

# Yong 2025

A Monkey Baa Theatre Company Production

Based on the book *Yong: The Journey of an Unworthy Son* by Janeen Brian published by Walker Books Australia Pty Ltd

Created in collaboration with Her Majesty's Theatre, Ballarat and Bendigo Venues & Events

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 *Yong*.

*Yong* aligns with the Asia and Australia's Engagement with Asia priority of the Australian Curriculum by exploring the experiences of Chinese migrants during the Australian Gold Rush. It helps students understand the cultural and historical connections between Asia and Australia, enhancing their knowledge of Asian perspectives in English, their understanding of shared histories in History, and their skills in conveying cultural narratives in Drama. This engagement fosters intercultural understanding and prepares students to participate in a globalized world.

V 9.0 AUSTRALIAN CURRICULUM LINKS	
YEAR 5	
ENGLISH	<p><b>LANGUAGE</b></p> <p><b>ACELA1501</b> <b>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships.</b> Students connect with the varied social interactions and contexts depicted in the play, such as those between different characters and cultures during the Australian Gold Rush period.</p> <p><b>ACELA1512</b> <b>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts.</b> Students apply this when discussing the historical context and specific vocabulary used in the play, especially terms from the Gold Rush era and migration contexts.</p> <p><b>ACELA1511</b> <b>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations.</b> Students explore the online interactive experience, allowing them to compare and understand different ways of storytelling and interpretation.</p>

	<p><b>LITERATURE</b></p> <p><b>ACELT1608</b>  <b>Identify aspects of literary texts that convey details or information about particular social, cultural, and historical contexts.</b>  Students explore how Yong reflects the social, cultural, and historical contexts of the Australian Gold Rush period, providing insights into the experiences of Chinese migrants and their interactions with other communities.</p> <p><b>ACELT1609</b>  <b>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others.</b>  Students discuss and present their interpretations of the play Yong, using specific language to articulate their understanding of the characters, themes, and historical context, and considering multiple perspectives.</p> <p><b>ACELT1795</b>  <b>Use metalanguage to describe the effects of ideas, text structures, and language features on particular audiences.</b>  Students analyse how the play's structure and language choices impact the audience, particularly in conveying the historical and emotional journey of Yong and his father.</p> <p><b>LITERACY</b></p> <p><b>ACELY1698</b>  <b>Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context.</b>  Students analyse how the play Yong uses language to convey different characters' perspectives and emotions, as well as the historical and cultural context of the Australian Gold Rush era.</p> <p><b>ACELY1699</b>  <b>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view.</b>  Students participate in classroom discussions and workshops where they connect the play's themes and characters to their own experiences, and articulate their understanding and viewpoints.</p> <p><b>ACELY1796</b>  <b>Use interaction skills, for example, paraphrasing, questioning, and interpreting non-verbal cues, and choose vocabulary and vocal effects appropriate for different audiences and purposes.</b>  Students practice interaction skills during drama workshops, interpreting non-verbal cues, and using appropriate language for different characters and situations.</p>
<p><b>HISTORY</b></p>	<p><b>INQUIRY SKILLS</b></p> <p><b>ACHASSI099</b>  <b>Examine different viewpoints on actions, events, issues, and phenomena in the past and present.</b>  Students explore the diverse perspectives presented in Yong, examining how different characters view the events of the Australian Gold Rush and the challenges faced by Chinese migrants, fostering an understanding of multiple historical viewpoints.</p>

