LEARNING LINKS

Note: Where a product is designed for more than one age group, grade, or learning stage, outcomes relevant to the most advanced group are listed.

Performance Incursions

Muse It or Lose It

Riots & Revolutions

Words of War

The Poet's Quest

WORKSHOPS

Character & Text (Drama)

Performing Poetry (English & Drama)

Group Devised Projects (Drama)

Professional Development

Poetry through Performance: Give that Verse some Voice!

Teacher as Performer

POETRY
ACTION

Performance Incursions

Muse It or Lose It

Discover the magic of self-expression through poetry and creative writing! There is trouble on Mount Olympus as the Muses fight over whether music or poetry is the best art form. Your students will follow zany characters in a high-octane comedy that delves into music and poetry through live performance, examining a range of creative forms from sonnets to slam poetry. This engaging performance links classic literature with contemporary works, showcasing poetic techniques such as metaphor, symbolism, intertextuality, and more. An ideal tool for engaging students with their poetry studies and inspiring literary talents.

Perfect for...

Ages 13-16

Appropriate for students with some previous experience of poetry, ready to engage with more sophisticated techniques and concepts.

ACARA LINKS

Language Choices and Text Structures: The play showcases how language enhances meaning through poetic techniques like metaphor, symbolism, and intertextuality. The contrast between music and poetry, along with the structured forms like sonnets and the dynamic forms like slam poetry, help students understand how text structures influence audience response. (ACELA1551, ACELA1560, ACELA1563, ACELA1572)

Engaging with Literature: The exploration of various creative forms and the examination of different contexts in which poetry and music exist align with understanding how texts reflect different contexts and evaluating literary texts. (ACELT1633, ACELT1636, ACELT1641, ACELT1644)

Creating Literary Texts: By presenting a range of poetic techniques and encouraging self-expression, the play inspires students to create their own literary texts. The high-energy comedy and the exploration of different creative forms provide a framework for students to experiment with their own writing, both in poetry and in other forms. (ACELT1636, ACELT1644)

Interpreting and Analyzing Texts: The play encourages students to interpret and analyze the use of metaphor, symbolism, and other literary devices. The debate between music and poetry helps students evaluate different forms of artistic expression and their impact on the audience. (ACELY1744, ACELY1756)

Creating Texts: The performance inspires students to create their own texts, whether through traditional forms like sonnets or contemporary forms like slam poetry. The inclusion of live performance elements highlights the importance of audience interaction and the performative aspect of poetry and music.

(ACELY1746, ACELY1776)

Interacting with Others: The dynamic and interactive nature of the play, with its focus on live performance and audience engagement, promotes effective communication and collaborative discussions. Students are encouraged to express their ideas and participate in the creative process, aligning with the outcomes of engaging in collaborative discussions. (ACELY1746, ACELY1776)

POETRY
ACTION

NSW LINKS

EN5-1A: The play's exploration of sophisticated poetic forms and techniques helps students respond to and compose increasingly sophisticated texts.

EN5-2A: The critical assessment of poetry and music aligns with using a wide range of processes and strategies for responding to and composing texts.

EN5-4B: The performance helps students transfer their knowledge of poetic techniques to new contexts, such as contemporary poetry and slam poetry.

EN5-5C: The play fosters imaginative, creative, interpretive, and critical thinking about the information, ideas, and arguments presented.

EN5-6D: By examining relationships between different forms of poetry and music, students investigate intertextual relationships.

EN5-8D: The play encourages students to question and evaluate cultural assumptions about poetry and music and their effects on meaning.

EN5-9E: The performance
provides opportunities for students to reflect on, assess, and adapt their collaborative and individual skills in engaging and interactive ways.

