

# Anzac War Horses Curriculum

## Outcomes and Content Links

New NSW Curriculum (for implementation by 2027)

STAGE 3	
OUTCOMES	CONTENT
<p><b>HUMAN SOCIETY AND ITS ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>examines and describes the development of Australian colonies and Australia as a nation, using sources as evidence <b>HS3-HIS-01</b></li> <li>creates written texts to communicate ideas and understanding about people, places and events of the past and the present <b>HS3-CWT-01</b></li> </ul> <p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>makes and performs drama to shape meaning using the dramatic elements, and explains how meaning is conveyed to audiences and ways contexts influence drama <b>CA3-DRA-01</b></li> <li>creates written texts to communicate ideas and understanding in Dance, Drama, Music and Visual Arts <b>CA3-CWT-01</b></li> </ul>	<p><b>HUMAN SOCIETY AND ITS ENVIRONMENT</b></p> <p><b>People have developed Australia as a nation</b></p> <p>Describe how and why symbols and emblems connected to Australian identity have changed over time since Federation</p> <ul style="list-style-type: none"> <li>Research and describe the work of individuals who have made a significant contribution to the Commonwealth of Australia since Federation</li> </ul> <p><b>Explaining significant events in written texts supports understanding of the past</b></p> <p><b>DRAMA</b></p> <p><b>Appreciating: Drama is influenced by the context it is made and performed in and is understood by audiences in various ways</b></p> <ul style="list-style-type: none"> <li>Make associations between drama and own personal, social or cultural contexts</li> <li>Explain how the dramatic elements are used to shape meaning for audiences, using Tier 2 and Tier 3 vocabulary</li> </ul> <p><b>Creating written texts supports understanding in Drama</b></p> <ul style="list-style-type: none"> <li>Create or adapt a written script or monologue while in a role, making choices about language and text structures, to communicate feelings, thoughts or attitudes of a character</li> </ul>

## **VISUAL ARTS**

- makes artworks in intentional ways to represent ideas about their world, and explains ways artists are influenced by contexts and how artworks are interpreted by audiences CA3-VIS-01

## **ENGLISH**

A student:

- plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language EN3-CWT-01
- analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts EN3-UARL-01

## **VISUAL ARTS**

**Appreciating: Artists are influenced by contexts and make artworks that audiences can critique and interpret in various ways**

- Make associations between artworks and own personal, social or cultural contexts
- Explain structural features of an artwork and how artists use the elements of art and design to communicate meaning to audiences through art forms, using Tier 2 and Tier 3 vocabulary
- Describe how meaning is conveyed through signs and symbols in artworks

## **ENGLISH**

**Imaginative purposes**

- Choose literary forms with appropriate text structures, features and language to engage target audiences
- Make creative choices about temporal and spatial settings, character profiles and motives to enhance reader engagement
- Experiment with characterisation
- Choose and control narrative voice across a text

**Narrative**

- Describe how narrative conventions engage the reader through models of behaviour, and apply narrative conventions when creating texts
- Recognise that narratives reflect both personal and common lived experiences and offer models of behaviour, which may be rejected or accepted

**Characterisation**

- Analyse attributes of character and use similar attributes when creating texts
- Analyse how engagement with characters within and between texts invites enjoyment of literature