

Exploring Stagecrafting and Cultural Connections in Jack Davis's *Honey Spot*

Unit of Work

(Suitable for all state-based curriculums
for the Australian English Curriculum:
Year 7)

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

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"> ▪ What are the elements of stagcrafting? ▪ What are cultural connections and how are they constructed in <i>Honey Spot</i>? 	<ul style="list-style-type: none"> ▪ Stagecrafting ▪ How cultural connections are created in and through <i>Honey Spot</i> by Jack Davis ▪ Performing play scripts ▪ Analysing characters and plot in <i>Honey Spot</i> ▪ Staging scenes from <i>Honey Spot</i>


Exploring Stagecrafting and Cultural Connections in Jack Davis's Honey Spot Unit of Work
Links to Australian English Curriculum: Year 7

Language		
Sub-strands	Content descriptions	Elaborations
Language variation & change	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)	<ul style="list-style-type: none"> exploring languages and dialects through building webcam relationships with schools across Australia and Asia investigating changes in word use and meaning over time and some of the reasons for these changes, for example the influence on spelling and vocabulary of new forms of communication like texting, emoticons and email
Text structure and organisation	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)	<ul style="list-style-type: none"> learning about the structure of the book or film review and how it moves from context description to text summary and then to a text judgment
Text structure and organisation	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)	<ul style="list-style-type: none"> analysing the structure of media texts such as television news items and broadcasts and various types of newspaper and magazine articles writing structured paragraphs for use in a range of academic settings such as paragraph responses, reports and presentations
Literature		
Sub-strands	Content descriptions	Elaborations
Literature & context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	<ul style="list-style-type: none"> building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples

		<ul style="list-style-type: none"> identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age
Responding to literature	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	<ul style="list-style-type: none"> identifying stereotypes, prejudice and oversimplifications in texts exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed
Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	<ul style="list-style-type: none"> analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose
Examining literature	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)	<ul style="list-style-type: none"> experiencing the sound and rhythm of poetry, and using metalanguage, for example 'refrain' and 'chant', to discuss the layers of meaning that are created
Creating literature	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)	<ul style="list-style-type: none"> using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation imagining a character's life events (for example misadventures organised retrospectively to be presented as a series of flashbacks in scripted monologue supported by single images), making a sequel or prequel or rewriting an ending creating chapters for an autobiography, short story or diary

Literacy		
Sub-strands	Content descriptions	Elaborations
Interacting with others	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)	<ul style="list-style-type: none"> identifying, discussing and interpreting ideas and concepts that other individuals and groups value identifying key evidence supporting an argument in a discussion between two speakers
Interacting with others	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	<ul style="list-style-type: none"> preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from students' own
Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	<ul style="list-style-type: none"> identifying the purpose and possible audience for a text explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features
Creating texts	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)	<ul style="list-style-type: none"> compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories using appropriate textual conventions, create scripts for interviews, presentations, advertisements and radio segments writing and delivering presentations with specific rhetorical devices to engage an audience

ACAR, *Australian Curriculum: English*. Accessed Jan 10, 2018

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p>Language Language variation & change Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)</p> <p>Language Text structure & organisation Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)</p> <p>Literature Responding to literature Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p>	<p>Differences & similarities between play scripts, novels & poems</p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about the differences & similarities between play scripts, novels & poems. 2. Read and discuss an example of a play script, novel extract and poem. 3. Ask students to complete the exercise below: <p>Exercise</p> <p>Look at examples of a play script, novel extract and poem.</p> <ol style="list-style-type: none"> 1. How do you know that they are a play script, novel extract and poem? Write down your ideas in the space provided. 2. Annotate each section by writing features of the text that make it a play script, novel extract or poem. <p>Diversity of Learners</p> <p>To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p>Extension</p> <ol style="list-style-type: none"> 1. Fill in the table by writing down the features of a play script, novel and poem. 2. Write 3-5 sentences explaining the similarities and differences between play scripts, novels and poems <p>Special educational needs</p> <ol style="list-style-type: none"> 1. Write dot points in response. 2. Reduce the number of activities. 3. Prepare answers before the lesson so students can match them up. 		<p>Differences & similarities between play scripts, novels & poems worksheet</p>