POETRY
ACTION

Riots & Revolutions

Step into the world of powerful speeches and masterful rhetoric with "Riots & Revolutions"! Designed for high school students aged 14-16, this dynamic play brings to life iconic speeches from history, including Greta Thunberg's climate plea, Charlie Chaplin's call for unity in "The Great Dictator," and Malala Yousafzai's fight for education. Students will delve into Aristotle's modes of persuasion—ethos, pathos, and logos—while experiencing the thrill of words that have sparked change. "Riots & Revolutions" engages students with real-world examples of persuasive language and its impact on society. Book this play to inspire and educate your students on the power of rhetoric!

Perfect for...

Ages 14-18

Appropriate for all students studying persuasive language.

ACARA LINKS

Analyze and Evaluate: By experiencing iconic speeches, students can analyze how speakers like Greta Thunberg, Charlie Chaplin, and Malala Yousafzai use language features and structures to convey their messages and influence their audiences. (ACELY1742)

Text and Context: The play contextualizes speeches within their historical and cultural backgrounds, helping students explore the interconnectedness of texts and contexts.
(ACELT1633)

Language and Audience: By examining the different speeches, students will understand how language choices and text structures vary to suit different audiences and purposes.
(ACELA1552)

NSW LINKS

EN5-1A: The play encourages students to interpret and critically analyze speeches, fostering imaginative expression through performance.

EN5-3B: The play's exploration of rhetoric and powerful speeches helps students understand how language forms and features affect meaning and audience engagement.

EN5-7D: The play's diverse range of speeches allows students to evaluate different representations of personal and public worlds through rhetoric.

Alignment with NSW English Curriculum for Year 12, Module 'Craft of Writing'

EA12-1: The play's focus on rhetoric in speeches highlights the relationship between language, purpose, and audience.

EA12-2: Through powerful speeches, the play allows students to explore how human experiences are represented and how they influence audience perceptions.

EA12-5: By examining historical and contemporary speeches, students gain insight into why these texts are valued across different contexts.

Words of War

Dive into the raw and gripping world of Wilfred Owen with Words of War, a dynamic school performance bringing to life Owen's most powerful poems, including "Dulce et Decorum Est" and "Anthem for Doomed Youth," capturing the brutal realities of World War I. Students will explore poetic techniques such as imagery, irony, rhythmic schemes, and aural techniques. This engaging show not only educates but also inspires critical thinking about the impact of war through the lens of one of history's greatest war poets. Perfect for linking text and context in the study of English literature.

Perfect for...

Ages 14-17

Any students studying war poetry and the work of Wilfred Owen

ACARA LINKS

Analyze and Evaluate: By experiencing Owen's poems like "Dulce et Decorum Est" and "Anthem for Doomed Youth" performed live, students can analyze how Owen uses language features such as vivid imagery and irony to convey the horrors of war and influence the audience's perception of its brutality. (ACELY1742)

Text and Context: The play contextualizes Owen's poetry within the historical backdrop of World War I, helping students explore how his personal experiences and the broader historical context influenced his work. This aligns with the outcome of exploring texts from different historical contexts.(ACELT1633)

Social, Moral, and Ethical Positions: Owen's poetry, brought to life in the play, provides a platform for discussing the social, moral, and ethical implications of war, prompting students to evaluate the positions represented in his works. (ACELT1635)

Experimentation with Literary Techniques: The play demonstrates Owen's use of literary techniques, encouraging students to experiment with these in their writing. By understanding how Owen's techniques affect the audience, students can better apply these techniques in their own literary creations. (ACELT1637)

Language and Audience: The performance of Owen's poems showcases how language and text structures vary to suit different purposes and audiences, reinforcing students' understanding of these concepts.(ACELA1552)

NSW LINKS

EN5-1A: The play's exploration of Wilfred Owen's war poetry encourages students to critically analyze and interpret sophisticated texts while also providing opportunities for imaginative expression through the dramatic elements of the play.

EN5-3B: By presenting poetry in a dramatic format, the play demonstrates how language forms and features can be manipulated for different purposes and audiences, helping students understand and describe these effects on meaning.

