key elements of the scene creatively. This activity aligns with the curriculum's focus on set design.

10. Comparative Analysis

Have students compare and contrast *Lady Macbeth Played Wing Defence* with a classic Shakespearean play, such as *Macbeth*. They should explore how the themes, characters, and dramatic elements differ or align. This activity encourages critical analysis and understanding of theatrical traditions.

These post-performance activities are designed to enhance students' engagement with the musical and align with various aspects of the WA Drama Curriculum, including character development, scriptwriting, critical analysis, and performance skills



ENGLISH LEARNING ACTIVITIES

1. Character Analysis Essays

Assign students to write character analysis essays focusing on one or more characters from the musical. They should analyse the characters' motivations, development, and contributions to the plot. This activity aligns with the curriculum's emphasis on character analysis and literary analysis.

2. Creative Writing:

Encourage students to write a creative piece inspired by the themes or events in the musical. This could include short stories, poems, or even scripts for scenes that could have been added to the performance. Creative writing aligns with the curriculum's focus on narrative writing.

3. Thematic Discussions:

Lead discussions about the thematic elements of the musical, such as ambition, friendship, and unity. Students should provide evidence from the performance to support their interpretations. This activity promotes critical thinking and aligns with the curriculum's focus on exploring themes in literature.

4. Comparative Analysis:

Have students compare and contrast Lady Macbeth Played Wing Defence with a classic Shakespearean play, such as Macbeth. They should explore how the themes, characters, and storytelling methods differ or align. This activity encourages critical analysis and understanding of literary traditions.

5. Symbolism Exploration:

Discuss the use of symbolism in the musical and its significance. Assign students to identify and analyse symbols used in the performance and explain their interpretations. This activity aligns with the curriculum's focus on literary devices and symbolism.

GO
HELL
HOUNDS!!

CONT.

6. Character Letters:

Invite students to write letters from the perspective of one character to another character in the musical. They should explore the character's thoughts, emotions, and experiences. This activity enhances empathy and character understanding.

7. Media Reviews:

Ask students to create multimedia reviews of the musical. They can choose to write traditional reviews, record video reviews, or create podcasts discussing their impressions of the performance, including its strengths and weaknesses. This activity aligns with the curriculum's emphasis on media literacy and communication skills.

8. Debate and Discussion Panels:

Organise debates or discussion panels where students take on roles to argue for or against specific themes, character actions, or moral dilemmas presented in the musical. This activity promotes critical thinking and oral communication skills.

9. Scriptwriting Workshops:

Conduct scriptwriting workshops where students work in groups to develop scenes that could be added to the musical. They should consider how these scenes fit within the existing storyline and contribute to character development. This activity aligns with the curriculum's focus on scriptwriting and playwriting.

10. Reflective Journals:

Have students maintain reflective journals throughout their engagement with the musical. They can record their thoughts, emotions, and insights as they watch the performance and participate in post-performance activities. Reflective writing fosters self-expression and critical thinking.

These post-performance activities provide students with opportunities to engage deeply with the musical, explore literary elements, and develop their analytical and creative writing skills in alignment with the WA English Curriculum.

RUFF!!





DANCE LEARNING ACTIVITIES

1. Dance Critique and Analysis

Ask students to write a dance critique and analysis of the performance they watched. They should assess the choreography, execution, use of space, and emotional expression. Encourage them to provide constructive feedback and support their opinions with examples.

2. Choreographic Exploration

Invite students to create their own dance piece inspired by the themes, movements, or emotions they observed in the performance. They can present their choreography to the class and discuss their creative choices.

3. Reflection Journals

Have students maintain reflection journals where they record their personal reactions, feelings, and thoughts about the performance. Encourage them to analyse how the dance impacted them emotionally and intellectually.

4. Genre Study

Explore different dance genres and styles that were showcased in the performance. Students can research the history and characteristics of these dance forms and present their findings to the class.

5. Choreographer Interviews

If possible, arrange for students to interview the choreographer or dancers from the performance. They can prepare questions about the creative process, inspirations, and challenges faced during choreography.



