

# Josephine Wants to Dance 2025

A Monkey Baa Theatre Company Production

Based on the book by Jackie French and Bruce Whatley

Adapted by Eva Di Cesare, Sandie Eldridge and Tim McGarry

This document outlines the relevant Australian Curriculum outcomes that can be achieved through seeing the production, participating in workshops, and using classroom learning materials of and for *Josephine Wants to Dance*.

## V 9.0 AUSTRALIAN CURRICULUM LINKS

### FOUNDATION YEAR

#### ENGLISH

#### LANGUAGE

##### ACELA1430

**Understand that texts can take many forms, can be very short or quite long and that stories and informative texts have different purposes**

The production allows students to see a story adapted into a live performance, providing an example of how a narrative can be communicated in different ways.

##### ACELA1786

**Explore the different contribution of words and images to meaning in stories and informative texts**

The production combines spoken dialogue and visual elements, illustrating how both contribute to storytelling. Students can explore how the combination of these elements in the production creates meaning and evokes emotions.

##### ACELA1437

**Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests, and topics taught at school**

The production's language and dialogue reflect themes related to perseverance, following one's passion, and not giving up on dreams. These are familiar contexts and experiences for students and help them relate the vocabulary used in the production to their own lives and learning.

##### ACELA1429

**Understand that language can be used to explore ways of expressing needs, likes, and dislikes**

Characters in the production express their desires, fears, likes, and dislikes through dialogue and action. Observing these expressions helps students understand how language is used to convey emotions and preferences.

##### ACELA1428

**Explore how language is used differently at home and school depending on the relationships between people**

In a post-performance discussion, students can reflect on how characters might speak differently to various characters and relate this to their own experiences of language use in different settings.

## LITERATURE

### ACELT1575

#### **Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences**

The production allows students to understand that the story being told is created by authors who might share experiences that resonate with the audience's own lives or offer a different perspective.

### ACELT1577

#### **Respond to texts, identifying favourite stories, authors, and illustrators**

After watching the production, students can reflect on their enjoyment of the story, characters, and the way it was brought to life on stage, creating discussion about their favourite aspects, and comparing it to other stories they like.

### ACELT1783

#### **Share feelings and thoughts about the events and characters in texts**

Students can discuss their emotional responses to the play's events and characters, expressing how they felt during the performance and what they thought about the characters' actions and decisions.

### ACELT1578

#### **Identify some features of texts including events and characters and retell events from a text**

Students can identify key events and characters from the production and practice retelling the story in their own words, helping them understand narrative structure and character development.

### ACELT1580

#### **Retell familiar literary texts through performance, use of illustrations and images**

Watching the production provides a model for how familiar literary texts can be retold through performance. Students can be encouraged to create their own performances or visual representations of stories they know, inspired by the production.

## LITERACY

### ACELY1645

#### **Identify some familiar texts and the contexts in which they are used**

The production introduces students to the text as an adaptation of a book. This helps students understand the context in which the story was originally created and how it has been adapted for a different medium.

### ACELY1646

#### **Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations**

After watching the production, students can participate in discussions or Q&A sessions, responding to what they observed and heard, and sharing their thoughts in both informal and structured settings.

### ACELY1784

#### **Use interaction skills including listening while others speak, using appropriate voice levels, articulation, body language, gestures, and eye contact**

During post-performance discussions or activities, students practice their interaction skills by listening to others' contributions, speaking clearly when it

is their turn, and using non-verbal cues like eye contact and gestures to engage with their peers.

#### **ACELY1648**

##### **Identify some differences between imaginative and informative texts**

By watching a fictional story brought to life on stage, students can distinguish between imaginative texts and informative texts that convey information.

#### **ACELY1650**

##### **Use comprehension strategies to understand and discuss texts listened to, viewed, or read independently**

Students use comprehension strategies to understand the narrative, themes, and character motivations in the production, enhancing their ability to analyse and discuss texts.

## **THE ARTS**

### **DRAMA**

#### **ACADRM027**

##### **Explore role and dramatic action in dramatic play, improvisation, and process drama**

Students observe how dancers explore roles and dramatic actions through dance, improvisation, and structured play.

#### **ACADRM028**

##### **Use voice, facial expression, movement, and space to imagine and establish role and situation**

Students learn how actors use movement, space, and sometimes facial expression to convey roles, emotions, and situations.

