

LEARNING LINKS

CURRICULUM ALIGNMENTS

INTEGRATED DESCRIPTORS · ACARA V9 & NESA NSW

2027 SCHOOL SHOWS

- Will and Ed Make Words Do Good Stuff
- Words of War
- Clash of the Poets
- Silence to Speech

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 2027 shows aligns with ACARA and NESA. Each show is mapped to the syllabus outcomes it supports, with a short descriptor explaining how the performance and its supporting materials meet that outcome.

WILL AND ED MAKE WORDS DO GOOD STUFF

YEARS 5–8 ▪ style adjusted by age

WHAT STUDENTS DO

- Learn and name the four building blocks of poetry (rhyme, rhythm, imagery and theme), and see how they work together to create meaning.
- Explore why authentic voice matters, discovering through the story that real creativity cannot be outsourced or automated.
- Draw on the play's characters and mentor texts to plan, shape and write their own poetry.

ACARA V9

YEARS 5–8

Literature – Examining literature

Students engage in increasingly complex interactions with literary texts: in the primary years they discuss, recognise and identify how writers use characters, settings, events and techniques to create meaning; in the early high school years they explain how techniques within texts interact to create more complex meanings and effects.

The show explicitly teaches how literary techniques both create and reveal meaning through engaging live discussion couched in a relatable narrative. Students meet the four building blocks of poetry, consider how they combine to construct meaning, and examine questions of authorship and originality raised by the characters' reliance on automated content. Performances are adapted stylistically to engage different age groups, and the Teacher Pack includes exercises suitable for capable late primary and early high school students.

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 that 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 recreating texts.

Will and Ed Make Words Do Good Stuff introduces students to narrative, imagery and figurative language through the relatable journey of Wil and Ed, two aspiring creators who learn that a machine cannot write their poetry for them. As the characters discover their own voice, students are guided through the same 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, the show introduces the fundamentals of poetic expression: rhyme, rhythm, imagery and theme. Students consider how these elements work together to construct meaning, and reflect on what is lost when creative work is handed to a machine rather than crafted by a human voice.

CROSS-CURRICULAR LINKS

Also supports **Digital Technologies** (the responsible and creative use of AI to generate content) and **Media Arts** (creating and shaping content for an audience).

CLASH OF THE POETS

YEARS 8–10

WHAT STUDENTS DO

- Engage with a variety of poetic forms from classical sonnets to contemporary slam.
- Compare classic and contemporary poetry, weighing form and tradition against theme and social relevance.
- Learn and name key techniques (rhyme, rhythm, imagery, metaphor, simile, volta, rhyme scheme and metre) and analyse how they 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, students experience poems from first encounter, through deepening understanding, to analysis. As the characters argue their opposing cases, students see how individual responses may vary based on personal circumstances and taste, and how deeper knowledge of text and context enriches the experience of a poem.

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 setting the highly structured classical sonnet against the deliberately loosened form of contemporary slam, the show demonstrates how poets adapt and subvert established structures, giving students 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.

The debate at the heart of the show models exactly this skill, as students weigh competing arguments about the value of classic and contemporary poetry and are invited to form and discuss their own opinions.

NESA NSW

STAGE 4 : YEAR 8

Understanding & Responding – Language A EN4-URA-01

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

Clash of the Poets models analytic thinking through the sparring of its characters, drawing students into a live debate over how rhyme, rhythm, imagery and form create meaning. The opposing viewpoints scaffold the students' journey from passive recipient to engaged and responsive critic.

STAGE 5 : YEARS 9–10

Understanding & Responding – Language A EN5-URA-01

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

The show presents a variety of poetic works ranging in style and complexity, from the highly structured sonnet with its metre, volta and rhyme scheme, to the free rhythms and direct address of contemporary slam. Students are challenged to consider how each form crafts and reveals meaning.

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.

WORDS OF WAR

YEARS 9–12

WHAT STUDENTS DO

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

ACARA v9

YEARS 9–10

Literature AC9E9LE05

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

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

Literature AC9E10LE03

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

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

Literacy – Interacting / Analysing AC9E9LY02–AC9E9LY03

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

The show examines how Owen's work engaged intertextually with propaganda to sway his audience's opinion of World War I.

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.

In Words of War, three performers clash over who Owen really was, modelling a range of strategies to interpret complex texts. Students consider how the themes relate to their own world view, how that world view shifts their personal relationship with the text (Reader Response Theory), and how understanding the context of composition reveals meaning (New Historicism).

Understanding & Responding – Language A EN5-URA-01

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

The show explores advanced language features and structures including intertextuality, irony and the various poetic forms Owen used, modelling 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, the show models how texts express, challenge and affirm values and attitudes, deepening students' understanding of how their personal responses are products of their own values interacting with the text.

CROSS-CURRICULAR LINKS

Also supports **History**. ACARA v9 Year 9 History, World War I (1914–1918); and NSW HSIE, History 7–10 depth study "Australians at War." A strong fit for a combined English and History unit on the war poets.

SILENCE TO SPEECH

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 ethos, pathos and logos are consciously deployed to move audiences, and how speakers tailor language to context and purpose.
- Consider the moral and ethical implications of persuasion, then plan, rehearse and deliver persuasive speeches of their own.

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.

Using the speeches showcased in the performance as mentor texts, students learn how rhetorical devices are deployed to elicit responses and actions from audiences. Through the strategies in the Resource Pack, students acquire the 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.

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.

Students explore the rhetorical and language techniques speakers use to craft persuasive language. Presented in an urgent, real-time narrative in which a young activist has minutes to rally a crowd, the play models critical analysis as the characters unpack how speakers throughout history have used language to change the course of events.

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 examine the motives and strategies of speakers throughout history, students consider how persuaders select and deploy techniques in response to their circumstances and goals. Through their own alignment or opposition to the characters' opposing views, students consider how texts can challenge values and attitudes.

Expressing Ideas and Composing Texts A 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.

By engaging with the Teacher Pack, students plan, rehearse and deliver persuasive speeches of their own. The process guides students to identify themes of importance to them, use mentor texts to craft their message, and rehearse a compelling spoken delivery.

CROSS-CURRICULAR LINKS

Also supports **History** and **Civics & Citizenship**. ACARA v9 Year 10 History, civil rights and freedoms and the Universal Declaration of Human Rights; Civics & Citizenship, democratic participation and activism; and NSW HSIE, History 7–10 "Rights and Freedoms."