CONT.

6. Dance Composition

Task students with creating short dance compositions based on specific elements from the performance, such as motifs, gestures, or formations. This activity aligns with the curriculum's focus on choreographic skills.

7. Historical Context Analysis

Investigate the historical context of the dance performance. Students can examine the time period, social influences, and artistic movements that may have influenced the choreography.

8. Costume Design and Presentation

Organise a costume design activity where students create and present their own dance costumes inspired by the performance. They should consider color symbolism, fabrics, and functionality for movement.

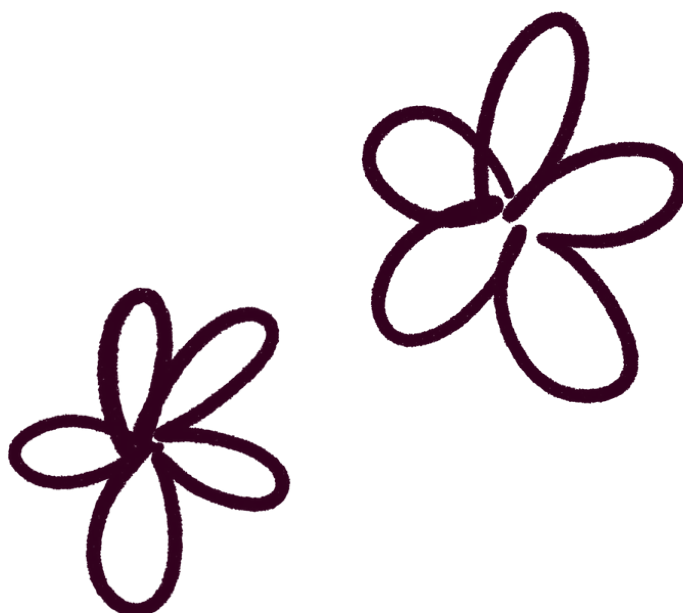
9. Performance Analysis

Analyse the use of lighting, music, and stage design in the performance. Discuss how these elements enhanced the overall dance experience.

10. Portfolio Creation

Have students create a dance portfolio that includes written reflections, choreographic notes, and any drawings or diagrams related to the performance.

These post-performance activities align with the WA Curriculum for Dance by fostering critical analysis, creative exploration, and an in-depth understanding of dance as an art form. They provide students with opportunities to engage deeply with the performance they watched and enhance their dance-related skills and knowledge.





HEALTH LEARNING ACTIVITIES

1. Health and Wellbeing Reflection

Encourage students to write reflective essays or journals about the themes of health, physical well-being, and mental well-being portrayed in the performance. They can discuss how these themes relate to their own lives and well-being.

2. Healthy Lifestyle Analysis

Have students analyse the portrayal of healthy lifestyles in the performance. Discuss topics such as nutrition, physical activity, stress management, and relationships. Ask students to identify positive and negative examples from the performance.

3. Mental Health Discussion

Lead discussions on the portrayal of mental health in the performance. Explore how characters cope with stress, anxiety, or other mental health challenges. Encourage students to share their thoughts on the importance of mental health awareness and support.

4. Healthy Decision-Making

Engage students in a role-playing activity where they make decisions related to health and well-being based on scenarios from the performance. Discuss the consequences of different choices.

5. Stress Management Techniques

Explore stress management techniques depicted in the performance. Have students practice and discuss relaxation exercises, mindfulness, or other stress-reduction strategies.

6. Relationship Dynamics

Examine the portrayal of relationships and their impact on well-being in the performance. Discuss healthy and unhealthy relationship dynamics and their consequences. Role play different scenarios that explore different conflicts within character relationships.

7. Health Promotion Campaign

Task students with creating a health promotion campaign inspired by the themes of the performance. They can design posters, brochures, or digital campaigns that promote specific aspects of health and well-being.