EN5-5C: The play's thematic exploration of war and the human condition encourages students to think critically and imaginatively about complex ideas and arguments, responding to the text through discussion and possibly their own creative compositions.

EN5-6C: By incorporating Owen's poetry within the context of a play, students can investigate the intertextual relationships between his poems and the broader context of World War I literature.

EN5-7D: The play illustrates the personal experiences of soldiers and the public implications of war, helping students evaluate the diverse representations of personal and public worlds in literature.

EN5-1A: The play contextualizes Owen's poetry within the historical setting of World War I, showing how context, purpose, and audience influence the creation and reception of texts.

POETRY
ACTION

EN5-3B: Through its dramatic representation, the play shows how different language forms and structures in Owen's poetry shape meaning and influence audience responses.

EN5-4B: Students can transfer their understanding of poetic techniques and themes from Owen's poems to their dramatic representations in the play, applying their knowledge in a new context.

EN5-6C: The play provides a basis for students to explore the intertextual relationships between Owen's poems and other war literature or dramatic works.

EN5-8D: The play challenges cultural assumptions about war and heroism, prompting students to question and evaluate these assumptions in Owen's poetry and other related texts.

The Poet's Quest

Embark on an epic adventure with "Poet's Quest"! Join Blake, a teenager who, after a visit from a mysterious time traveler, discovers that the future hinges on his poetic prowess. As Blake journeys through time to win back his true love, Grace, and save the world, students will be thrilled and inspired while learning essential poetic techniques like rhyme, rhythm, imagery, and theme. It's a captivating blend of excitement and education that will ignite a passion for poetry in young audiences!

Perfect for

Ages 10-14

Appropriate for students with a basic knowledge of poetry.

ACARA LINKS

Text Structures and Language Features: The play includes dialogue, narrative interjections, and poetic elements, helping students understand different text structures and how language is used for various effects. The play's mixture of prose and poetry illustrates how language can be used creatively to express complex ideas. (ACELA1500, ACELA1518, ACELA1531, ACELA1542)

Word Knowledge: Through the character of Grace, the play discusses poetic devices such as rhyme, rhythm, imagery, and theme, which directly aligns with the ACARA outcome of understanding and using literary terms. (ACELA1512, ACELA1521, ACELA1763, ACELA1547)

Engaging with Texts: The play involves historical and cultural references to poetry and poets like Dorothea Mackellar and T.S. Eliot, helping students engage with and respond to literature. It provides a narrative that emphasizes the impact of poetry on personal and societal levels. (ACELT1608, ACELT1613, ACELT1619, ACELT1627)

Creating Literary Texts: Blake's journey through time to understand poetry encourages students to think about creating their own literary texts. The idea of using words to change the world and the portrayal of a poet's quest to express feelings aligns with the ACARA outcomes for creating literary texts with purpose and audience in mind. (ACELT1609, ACELT1614, ACELT1621, ACELT1806)

Creating Texts: The play models the creation of poetic and narrative texts. Blake's task to learn and use poetic techniques provides a framework for students to create their own texts, incorporating elements like rhyme and imagery. (ACELY1704, ACELY1714, ACELY1726, ACELY1736)

NSW LINKS

EN4-1A: The Poet's Quest engages students in imaginative expression and critical analysis through its narrative that includes time travel and encounters with poets from different eras, such as Rumi, Pablo Neruda, and Anna Akhmatova. Students interpret and respond to these texts within the play's context.

EN4-3B: The Poet's Quest showcases different language forms and features, such as rhyme, rhythm, and poetic devices, through interactions between characters like Blake and the Jester. These elements help students understand the structure and purpose of different texts.

EN4-4B: The Poet's Quest demonstrates effective language choices through its witty dialogue and poetic excerpts. Characters like Blake and the Jester model how language can be used creatively to shape meaning, providing students with examples of accuracy, clarity, and coherence in writing.

