EDUCATION CONTACT
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AGES 6+

CURRICULUM LINKS / PRIMARY
Storytelling, Novel Study, Playbuilding, Design Elements

CURRICULUM LINKS / SECONDARY DRAMA
Transformation of Text, Children's Theatre, Ensemble Theatre, Magical Realism, Set Design

A perfect example of Children's Theatre for your students. Through shake & stir's unique approach to storytelling your students will witness a performance of Children's Theatre, Ensemble Theatre and Magical Realism helping to deepen their understanding and providing an excellent example of how a text can be transformed for the stage. With striking & transformative set, lighting and sound design and clever manipulation of the elements of performance/drama, this production promises to engage and inspire your students.

GENERAL CAPABILITIES
Literacy, Critical & Creative Thinking, Personal & Social Capability, Ethical Understanding

AUSTRALIAN CURRICULUM LINKS // PRIMARY

YEAR	ENGLISH LINKS	DRAMA LINKS
1	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028) Respond to drama and consider where and why people make drama (ACADRR030)
2	Compare opinions about characters, events and settings in and between texts (ACELT1589) Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592) Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	
3	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594) Develop criteria for establishing personal preferences for literature (ACELT1598) Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031) Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032) Shape and perform dramatic action using narrative structures and tension in devised

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	prose (ACELT1600) Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	and scripted drama (ACADRM033) Identify intended purposes and meaning of drama, using the elements of drama to make comparisons (ACADRR034)
4	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602) Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)	
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5	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses(ACELT1610) Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611) Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced(ACELT1612)	Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035) Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036) Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037)
6	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614) Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts(ACELT1615) Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts (ACADRR038)