8. Creative Expression

Invite students to express their thoughts and feelings about health and well-being through creative outlets such as art, poetry, or music. These creative pieces can be shared and discussed.

These post-performance activities align with the WA Curriculum for Health by promoting critical thinking about health-related themes and encouraging students to apply health concepts to real-life situations. They also encourage self-reflection and empower students to make informed decisions about their well-being.

WA CURRICULUM LINKS MATRIX

YEAR 7

Drama	English	Dance	Health
<p>Responding Reflective processes on their own and others' work, the impact on meaning of the use of the elements of drama in performance and general drama terminology and language (ACADRM045)</p>	<p>Language Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)</p> <p>Literature Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</p> <p>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)</p> <p>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)</p> <p>Literacy Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)</p> <p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</p> <p>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)</p>	<p>Responding Reflective processes, using dance terminology, on their own and others' work, and the use in dance works of the elements of design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) (ACADAR018)</p> <p>Distinguishing features and purposes of dance (ACADAR019)</p>	<p>Personal, social and community health The impact of relationships on own and others' wellbeing:</p> <ul style="list-style-type: none"> • the benefits of relationships • the influence of peers and family • applying online and social protocols to enhance relationships (ACPPS074) <p>Movement and physical activity Ethical behaviour and fair play when participating in physical activities (ACPMP088)</p>

WA CURRICULUM LINKS MATRIX

YEAR 8

Drama	English	Dance	Health
<p>Responding Reflective processes on their own and others' work, the impact on audience responses of the use of the elements of drama in performance and use of specific drama terminology and language (ACADRM045)</p>	<p>Language Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)</p> <p>Literature Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)</p> <p>Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)</p> <p>Literacy Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)</p> <p>Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)</p>	<p>Responding Reflective processes, using dance terminology, on their own and others' work, and the effectiveness in dance works of the use of the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) (ACADAR018)</p> <p>Differences in dance genres/styles and eras of dance (ACADAR019)</p>	<p>Personal, social and community health Strategies for managing the changing nature of peer and family relationships (ACPPS071)</p> <p>The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others (ACPPS074)</p> <p>Personal, social and cultural factors influencing emotional responses and behaviour, such as: prior experience norms and expectations personal beliefs and attitudes (ACPPS075)</p> <p>Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as: respecting diversity challenging racism, homophobia, sexism and disability discrimination (ACPPS078; ACPPS079)</p>

WA CURRICULUM LINKS MATRIX

YEAR 9

Drama	English	Dance	Health
<p>Responding Reflective writing, on their own and others' work, evaluating the impact of choices in drama making and using specific drama terminology and language (ACADRR052)</p> <p>Analytical writing on viewed live performances (live or digital copies of live performances) focusing on the elements of drama to make meaning (ACADRR053)</p>	<p>Language Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)</p> <p>Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)</p> <p>Literature Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)</p> <p>Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)</p> <p>Literacy Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)</p>	<p>Responding Reflective writing, using dance terminology, on their own and others' work, evaluating the effectiveness of choices made in dance making (ACADAR025)</p> <p>Interpretation using dance terminology, of how the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to the meaning of a dance work (ACADAR025)</p>	<p>Personal, social and community health Factors that shape identities and adolescent health behaviours, such as the impact of:</p> <ul style="list-style-type: none"> • cultural beliefs and practices • family • societal norms • stereotypes and expectations • the media • body image (ACPPS089) <p>Skills to deal with challenging or unsafe situations:</p> <ul style="list-style-type: none"> • refusal skills • initiating contingency plans • expressing thoughts, opinions, beliefs • acting assertively (ACPPS090) <p>Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:</p> <ul style="list-style-type: none"> • sexuality • alcohol and other drug use • risk taking (ACPPS092) <p>Characteristics of respectful relationships:</p> <ul style="list-style-type: none"> • respecting the rights and responsibilities of individuals in the relationship • respect for personal differences and opinions • empathy (ACPPS093)

