LEARNING LINKS

How to get the best learning impact

Our performances stand alone as high-quality, curriculum-relevant experiences. Students leave with concrete examples, shared language, and a clear sense of *how* texts work.

Best outcomes occur when schools also use our **Teacher Pack** (pre- and post performance materials). The pack turns the performance into assessable classroom learning by scaffolding planning, drafting, rehearsing, presenting, and reflecting.

Below you will find information outlining how each of our 2026 shows aligns with NESA and ACARA.

Rhyme Battle Royale

Intended audience: Years 3–8 (style adjusted by age).

What students do:

- Learn and name poetic sound devices (rhyme, rhythm, metre, alliteration, assonance), and figurative language.
- Observe how poetic devices shape and illuminate meaning
- Plan, rehearse and present short spoken/rap/spoken-word performances for a clear audience and purpose.

NESA NSW

(Stage 3: Years 5-6)

Reading Comprehension (EN3-RECOM-01)

Fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension.

The supporting Resource Pack presents a suite of strategies which support deepened comprehension through embodied learning, textual decomposition, and repeated reading, all leading to an optional performance outcome to boost engagement.

Understanding and Responding to Literature (EN3-UARL-01)

Analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts.

Rhyme Battle Royale introduces students to the concepts of narrative, imagery, and figurative language through a rich and engaging hero's-journey story. Students learn how texts are enriched by the presence of multiple devices, and inspried to write their own creative works through our hero's ultimate victory in the closing rap battle. When students engage with the

supporting materials in the Resource Pack, they are guided through their own creative process, working with mentor texts from the play to create their own authentic expressive works.

(Stage 4: Years 7–8):

Reading/Viewing/Listening (EN4-RVL-01)

Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

Viewing Poetry in Action performances allows students to engage with language in the unique form of live performance, illuminating a raft of expressive techniques to which they would otherwise not be exposed.

Understanding & Responding – Language A (EN4-URA-01):

Analyses how meaning is created through the use of and response to language forms, features and structures

Poetry in Action performances model analytic thinking, scaffolding the students' journey from passive recipient of content to engaged and responsive critic. Specifically, Rhyme Battle Royale introduces students to the fundamentals of poetic expression: sound techniques including rhyme, assonance, consonance, and alliteration; rhythm and meter; figurative language including simile and metaphor; narrative structure; and theme. They consider how these elements work together to construct meaning.

ACARA v9

(Years 3-8):

· Literature – Examining literature: ACARA'S Examining literature outcomes require students to engage in increasingly complex interactions with literary texts. In the primary years students discuss, recognise, and identify how writers use characters, settings, events and techniques to creative meaning in increasingly complex text types. In the high school years, students must explain how various texts and techniques within texts interact with one-another to create more complex meanings and effects.

Poetry in Action performances explicitly teach how literary techniques both create and reveal meaning through engaging live discussion couched in relatable narratives. Specifically, Rhyme Battle Royale introduces students to the fundamentals of poetic expression: sound techniques including rhyme, assonance, consonance, and alliteration; rhythm and meter; figurative language including simile and metaphor; narrative structure; and theme. They consider how these elements work together to construct meaning.

Performances are adapted stylistically to engage different age-groups, and our teachers pack includes a suite of exercises specific to Rhyme Battle Royale suitable for capable late primary students and early high school students. The included guide to performance based approaches equip teachers with a tool kit of powerful new strategies to deploy in diverse classroom contexts.

Power of Poetry

Intended audience: Years 8–9

What students do:

- Engage with a variety of poetic forms from sonnets to slam poetry
- Explore the relationship between text and context, comparing various works and their inspiration
- Consider the value of poetry as an expressive form

NESA NSW (Stage 5 outcomes):

Understanding and Responding EN5-URA-01

Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.

Power of Poetry presents a variety of poetic works ranging in style and complexity. Students are as challenged by the highly structured sonnets of Elizabeth Barrett Browning as the sophisticated imagery and elusive figures of Ginsberg.

Expressing Ideas and Composing Texts - EN5-ECA-01

Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

The accompanying activities and strategies in the Resource Pack guide students through a personal composition process, beginning with building an authentic relationship with mentor texts from the play, and culminating in the creation of a personal expressive work and optional performance outcome. Students learn how to use language forms and features to shape meaning.

ACARA v9 (Years 8–10):

Literature - AC9E9LE02

Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text

Modelled by the characters in the play, students experience poems and songs from first encounter, through deepening understanding, to analysis. Guided by the different perspectives presented through the characters, they consider how individual responses may vary based on personal circumstances, and discover how deep knowledge of text and context illuminates intended meaning and enriches experiences of texts.

Language - AC9E9LA03

Examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination.

By engaging with a wide range of text forms, from the highly structured sonnets of Elizabeth Barrett Browning, to the stream of consciousness work of Allen Ginsburg, students learn how form crafts and reveals meaning, and gain an appreciation of the evolution of poetic expression over time.

Literacy - AC9E9LY02

Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts.