#### **ACADRM029**

##### **Present drama that communicates ideas, including stories from their community to an audience**

Students see how drama is used to communicate stories and ideas, including those that reflect cultural and community narratives.

### **DANCE**

#### **ACELA1488**

##### **Understand that social interactions influence the way people engage with ideas and respond to others, for example when exploring and clarifying the ideas of others, summarising their own views, and reporting them to a larger group**

Students observe how dancers interact on stage through movement, which influences how they understand and interpret the story and share their interpretations with others.

#### **ACELA1496**

##### **Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts**

Students analyse how dance formations, spatial arrangements, and the placement of dancers on stage contribute to the narrative and emotional impact of the performance.

### **MUSIC**

#### **ACAMUM080**

##### **Develop aural skills by exploring and imitating sounds, pitch, and rhythm patterns using voice, movement, and body percussion**

Students observe how actors use their voices and movements to explore pitch, rhythm, and sound, enhancing their aural skills.

#### **ACAMUM081**

##### **Sing and play instruments to improvise, practice a repertoire of chants, songs, and rhymes, including songs used by cultural groups in the community**

Students see how performers use singing and instruments to perform a variety of songs, including those from diverse cultural groups.

**ACAMUM082**

**Create compositions and perform music to communicate ideas to an audience**

Students experience how music is composed and performed in the musical to convey ideas and tell a story.

**YEAR 1**

**ENGLISH**

**LANGUAGE**

**ACELA1443**

**Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others**

The production includes characters who communicate in diverse ways, such as through dance and expression.

**ACELA1444**

**Understand that language is used in combination with other means of communication, for example, facial expressions and gestures to interact with others**

The production uses gestures and expressions to convey meaning and emotion in addition to dialogue.

**ACELA1787**

**Explore different ways of expressing emotions, including verbal, visual, body language, and facial expressions**

The production illustrates how characters express emotions using multiple communication modes, such as dancing, facial expressions, and tone of voice.

**ACELA1447**

**Understand that the purposes texts serve to shape their structure in predictable ways**

By watching the production, students see how a narrative is structured to entertain and tell a story through a performance, highlighting storytelling elements.

**ACELA1453**

**Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning**

By watching the production, students can analyse how visual elements contribute to the narrative and the overall meaning of the story.

**LITERATURE**

**ACELT1581**

**Discuss how authors create characters using language and images**

The production provides a clear example of how characters are brought to life using both dialogue and visual elements such as costumes and physical movement, allowing for discussions about character creation.

**ACELT1582**

**Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences**

Students can discuss the characters and events from the play, sharing how these relate to their own lives and experiences.

#### **ACELT1584**

##### **Express preferences for specific texts and authors and listen to the opinions of others**

After seeing the production, students can discuss their preferences for this text compared to others they have read or seen and share these opinions with peers.

#### **ACELT1586**

##### **Discuss features of plot, character, and setting in different types of literature and explore some features of characters in different texts**

The production offers opportunities to explore its unique plot, setting, and characters, fostering discussion about these literary elements.

#### **ACELY1655**

##### **Recreate texts imaginatively using drawing, writing, performance, and digital forms of communication**

After watching the play, students can be encouraged to recreate scenes or characters using various creative mediums, inspired by what they have observed.

## **LITERACY**

#### **ACELY1656**

##### **Respond to texts drawn from a range of cultures and experiences**

The production provides an opportunity for students to respond to a story that may differ from their own cultural experiences, encouraging reflection and discussion.

#### **ACELY1788**

##### **Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information, and questions**

After the production, students can engage in discussions about the performance, demonstrating active listening and participation.

#### **ACELY1657**

##### **Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly, and using appropriate volume and pace**

Students can practice these skills during post-performance discussions or activities, effectively engaging with their peers.

#### **ACELY1660**

##### **Make short presentations using some introduced text structures and language, for example, opening statements**

Students can make short presentations about their interpretations or opinions of the production, using structured language to present their thoughts.

## **THE ARTS**

## **DRAMA**

#### **ACADRM027**

##### **Explore role and dramatic action in dramatic play, improvisation, and process drama**

Students observe how dancers explore roles and dramatic actions through dance, improvisation, and structured play.