EN4-5C: The Poet's Quest encourages students to think imaginatively and critically about poetry and its impact on society. The play's narrative and the poems included prompt students to explore and interpret ideas and arguments creatively.

WORKSHOPS

POETRY
ACTION

Character & Text (Drama)

Prepare your students for performance exams or scripted drama with this workshop led by theatre professionals. Uncover character clues, develop authentic relationships, and create powerful performances. Customisable for different content and duration.

Perfect for...

Suitable for grades 7-12. Content will be adapted to suit your needs.

ACARA LINKS

Making: Students will uncover character clues and develop authentic relationships, which will help them create and sustain roles and characters. The workshop prepares students for performance exams or scripted drama, emphasizing the creation of powerful performances suitable for various forms and styles. (ACADRM048, ACADRM049)

Responding: By exploring character clues and relationships, students can analyze and reflect on how different contexts influence drama. (ACADRR052)

NSW LINKS

Making: Students will uncover character clues and develop authentic relationships, aiding in the development of in-depth and sustained roles and characters. Through professional guidance, students will explore different techniques and conventions to enhance their character portrayal and overall performance. (5.1.1, 5.1.3)

Performing: By working with theatre professionals, students will improve their acting and performance techniques, focusing on expressive and collaborative communication. (5.2.1)

Appreciating: Students will engage in reflection and evaluation of their own and others' performances, considering how character and relationships communicate ideas and meaning. Students will discuss the historical and contemporary contexts of their pieces, to and understand different influences on dramatic works. (5.3.1, 5.3.2)

POETRY
ACTION

Performing Poetry (English & Drama)

Engage English and Drama students with an impactful workshop exploring poetry through performance, decoding complex texts and boosting understanding. Students will explore ways to illuminate figurative language through physical theatre. They will analyse aural techniques, punctuation, and parts of speech, and bring the music of poetry to life through vocal techniques. This engaging workshop harnesses the power of embodied learning to deepen your students' understanding of poetry and the power of language.

Customise your workshop by selecting up to 5 modules and 11 different poems spanning Shakespearean sonnets to contemporary free verse.

Modules

Characterisation & Context
Rhythm
Punctuation & Music
Aural Techniques & Rhyme
Imagery & Figurative Language

Poems

The Tyger, William Blake
The Riad Not Taken, Robert Frost
Dulce Et Decorum Est, Wilfred Owen
The Last Post, Carol Ann Duffy
Valentine, Carol Ann Duffy
The Prison Cell, Mahmoud Darwish
How Do I Love thee, Elizabeth Barret Browning
Shall I Compare Thee, William Shakespeare
Bleezer's Ice Cream, Jack Prelutsky
The Owl and the Pussycat, Edward Lear
Home, Warsan Shire

Perfect for...

Customisable for all ages and stages of learning

POETRY
ACTION

ACARA LINKS

Overall workshop outcomes

ACELA1565: The workshop's focus on characterisation and context in poetry helps students understand how language can include or exclude certain groups, empowering or disempowering them. Analyzing poems with diverse themes and contexts will allow students to see the social effects of language use.

ACELT1641: The selection of poems and the analysis of their literary value within different contexts will prompt students to reflect on what makes a poem valuable. They will discuss and explore how literary value changes based on cultural and temporal contexts, such as comparing Shakespearean sonnets with contemporary free verse.

ACELY1752: Modules on aural techniques, rhyme, and punctuation will help students identify and explore the purposes and effects of these features in poetry. They will then apply these structures and features in their own oral presentations, enhancing their spoken communication skills.

ACELY1753: The workshop's focus on physical theatre and vocal techniques encourages students to plan, rehearse, and deliver engaging presentations. By selecting appropriate content and multimodal elements, students will promote unique perspectives and new ways of interpreting poetry.

ACELY1756: Students will analyze and evaluate the effectiveness of various poetic texts, drawing on different viewpoints and interpretations. This critical analysis will help them appreciate the range of information and ideas presented in poetry.