WA CURRICULUM LINKS MATRIX

YEAR 10

Drama	English	Dance	Health
<p>Responding Reflective writing, on their own and others' work, analysing choices in drama making and using precise drama terminology and language (ACADRR052)</p> <p>Analytical writing using different forms of communication on viewed live performances (live or digital copies of live performances), focusing on the elements of drama and design and technology to make meaning (ACADRR053)</p>	<p>Language Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)</p> <p>Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</p> <p>Literature Evaluate the social, moral and ethical positions represented in texts (ACELT1812) Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)</p> <p>Literacy Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</p>	<p>Responding Reflective writing, using dance terminology, on their own and others' work, analysing and evaluating choices made in dance making (ACADAR025)</p> <p>Analytical writing, using dance terminology, about how the elements of dance, choreographic processes and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to the choreographic intention of a dance work (ACADAR025)</p> <p>Dance genres/styles are influenced by the social, cultural and historical contexts in which they exist (ACADAR026)</p>	<p>Personal, social and community health</p> <p>The impact of societal and cultural influences on personal identity and health behaviour, such as:</p> <ul style="list-style-type: none"> • how diversity and gender are represented in the media • differing cultural beliefs and practices surrounding transition to adulthood (ACPPS089) <p>Skills and strategies to manage situations where risk is encouraged by others (ACPPS091)</p> <p>Skills and strategies to promote respectful relationships, such as:</p> <ul style="list-style-type: none"> • appropriate emotional responses in a variety of situations • taking action if a relationship is not respectful • appropriate bystander behaviour in physical and online interactions (ACPPS093) <p>Effects of emotional responses on relationships, such as:</p> <ul style="list-style-type: none"> • extreme emotions impacting on situations or relationships • the consequences of not recognising emotions of others (ACPPS094)

WA CURRICULUM LINKS MATRIX

YEAR 11 GENERAL

Drama	English	Dance
<p>Unit 1</p> <ul style="list-style-type: none"> • Drama Processes and the Elements of Drama • Drama Forms and Styles • Drama Conventions • Values, Forces and Drama Practice • Spaces of Performance • Design and Technologies <p>Unit 2</p> <ul style="list-style-type: none"> • Drama Processes and the Elements of Drama • Drama Conventions • Spaces of Performance • Design and Technologies 	<p>Unit 1</p> <p>Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> • how social, community and workplace texts are constructed for particular purposes, audiences and contexts • the ways text structures and written and visual language features are used to communicate information and influence audiences • how written and visual language features shape audience response • the use of narrative techniques, for example, characterisation and narrative point of view <p>Unit 2</p> <p>Consider the ways in which context, purpose and audience influence meaning, including:</p> <ul style="list-style-type: none"> • the ways in which main ideas, values and supporting details are presented in social, community and workplace texts • the effects of media, types of texts and text structures on audiences • the use of language features, such as tone, register and style to influence responses. 	<p>Unit 1</p> <ul style="list-style-type: none"> • Dance Language • Design Concepts and Technologies • Functions and Contexts of Dance <p>Unit 2</p> <ul style="list-style-type: none"> • Dance Language • Design Concepts and Technologies • Functions and Contexts of Dance



WA CURRICULUM LINKS MATRIX

YEAR 11 ATAR

Drama	English	Dance
<p>Unit 1</p> <ul style="list-style-type: none"> • Elements of Drama • Drama Conventions • Design and Technologies <p>Unit 2</p> <ul style="list-style-type: none"> • Elements of Drama • Drama Processes • Drama Conventions • Spaces of Performance • Design and Technologies 	<p>Unit 1</p> <p>Investigate the relationships between language, context and meaning by:</p> <ul style="list-style-type: none"> • explaining how texts are created in and for different contexts • analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage • evaluating the choice of mode and medium in shaping the response of audiences, including digital texts. <p>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:</p> <ul style="list-style-type: none"> • explaining the ways language features, text structures and conventions communicate ideas and perspectives • explaining the ways text structures, language features and stylistic choices are used in different types of texts <p>Unit 2</p> <p>Compare texts in a variety of contexts, media and modes by:</p> <ul style="list-style-type: none"> • explaining the relationship between purpose and context • analysing the style and structure of texts <p>Investigate the representation of ideas, attitudes and voices in texts, including:</p> <ul style="list-style-type: none"> • analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations • evaluating the effects of rhetorical devices • analysing the effects of using multimodal and digital features • analysing how attitude and mood are shaped. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> • analysing the values and attitudes expressed in texts • evaluating the effectiveness of texts in representing ideas, attitudes and voices • critically examining how and why texts position readers and viewers. 	<p>Unit 1</p> <ul style="list-style-type: none"> • Dance Language • Design Concepts and Technologies • Functions and Contexts of Dance <p>Unit 2</p> <ul style="list-style-type: none"> • Dance Language • Design Concepts and Technologies