#### **ACADRM028**

##### **Use voice, facial expression, movement, and space to imagine and establish role and situation**

Students learn how actors use movement, space, and sometimes facial expression to convey roles, emotions, and situations.

#### **ACADRM029**

##### **Present drama that communicates ideas, including stories from their community to an audience**

Students see how drama is used to communicate stories and ideas, including those that reflect cultural and community narratives.

## DANCE

### ACELA1488

**Understand that social interactions influence the way people engage with ideas and respond to others, for example when exploring and clarifying the ideas of others, summarising their own views, and reporting them to a larger group**

Students observe how dancers interact on stage through movement, which influences how they understand and interpret the story and share their interpretations with others.

### ACELA1496

**Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts**

Students analyse how dance formations, spatial arrangements, and the placement of dancers on stage contribute to the narrative and emotional impact of the performance.

## MUSIC

### ACAMUM080

**Develop aural skills by exploring and imitating sounds, pitch, and rhythm patterns using voice, movement, and body percussion**

Students observe how actors use their voices and movements to explore pitch, rhythm, and sound, enhancing their aural skills.

### ACAMUM081

**Sing and play instruments to improvise, practice a repertoire of chants, songs, and rhymes, including songs used by cultural groups in the community**

Students see how performers use singing and instruments to perform a variety of songs, including those from diverse cultural groups.

### ACAMUM082

**Create compositions and perform music to communicate ideas to an audience**

Students experience how music is composed and performed in the musical to convey ideas and tell a story.

## YEAR 2

## ENGLISH

## LANGUAGE

### ACELA1460

**Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context, and cultural background**

The production demonstrates how different communication modes serve different purposes and audiences.

### ACELA1462

**Identify language that can be used for appreciating texts and the qualities of people and things**

Watching the production allows students to explore and discuss the language used to describe characters, settings, and events, creating an appreciation for the text.

### ACELA1463

**Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose**

The production has a distinct narrative structure and language style, demonstrating how different texts have unique structures and features.

### ACELA1469

**Identify visual representations of characters' actions, reactions, speech, and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words**

The production uses visual storytelling through acting, set design, and costumes, helping students analyse how these elements enhance or alter the narrative.

## LITERATURE

### ACELT1587

**Discuss how depictions of characters in print, sound, and images reflect the contexts in which they were created**

Students analyse how characters are portrayed in different media, reflecting their cultural and historical contexts.

### ACELT1589

**Compare opinions about characters, events, and settings in and between texts**

Students share and compare their views on characters, events, and settings in different texts.

### ACELT1591

**Discuss the characters and settings of different texts and explore how language is used to present these features in different ways**

Students discuss how language presents characters and settings in various texts.

### ACELT1593

**Create events and characters using different media that develop key events and characters from literary texts**

Students create new stories and characters using various media based on literary texts.

## LITERACY

### ACELY1666

**Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions**

Students listen carefully to gather key points and contribute to discussions about the production.

### ACELY1789

**Use interaction skills including initiating topics, making positive statements, and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume, and pace appropriately**

Students use communication skills to discuss the production, including expressing opinions and respectfully disagreeing.

## THE ARTS

### ACELY1667

#### Rehearse and deliver short presentations on familiar and new topics

Students can deliver presentations sharing their reflections and insights on the production.

## DRAMA

### ACADRM027

#### Explore role and dramatic action in dramatic play, improvisation, and process drama

Students observe how dancers explore roles and dramatic actions through dance, improvisation, and structured play.

### ACADRM028

#### Use voice, facial expression, movement, and space to imagine and establish role and situation

Students learn how actors use movement, space, and sometimes facial expression to convey roles, emotions, and situations.

### ACADRM029

#### Present drama that communicates ideas, including stories from their community to an audience

Students see how drama is used to communicate stories and ideas, including those that reflect cultural and community narratives.

## DANCE

### ACELA1488

#### Understand that social interactions influence the way people engage with ideas and respond to others, for example when exploring and clarifying the ideas of others, summarising their own views, and reporting them to a larger group

Students observe how dancers interact on stage through movement, which influences how they understand and interpret the story and share their interpretations with others.

### ACELA1496

#### Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts

Students analyse how dance formations, spatial arrangements, and the placement of dancers on stage contribute to the narrative and emotional impact of the performance.