Outcomes by module
Characterisation & Context
ACELA1565, ACELT1641

Rhythm
ACELY1752, ACELY1753

Punctuation & Music
ACELY1752, ACELY1753

Aural Techniques & Rhyme
ACELY1752, ACELY1753

Imagery & Figurative Language
ACELA1565, ACELT1640, ACELT1641, ACELY1756

POETRY
ACTION

NSW LINKS

Overall workshop outcomes

EN5-1A: The workshop engages students in analyzing and performing complex texts, requiring them to interpret and critically analyze the language and meaning of various poems. By developing and performing their interpretations, students use imaginative expression and gain pleasure from the creative process.

EN5-2A: Students will explore different methods of responding to poetry, such as through performance, vocal techniques, and physical theatre. This varied approach broadens their skill set and enables them to engage with texts in multiple formats and media, including digital recordings and live performances.

EN5-3B: The modules on rhythm, punctuation, and aural techniques help students understand and utilize the structural elements of poetry. They will learn to choose appropriate language forms and features to enhance their performances and convey meaning effectively to different audiences.

EN5-4B: By applying their understanding of poetic devices and language concepts to physical theatre and vocal performances, students transfer their knowledge from the written word to dynamic, live expressions of poetry. This helps them see the practical application of literary analysis in diverse contexts.

EN5-5C: The workshop encourages students to interpret poems creatively and critically, imagining how to bring the text to life
through performance. This involves deep thinking about the themes, ideas, and arguments presented in the poems and how best to express these through embodied learning techniques.

EN5-7D: The workshop's focus on characterisation, context, and figurative language allows students to explore how poets represent personal experiences and public issues. Through performance, students gain a deeper understanding of how poetry can convey complex emotions and social commentary.

Outcomes by module

Characterisation & Context
EN5-1A: Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure.

EN5-8D: Questions, challenges, and evaluates cultural assumptions in texts and their effects on meaning.

EN5-5C: Thinks imaginatively, creatively, interpretively, and critically about information, ideas, and arguments to respond to and compose texts.

Rhythm
EN5-3B: Selects and uses language forms, features, and structures of texts appropriate to a range of purposes, audiences, and contexts, describing and explaining their effects on meaning.

Punctuation & Music
EN5-2A: Effectively uses a widening range of processes, skills, strategies, and knowledge for responding to and composing texts in different media and technologies.

EN5-3B: As above.

Aural Techniques & Rhyme
EN5-4B: Effectively transfers knowledge, skills, and understanding of language concepts into new and different contexts.

Imagery & Figurative Language
EN5-8D: As above.
EN5-3B: As above.

Group Devised Projects (Drama)

Led by professional actors and directors, this workshop will support your students to develop ensemble performance skills, devise impactful group performances, and enhance literacy through poetry stimulus materials.

Perfect for...

Customisable for all ages and stages of learning. Particularly appropriate for senior students preparing for final group performance tasks.

ACARA LINKS

ACADRM041: Students will create and refine roles and characters, collaboratively plan, and structure their drama to communicate ideas and intentions to an audience.

ACADRM042: Students will collaboratively plan, structure, and rehearse drama to communicate their ideas, fostering teamwork and effective ensemble performance.

ACADRM040: Students will develop and refine expressive skills in voice and movement, enhancing their ability to communicate dramatic action and ideas effectively.

ACADRM043, ACADRM044: Students will perform devised drama, utilizing performance styles and elements of drama to engage the audience and direct their attention. They will also evaluate how these elements create meaning and influence interpretations.

NSW LINKS

4.1.1, 4.2.1, 5.1.1: Students will develop improvisation and playbuilding skills to explore and communicate ideas collaboratively.

4.3.1, 4.3.2, 5.2.1: Students will use performance skills and techniques, working collaboratively to communicate dramatic meaning and engage the audience.

