

# Exploring Stagecrafting and Cultural Connections in Jack Davis's *Honey Spot*: Unit of Work

(NSW English Stage 4 Syllabus for the Australian curriculum)

Unit overview and lessons based on developing student skills in and knowledge of stagecrafting through an exploration of cultural connections in *Honey Spot* by Jack Davis

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*Quiller*

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Cultural Connections in Jack Davis'  
*Honey Spot*:  
Unit of Work

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<b>Unit of work:</b>	<b>Exploring Stagecrafting and Cultural Connections in Jack Davis's <i>Honey Spot</i></b>	<b>Year: 7</b>	<b>Stage: 4</b>
<b>Duration:</b>	6 weeks	<b>Assessment:</b>	<b>Stage a scene from <i>Honey Spot</i></b>
<b>Text types:</b>	Play scrip and poetry Theatre performances	<b>Language:</b>	Language of stagecrafting
<b>Concept:</b>	Stagecraft, cultural perspectives & cultural representation		
<p><b>Learning experiences:</b></p> <ul style="list-style-type: none"> <li>• reading, writing, viewing, listening, creating, representing</li> </ul> <p><b>Links to other learning areas:</b></p> <ul style="list-style-type: none"> <li>• History</li> <li>• Drama</li> </ul> <p><b>Cross curriculum priorities</b></p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Island culture and histories</li> </ul> <p><b>Other learning across the curriculum areas:</b></p> <ul style="list-style-type: none"> <li>• Difference and diversity</li> </ul> <p><b>General capabilities:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and creative thinking</li> <li>• Intercultural understanding</li> <li>• Personal and social capability</li> </ul>			

Essential Learning Goal	Overarching Questions	Key Learning Ideas
Analysis of the elements of stagecrafting and how they are shown in <i>Honey Spot</i> by Jack Davis?	<ul style="list-style-type: none"> <li>▪ What are the elements of stagecrafting?</li> <li>▪ What are cultural connections and how are they constructed in <i>Honey Spot</i>?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stagecrafting</li> <li>▪ How cultural connections are created in and through <i>Honey Spot</i> by Jack Davis</li> <li>▪ Performing play scripts</li> <li>▪ Analysing characters and plot in <i>Honey Spot</i></li> <li>▪ Staging scenes from <i>Honey Spot</i></li> </ul>

## ***Exploring Stagecrafting and Cultural Connections in Jack Davis' Honey Spot Unit of Work*** **Links to NSW English Syllabus K-10 for the Australian curriculum: Stage 4**

### **Objective A: Outcome 1**

**A student:** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-1A

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> <li>• explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints</li> <li>• experiment with language forms and features to compose texts for pleasure and enjoyment</li> </ul>
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>• identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>• respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>• explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)</li> <li>• identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)</li> <li>• recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)</li> <li>• understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)</li> </ul>

## Objective B: Outcome 4

**A student:** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence EN4-4B

Sub-strands	Content descriptions
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"><li>combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes</li><li>experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)</li></ul>
Respond to and compose texts	<ul style="list-style-type: none"><li>create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)</li><li>plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</li><li>plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1720, ACELY1731)</li><li>creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences</li></ul>

## Objective C: Outcome 5

**A student:** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-5C

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"><li>describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding to and composing texts</li></ul>
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"><li>understand and use conventions of storytelling in a range of modes and media, eg digital storytelling</li><li>use imaginative texts as models to replicate or subvert textual conventions to create new texts</li></ul>
Respond to and compose texts	<ul style="list-style-type: none"><li>compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness</li><li>critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts</li></ul>

## Objective D: Outcome 8

**A student:** identifies, considers and appreciates cultural expression in texts EN4-8D

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"><li>consider the ways culture and personal experience position readers and viewers and influence responses to and composition of texts</li></ul>

Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>• identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>• respond to and compose texts in a range of different modes and media, recognising and appreciating cultural factors, including cultural background and perspectives</li> <li>• recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)</li> <li>• explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts</li> </ul>

NESA, *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*, 2012, pp 116-133

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p><b>Outcome 1</b> explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)</p> <p><b>Outcome 5</b> describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding to and composing texts</p>	<p><b>Differences &amp; similarities between play scripts, novels &amp; poems</b></p> <p><b>Guidance</b></p> <ol style="list-style-type: none"> <li>1. Explain, discuss or read notes from the worksheet about the differences &amp; similarities between play scripts, novels &amp; poems.</li> <li>2. Read and discuss an example of a play script, novel extract and poem.</li> <li>3. Ask students to complete the exercise below:</li> </ol> <p><b>Exercise</b></p> <p>Look at examples of a play script, novel extract and poem.</p> <ol style="list-style-type: none"> <li>1. How do you know that they are a play script, novel extract and poem? Write down your ideas in the space provided.</li> <li>2. Annotate each section by writing features of the text that make it a play script, novel extract or poem.</li> </ol> <p><b>Diversity of Learners</b></p> <p>To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p><b>Extension</b></p> <ol style="list-style-type: none"> <li>1. Fill in the table by writing down the features of a play script, novel and poem.</li> <li>2. Write 3-5 sentences explaining the similarities and differences between play scripts, novels and poems</li> </ol> <p><b>Special educational needs</b></p> <ol style="list-style-type: none"> <li>1. Write dot points in response.</li> <li>2. Reduce the number of activities.</li> <li>3. Prepare answers before the lesson so students can match them up.</li> </ol>		<p>Differences &amp; similarities between play scripts, novels &amp; poems worksheet</p>