Through examination of a variety of texts types, students consider how different forms and language features are suited to different purposes and audiences, and how writers make conscious choices to engage with these audiences and reveal their meaning.

Words of War

Intended audience: Years 9–12

What students do:

- Explore how poetic techniques illuminate meaning and elicit audience responses, espcially Owen's deft use of irony, imagery, rhythm and metre.
- Compare contrasting voices (e.g., patriotic propaganda vs anti-war testimony) to evaluate how texts affirm or challenge values.
- Plan, rehearse, and present performances of Owen's poems, emodying and demonstrating their understanding of selected texts.

NESA NSW (Stage 5: Years 9–10):

Reading/Viewing/Listening - EN5-RVL-01)

Uses a range of personal, creative and critical strategies to interpret complex texts.

Viewing Poetry in Action performances allows students to engage with language in the unique form of live performance, illuminating a raft of expressive techniques to which they would otherwise not be exposed. In Words of War, performers model a range of strategies to engage with and interpret complex texts. They consider how the themes relate to their own world view, and in turn how their world view shifts their personal relationship with and interpretation of the text (Reader Response Theory), and how understanding the context of composition reveals meaning (New Historicism). Students who engage with the strategies in the Teachers' Pack also benefit from creative and performative exploration of texts to deepen comprehension and enhance interpretation.

Understanding & Responding – Language A EN5-URA-01

Analyses how nuanced language features/structures (metre, imagery, symbolism) create meaning in poetry.

Words of war explores advanced language features and structures including intertextuality, irony, and various poetry forms used by Owen. The performance models analysis of how these features interact to create rich meaning.

Understanding & Responding – Language B EN5-URB-01

Evaluates how texts represent ideas and experiences and how they can affirm or challenge values and attitudes.

By presenting the work of Owen alongside war propaganda, and examining both in historical context, Words of War models how texts express, challenge, and affirm values and attitudes. By engaging with the strategies in the Teachers' Pack, students further deepen their understanding of how texts elicit their personal responses, and how these responses are in turn products of their own values and attitudes interacting with the challenges and/or affirmations presented by the text.

ACARA v9 (Years 9–10):

Literature – AC9E9LE05

Analyse the effect of text structures, language features and literary devices (extended metaphor, symbolism, intertextual references).

Words of war explores advanced language features and structures including intertextuality, irony, and various poetry forms used by Owen. The performance models analysis of how these features interact to create rich meaning.

Literature – AC9E10LE03

Analyse how aesthetic qualities associated with structures/features/devices influence audience response.

Words of War models and scaffolds analysis of how Owen's use of poetic devices elicit audience responses, specifically his sophisticated use of onomatopoeia and imagery to evoke the battlefield and expose his readers to the horrors of war.

Literacy – Interacting/Analysing - AC9E9LY02–AC9E9LY03

Listen and evaluate how language features position audiences; analyse representation of perspectives.

Words of War examines how Owen's work engaged intertextually with propaganda to sway his audience's option of World War I.

Words That Changed the World

Intended audience: Years 9–12.

What students do:

- Study rhetorical structures (problem-solution, contrast, triadic emphasis), devices (anaphora, metaphor, emotive language) and delivery choices (pausing, emphasis).
- Examine how language is consciously crafted to elicit responses and actions from audiences in a variety of contexts
- Consider moral and ethical implications in the use of persuasive language

NESA NSW (Stage 5: Years 9–10):

Understanding & Responding – Language A EN5-URA-01

Analyse and explain how language forms, features and text structures shape meaning in persuasive and multimodal texts.

In Words That Changed The World, students explore the rhetorical and language techniques writers and speakers use to craft persuasive language. Presented in an urgent and engaging narrative, the play models critical analysis as the characters unpack how rhetoricians throughout history have used language to change the course of history.

Understanding & Responding – Language B - EN5-URB-01

Evaluate how representations of people, places and issues can affirm or challenge values and attitudes.

As the characters in Words That Changed The World examine the motives and strategies of rhetoricians throughout history, students consider how speakers and writers select and deploy techniques in response to their specific circumstances and goals. Students access the content via the opposing views and arguments of the characters in conflict, and through their own alignment or opposition to those views consider how texts can challenge values and attitudes.

Expressing/Creating/Applying - EN5-UARL-01

Plan, create and refine sustained spoken/multimodal texts selecting appropriate modes, technologies and conventions for audience and purpose.

By engaging with the activities and strategies in the Teachers Resource Pack, students can plan, rehearse, and deliver persuasive speeches. The process guides students to identify themes of great importance to them, use mentor texts to craft their message, and plan and rehearse compelling spoken deliveries.

ACARA v9 (Years 9–10):

Literacy - AC9E10LY07

Plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical.

Using pieces showcased in the performance as mentor texts, students learn how rhetorical devices are deployed to elicit responses and actions from audiences. Through the strategies outlined in the Resource Pack, students scquire skills to present compelling spoken presentations.

Language - AC9E10LA09

Understand how authors use and experiment with punctuation.

By engaging with the supporting Resource Pack, students analyse how punctuation organises ideas, crafts pace, and elicits emotional responses from an audience.