4.1.2, 4.1.3, 5.1.2, 5.2.1: Students will develop and refine skills in voice and movement, and apply performance techniques expressively to enhance their portrayal of characters and dramatic situations.

4.3.2, 5.1.3, 5.2.2: Students will make performances using various dramatic forms and theatrical conventions, applying directorial skills to engage the audience and direct their attention.

POETRY
ACTION

Professional
Development

Poetry through Performance: Give that Verse some Voice!

Join our dynamic workshop designed for high school English teachers to enhance your poetry teaching strategies. This professional development aligns with AITSL standards, offering modules on text analysis, characterisation, and ensemble performance. Learn to break down complex poetry, apply innovative teaching methods, and engage students through movement and breath work. Elevate your classroom practice and inspire your students' literary talents with our hands-on, interactive sessions.

AITSL TEACHING STANDARDS LINKS

Module1 - Analysing the Text

Standard 1: Know students and how they learn

1.2 Understand how students learn: By breaking down dense poetry into manageable units and employing strategies like "cold read" and "decomposition," teachers can cater to diverse learning needs and ensure all students can engage with and understand poetry.

Standard 2: Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area: The module provides detailed strategies for teaching poetry, including technical terms and practical exercises that help teachers understand and convey the nuances of poetic texts.

2.5 Literacy and numeracy strategies: Emphasizing the use of literary techniques and punctuation as a form of "musical notation" aligns with literacy strategies that enhance students' reading and comprehension skills.

POETRY
ACTION

Module 2 - Characterisation

Standard 3: Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals: By encouraging students to explore the deeper meanings behind poetic texts, teachers can set high expectations for student achievement.

3.3 Use teaching strategies: Incorporating techniques like Stanislavsky's methods, Laban's movement analysis, and the "Magic 'What if'" encourages active and varied teaching strategies that enhance student engagement and understanding.

Standard 4: Create and maintain supportive and safe learning environments

4.1 Support student participation: By providing diverse means of engaging with text, such as engaging through movement and breath instead of only offering recitations and analytical discussion, fosters an inclusive and supportive learning environment where all students feel comfortable participating.

4.2 Manage classroom activities: The structured activities in the module, such as "Breathe the text" and "Move the text," help teachers manage classroom dynamics effectively while keeping students engaged and focused.

Module 3 - Ensemble Performance

Standard 5: Assess, provide feedback and report on student learning

5.1 Assess student learning: Teachers can assess student understanding and interpretation of poetry through performance-based tasks and collaborative activities.

5.2 Provide feedback to students on their learning: The activities designed in the module allow for ongoing feedback as students practice and refine their performances, helping them to improve their skills continuously.

Teacher as Performer

Join Head of Education and Associate Director Erica Lovell, theatre maker and educator, for an inspiring professional development experience. This dynamic session will equip teachers with performance skills to enhance their classroom delivery and foster stronger connections with students.

Drawing on her extensive experience in theatre and education, Erica will guide you through practical techniques to bring lessons to life, making learning more engaging and impactful. Don't miss this opportunity to transform your teaching practice and ignite your students' passion for learning.

AITSL TEACHING STANDARDS LINKS

Standard 1: Know students and how they learn

1.2 Understand how students learn: Erica Lovell will guide teachers in using acting methods to cater to different learning styles. Teachers will learn how to adapt their delivery to enhance engagement and comprehension, making lessons more interactive and appealing to various student needs.

Standard 4: Create and maintain supportive and safe learning environments

4.1 Support student participation: Through performance techniques, teachers will learn to create an inviting and participatory classroom environment. Acting skills such as active listening, encouraging dialogue, and creating an inclusive atmosphere will support greater student involvement and participation.

4.3 Manage challenging behavior: Teachers will learn to use acting techniques to de-escalate challenging behaviors and maintain a positive classroom environment. Strategies such as using calm and authoritative body language, setting clear expectations, and employing role-playing scenarios can help manage and reduce disruptive behaviors.

POETRY ACTION