## MUSIC

### ACAMUM080

#### Develop aural skills by exploring and imitating sounds, pitch, and rhythm patterns using voice, movement, and body percussion

Students observe how actors use their voices and movements to explore pitch, rhythm, and sound, enhancing their aural skills.

### ACAMUM081

#### Sing and play instruments to improvise, practice a repertoire of chants, songs, and rhymes, including songs used by cultural groups in the community

Students see how performers use singing and instruments to perform a variety of songs, including those from diverse cultural groups.

### ACAMUM082

#### Create compositions and perform music to communicate ideas to an audience

Students experience how music is composed and performed in the musical to convey ideas and tell a story.



## YEAR 3

### ENGLISH

### LANGUAGE

#### ACELA1476

**Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations**

Students observe and learn about social conventions and turn-taking through characters' interactions on stage.

#### ACELA1477

**Examine how evaluative language can be varied to be more or less forceful**

Students see how characters use varying degrees of evaluative language to express their emotions and intentions.

#### ACELA1483

**Identify the effect on audiences of techniques, for example, shot size, vertical camera angle, and layout in picture books, advertisements, and film segments**

Students analyse how different staging techniques, such as lighting and actor positioning, affect audience perception and emotion.

### LITERATURE

#### ACELT1594

**Discuss texts in which characters, events, and settings are portrayed in different ways, and speculate on the authors' reasons**

Students analyse how a production portrays characters, events, and settings differently and consider the creators' choices.

#### ACELT1596

**Draw connections between personal experiences and the worlds of texts, and share responses with others**

Students connect their personal experiences with the themes and narratives presented in the production.

#### ACELT1599

**Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative**

Students explore how dialogue and language choices in the production set the mood and shape events.

#### ACELT1601

**Create imaginative texts based on characters, settings, and events from students' own and other cultures using visual features, for example, perspective, distance, and angle**

Students are inspired by the production to create their own imaginative texts, using visual and cultural elements.

### LITERACY

## THE ARTS

### ACELY1675

#### Identify the point of view in a text and suggest alternative points of view

Students explore the production's perspective and discuss possible alternative viewpoints.

### ACELY1676

#### Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations

Students engage in discussions about the production, sharing insights and negotiating different interpretations.

### ACELY1792

#### Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch, and volume

Students practice effective communication skills during post-production discussions.

### ACELY1677

#### Plan and deliver short presentations, providing some key details in logical sequence

Students prepare and present their thoughts on the production, focusing on clarity and logical sequencing.

## DRAMA

### ACADRM031

#### Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama

Students observe how actors explore different narrative structures and situations through movement and use empathy to connect with the characters and stories being portrayed.

### ACADRM032

#### Use voice, body, movement, and language to sustain role and relationships and create dramatic action with a sense of time and place

Students learn how actors use their bodies, movement, and sometimes language to establish roles, build relationships, and create a sense of time and place in the performance.

## DANCE

### ACADAM005

#### Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices

Students observe how dancers create and structure movements using various dance elements and choreographic techniques.

### ACADAM006

#### Practice technical skills safely in fundamental movements

Students learn about the importance of practicing technical dance skills safely through observation of professional dancers' movements and techniques.

**ACADAM007**

**Perform dances using expressive skills to communicate ideas, including telling cultural or community stories**

Students see how dancers use expressive skills to convey stories, emotions, and cultural narratives through dance.

**MUSIC**

**ACAMUM084**

**Develop aural skills by exploring, imitating, and recognising elements of music including dynamics, pitch, and rhythm patterns**

Students observe how performers use dynamics, pitch, and rhythm in their singing and instrumental performance, enhancing their ability to recognise and understand these musical elements.

**ACAMUM085**

**Practice singing, playing instruments, and improvising music, using elements of music including rhythm, pitch, dynamics, and form in a range of pieces, including in music from the local community**

Students see how performers sing, play instruments, and improvise, showcasing how different elements of music are used in various pieces.

**ACAMUM086**

**Create, perform, and record compositions by selecting and organising sounds, silence, tempo, and volume**

Students experience how music is created, arranged, and performed in the musical, learning about the importance of choices in sound, silence, tempo, and volume to convey a narrative.

