

Yr 11 Module A Work Booklet for Students on Work Placement
Term 2: Week 9, 10, 11 or Term 3: Week 1, 2



Module A – Images – 6 Weeks

Set Text: Stolen (Drama) – Jane Harrison

Related Materials: RTA Drink Driving Campaign (Non Fiction)

Learning Experiences:

Students will:

- ☐ Revise and reinforce a wide variety of techniques
- ☐ Revise and reinforce a variety of text forms, linguistics, structure, purpose, audience and context
- ☐ Recognizes and be able to discuss how texts position responders
- ☐ Identify and reflect on what comment is being made about the world
- ☐ Develop strategies and confidence in identifying, selection and deconstructing appropriate related material

Rubric

In responding and composing, students explore the nature of images and the ways they are used in everyday situations. Students will explore and examine the ways various kinds of images shape meaning. They will explore and analyse:

- how aspects of the world are represented through images
- the relationship and attitudes established in the communication of images
- the textual features of the medium and mode of communication

1. Image Matrix

	Scene	Image	Dramatic Technique(s)
1	ARRIVING		
2	ADULT FLASHES		
3	HIDING SANDY		
4	IT RAINED THE DAY		
5	LINE UP 1		
6	THE CHOSE		
7	JIMMY BEING NAUGHTY		
8	UNSPOKEN ABUSE 1		
9	IT RAINED THE DAY		
10	RUBY COMFORTING HER BABY		
11	SANDY'S STORY OF THE MUNGEE		
12	YOUR MUM'S DEAD		
13	LINE UP 2		
14	ANNE'S TOLD SHE'S ABORIGINAL		
15	UNSPOKEN ABUSE 2		
16	YOUR MUM'S DEAD		
17	TO TAN OR NOT TO TAN		
18	SHIRLEY'S MEMORIES		
19	LINE IP AGE TWELVE		
20	CLEANING ROUTINE 2		
21	SHIRLEY KINTS FOR HER FAMILY		
22	A CAN OF PEAS		
23	JIMMY'S BEING NAUGHTY AGAIN		
24	LINE UP 3		
25	SHIRLEY NEVER GIVES UP SEARCHING		
26	DESERT SANDS		
27	UNSPOKEN ABUSE 3		
28	RUBY'S DECENT INTO MADNESS		
29	SANDY'S LIFE ON THE ROAD		
30	JIMMY'S STORY		
31	AM I BLACK OR WHITE?		
32	WHAT DO I DO?		
33	RUBY'S FAMILY COME TO VISIT		
34	SANDY REVISITS THE CHILDREN'S HOME		
35	RACIST INSULTS		
36	ANNE'S SCENE		
37	SHIRLEY'S COME FULL CIRCLE		
38	SANDY AT THE END OF THE ROAD		

‘Ilbjerri did not want the play to present Koori people as a homogenous people who all thought and felt the same way: They wanted to tell many stories and not just one, they wanted a play that wasn’t a straight narrative’

As such ‘Stolen is a *woven narrative* with 5 main stories’.

1. Draw this table in your books and summarise each story as a linear narrative using the appropriate scene headings.

Anne	Ruby	Jimmy	Shirley	Sandy

2. This play follows no obvious chronological order. The characters move back and forward in time – sometimes children, sometimes adults. Using the completed table (above), number each scene of each individual story in chronological order from childhood through to adulthood.

3. Using this new timeline, write a paragraph outlining the lives of each character.

4. Select one character to present their lives in an A4 visual representation. (Consider the 5 visual techniques previously discussed: layout, colour, text, graphics and vectors). Complete the following activity to help deconstruct your representation.

- For each of the visual techniques applied, explain how they were used to create a visual image.
5. List all of the dramatic techniques used in the play. (Note the page numbers for quick referencing)
6. Select the most powerful or effective scenes from **each** of the characters that conveys an image central to the meaning of the play to sketch the stage design. Write an accompanying paragraph that explains the visual image being conveyed through the staging as well as dramatic techniques used in the scenes.

Extended Writing Tasks – Set Text

- How has Jane Yolen used dramatic techniques to convey images in the play “Stolen”?
- You are a theatre reporter writing a **feature article** for an entertainment magazine. You have decided to interview theatre patrons as they exit from seeing Jane Yolen’s play, *Stolen* to gather information for your article. Your article will need to explore the character’s stories (plot), the settings, as well as the images created by the dramatic techniques.
- You have manages to book Jane Yolen on your radio program called *Curtains Up*. Write the interview transcript that would appear online after the broadcast. Your focus for this week’s show is *the power of dramatic techniques in conveying the playwright’s meaning*.

2. Related Material – RTA Road Safety Campaign

Text 1 – *Drinking and Riding Don't Mix*

- Who is the target audience of this advertisement?
- What is the purpose of the advertisement?
- Identify at least three techniques used in this text and explain how they are linked to the purpose and the audience.

Text 2 – *There are some things you should never take on*

- Who is the target audience of this advertisement?
- What is the purpose of the advertisement?
- How is the technique of the Bull Fighter motif been used to help reinforce and convey the meaning of the advertisement?
- How effective is the contrast of the text *Skin, Bone and Steel, Glass* in conveying the purpose of the advertisement?

Text 3 – *Watch Out, People About*

- Who is the target audience of this advertisement?
- What is the purpose of the advertisement?
- How was POV (point of view) been used to engage the audience in this text?
- What vectors have been used to reinforce the message of the advertisement?
- What is the correlation between the text written as a tattoo and the message of the text?

Text 4 – *Keep your eyes out for Trouble*

- Who is the target audience of this advertisement?
- What is the purpose of the advertisement?
- How have salience lines been used?
- Identify one other technique used in this text and explain how it reinforces the purpose and connects with the intended audience.

Text 5 – *Slow Down, Show Elders You Care*

- Who is the target audience of this advertisement?
- What is the purpose of the advertisement?
- How does the text connect with the target audience?
- What other technique used also indicates who the target audience is and why?

Text 6 – *Drink and Don't Drive*

- Who is the target audience of this advertisement?
- What is the purpose of the advertisement?
- How does the text connect with the target audience?
- How do the graphics indicate the target audience?

Texts 7, 8, 9, 10, 11 – *Notes*

- Who is the target audience of the advertisements? What techniques indicate this?
- What is the purpose of the advertisement?
- What language feature is common to all texts? Why would this be repeated throughout the campaign? How does this link to the meaning of the advertisements?
- Select one advertisement that appeals you and deconstruct the text by identifying at least three techniques and explaining how they connect to both the purpose and the audience.