WA CURRICULUM LINKS MATRIX

YEAR 12 GENERAL

Drama	English	Dance
<p>Unit 4</p> <ul style="list-style-type: none"> • Drama Processes and the Elements of Drama • Drama Forms and Styles • Drama Conventions • Values, Forces and Drama Practice • Spaces of Performance • Design and Technologies 	<p>Unit 3</p> <p>Consider how different perspectives and values are presented in texts, including:</p> <ul style="list-style-type: none"> • the relationships between context, purpose, and audience in literary, everyday and workplace texts • the use of media, types of texts, text structures and language features, for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font style in websites and use of questioning strategies and tone of voice in interviews • the use of narrative techniques, for example, characterisation and narrative point of view. <p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • analysing issues and ideas in texts and explaining perspectives and implications • evaluating the evidence upon which different views are based • explaining how texts use language to appeal to the beliefs, attitudes and values of an audience • discuss the way ideas and information are presented in texts. <p>Consider how attitudes and assumptions are presented in texts, including:</p> <ul style="list-style-type: none"> • community, local or global issues in literary, everyday and workplace texts • the use of media, types of texts, text structures and language features • how some perspectives are privileged while others are marginalised or silenced. <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • determining the relevance of source material to the context and topic 	<p>Unit 3</p> <ul style="list-style-type: none"> • Dance Language • Design Concepts and Technologies • Functions and Contexts of Dance • Case Study <p>Unit 4</p> <ul style="list-style-type: none"> • Dance Language • Design Concepts and Technologies

WA CURRICULUM LINKS MATRIX

YEAR 12 ATAR

Drama	English	Dance
<p>Unit 3</p> <ul style="list-style-type: none"> • Elements of Drama • Drama Processes • Drama Conventions • Spaces of Performance <p>Unit 4</p> <ul style="list-style-type: none"> • Elements of Drama • Drama Processes • Drama Conventions • Spaces of Performance 	<p>Unit 3</p> <p>Analyse and critically appraise how the conventions of texts influence responses, including:</p> <ul style="list-style-type: none"> • the ways language patterns can create meaning • how expectations of genres have developed and the effect when those expectations are met or not met, • extended or subverted • how responses to texts and genres may change over time and in different cultural contexts • the role of the audience in making meaning. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> • analysing and evaluating how different texts represent similar ideas in different ways • explaining how meaning changes when texts are transformed into a different genre or medium <p>Unit 4</p> <p>Investigate and evaluate the relationships between texts and contexts by:</p> <ul style="list-style-type: none"> • undertaking close analysis of texts • examining how each text relates to a particular context or contexts • comparing the contexts in which texts are created and received. <p>Evaluate how texts offer perspectives through:</p> <ul style="list-style-type: none"> • the selection of mode, medium, genre and type of text the ways viewpoints and values are represented 	<p>Unit 3</p> <ul style="list-style-type: none"> • Dance Language • Design Concepts and Technologies <p>Unit 4</p> <ul style="list-style-type: none"> • Dance Language • Design Concepts and Technologies

 **DOWNLOAD LINK**

FOR ADDITIONAL PRODUCTION MATERIAL AND RESOURCES

THANK YOU

CRASH THEATRE COMPANY

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