**YEAR 4**

**ENGLISH**

**LANGUAGE**

**ACELA1488**

**Understand that social interactions influence the way people engage with ideas and respond to others, for example when exploring and clarifying the ideas of others, summarising their own views, and reporting them to a larger group**

Students observe how characters interact on stage and engage in discussions to clarify and share their own ideas.

**ACELA1489**

**Understand differences between the language of opinion and feeling and the language of factual reporting or recording**

Students differentiate between characters expressing opinions and emotions versus conveying information during the production.

**ACELA1496**

**Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts**

Students analyse how visual elements on stage, such as set design and actor placement, affect the storytelling.

## LITERATURE

### ACELT1602

**Make connections between the ways different authors may represent similar storylines, ideas, and relationships**

The production allows students to compare how similar storylines, themes, and character relationships are represented in different texts they have encountered.

### ACELT1603

**Discuss literary experiences with others, sharing responses and expressing a point of view**

After watching the production, students can engage in discussions with peers, sharing their thoughts, feelings, and interpretations of the experience.

### ACELT1604

**Use metalanguage to describe the effects of ideas, text structures, and language features of literary texts**

Viewing the production provides an opportunity to discuss and analyse the effects of the play's language and structure using specific literary terms.

### ACELT1605

**Discuss how authors and illustrators make stories exciting, moving, and absorbing and hold readers' interest by using various techniques, for example, character development and plot tension**

The production provides a basis for discussing the techniques used to make the story engaging.

### ACELT1794

**Create literary texts by developing storylines, characters, and settings**

Inspired by the production, students can create their own stories, developing unique characters, plots, and settings based on their understanding and imagination.

## LITERACY

### ACELY1686

**Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout, and content of contemporary texts**

The production provides a basis for comparing language and features of different texts.

### ACELY1687

**Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information**

Students practice listening for key points and extending ideas.

## THE ARTS

### ACELY1688

**Use interaction skills such as acknowledging another's point of view and linking students' responses to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch, and volume to speak clearly and coherently**

Students use interaction skills in discussions after the production.

### ACELY1689

**Plan, rehearse, and deliver presentations incorporating learned content and taking into account the particular purposes and audiences**

Students can present their reflections considering the audience and purpose.

### ACELY1690

**Identify characteristic features used in imaginative, informative, and persuasive texts to meet the purpose of the text**

The production helps identify features of imaginative texts.

### ACELY1692

**Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts**

Students apply comprehension strategies to analyse the production.

### ACELY1694

**Plan, draft, and publish imaginative, informative, and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features**

Students create texts demonstrating control over structure and language.

## DRAMA

### ACADRM031

**Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama**

Students observe how actors explore different narrative structures and situations through movement and use empathy to connect with the characters and stories being portrayed.

### ACADRM032

**Use voice, body, movement, and language to sustain role and relationships and create dramatic action with a sense of time and place**

Students learn how actors use their bodies, movement, and sometimes language to establish roles, build relationships, and create a sense of time and place in the performance.

## DANCE

### ACADAM005

**Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices**

Students observe how dancers create and structure movements using various dance elements and choreographic techniques.

#### **ACADAM006**

##### **Practice technical skills safely in fundamental movements**

Students learn about the importance of practicing technical dance skills safely through observation of professional dancers' movements and techniques.

#### **ACADAM007**

##### **Perform dances using expressive skills to communicate ideas, including telling cultural or community stories**

Students see how dancers use expressive skills to convey stories, emotions, and cultural narratives through dance.

## **MUSIC**

#### **ACAMUM084**

##### **Develop aural skills by exploring, imitating, and recognising elements of music including dynamics, pitch, and rhythm patterns**

Students observe how performers use dynamics, pitch, and rhythm in their singing and instrumental performance, enhancing their ability to recognise and understand these musical elements.

#### **ACAMUM085**

##### **Practice singing, playing instruments, and improvising music, using elements of music including rhythm, pitch, dynamics, and form in a range of pieces, including in music from the local community**

Students see how performers sing, play instruments, and improvise, showcasing how different elements of music are used in various pieces.

#### **ACAMUM086**

##### **Create, perform, and record compositions by selecting and organising sounds, silence, tempo, and volume**

Students experience how music is created, arranged, and performed in the musical, learning about the importance of choices in sound, silence, tempo, and volume to convey a narrative.