	<p><b>ACHASSI098</b>  <b>Examine primary sources and secondary sources to determine their origin and purpose.</b>          After seeing the production, students analyse the historical context of Yong, using knowledge of primary and secondary sources to understand the authenticity and purpose behind the portrayal of characters and events.</p> <p><b>ACHASSI105</b>  <b>Present ideas, findings, viewpoints, and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations, and discipline-specific terms and conventions.</b>          Students are encouraged to present their reflections and analysis of the play Yong, integrating historical facts and personal insights through various formats, such as essays, presentations, or multimedia projects, to demonstrate a comprehensive understanding of the play's themes and historical context.</p> <p><b>KNOWLEDGE and UNDERSTANDING</b></p> <p><b>ACHASSK109</b>  <b>The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony.</b>          The play Yong vividly portrays the reasons for Chinese migration to Australia during the Gold Rush, highlighting their experiences and the significant contributions they made to the colony, providing a deeper understanding of the social and economic impact of this migrant group.</p> <p><b>ACHASSK107</b>  <b>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples), and how the environment changed.</b>          Students gain insight into the daily lives of various groups, including Chinese migrants and the impacts of colonial development on the environment and Indigenous populations, as depicted in Yong.</p> <p><b>ACHASSK106</b>  <b>Reasons (economic, political, and social) for the establishment of British colonies in Australia after 1800.</b>          Yong explores the economic motivations behind migration and settlement during the Gold Rush, including the search for gold and economic opportunities, which align with the broader reasons for British colonial expansion in Australia.</p>
<p><b>THE ARTS</b></p>	<p><b>DRAMA</b></p> <p><b>ACADRM035</b>  <b>Explore dramatic action, empathy, and space in improvisations, playbuilding, and scripted drama to develop characters and situations.</b>          Watching Yong allows students to observe how dramatic action, empathy, and spatial relationships are used to develop complex characters and situations. This experience can inform their own improvisations and playbuilding exercises, helping them understand how to effectively create and convey characters' emotions and relationships in a historical and cultural context.</p> <p><b>ACADRM036</b>  <b>Develop skills and techniques of voice and movement to create character, mood, and atmosphere and focus dramatic action.</b>          In Yong, students can see professional actors use voice and movement to establish character, mood, and atmosphere. This experience provides a model for students to develop their own skills in using vocal modulation and physicality to convey narrative and emotional depth in their performances.</p>

	<p><b>ACADRM037</b>  <b>Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles, and design elements to share community and cultural stories and engage an audience.</b>  The production of Yong exemplifies how scripted drama can use narrative development, dramatic tension, and symbolic elements to tell a story about community and cultural identity. Observing this production helps students understand how these elements can be employed to engage an audience and communicate complex cultural stories.</p> <p><b>ACADRR038</b>  <b>Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural, and historical contexts, including Aboriginal and Torres Strait Islander drama.</b>  By viewing Yong, students can analyze how the elements of drama (such as character, setting, and plot) and production elements (such as costume, set design, and lighting) are used to convey meaning. They can then compare these techniques to those used in other dramas from different cultural and historical contexts, deepening their understanding of how drama communicates specific themes and stories.</p>
<b>YEAR 6</b>	
<b>ENGLISH</b>	<p><b>LANGUAGE</b></p> <p><b>ACELA1515</b>  <b>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English.</b>  Students explore the diverse cultural backgrounds of characters in Yong, recognising the historical context of various dialects and accents, including those of Chinese migrants during the Australian Gold Rush period.</p> <p><b>ACELA1517</b>  <b>Understand the uses of objective and subjective language and bias.</b>  Students examine how different characters in Yong use language to express subjective views and bias, particularly in the context of migration, cultural differences, and family dynamics.</p> <p><b>ACELA1525</b>  <b>Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling, and opinion.</b>  Students explore the nuanced language used by characters in Yong to express their emotions, opinions, and cultural perspectives, gaining a deeper understanding of the text's themes and context.</p> <p><b>LITERATURE</b></p> <p><b>ACELT1613</b>  <b>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social, and cultural contexts.</b>  Students draw parallels between their own experiences and those of the characters in Yong, understanding the historical, social, and cultural contexts of the Australian Gold Rush and the migration journey from China to Australia.</p> <p><b>ACELT1614</b>  <b>Analyse and evaluate similarities and differences in texts on similar topics, themes, or plots.</b></p>

	<p>Students compare Yong with other texts that explore themes of migration, family, and resilience, analysing how different texts address similar themes or plots from various perspectives.</p> <p><b>ACELT1615</b>  <b>Identify and explain how choices in language, for example, modality, emphasis, repetition, and metaphor, influence personal response to different texts.</b></p> <p>Students explore how the playwright's language choices in Yong, such as repetition and metaphor, shape their emotional response and deepen their understanding of the characters' experiences.</p> <p><b>LITERACY</b></p> <p><b>ACELY1708</b>  <b>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches.</b></p> <p>Students compare Yong with other media texts that depict similar historical events, discussing how different representational techniques affect the audience's understanding and emotional response to the narrative.</p> <p><b>ACELY1709</b>  <b>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences, and opinions.</b></p> <p>Students engage in discussions about Yong, clarifying their understanding of the play's themes and characters, and supporting their interpretations with evidence from the text and their own experiences.</p> <p><b>ACELY1710</b>  <b>Plan, rehearse, and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.</b></p> <p>Students prepare and deliver presentations or performances based on Yong, using multimodal elements such as visuals, sound, and movement to effectively communicate their understanding of the play's themes and historical context.</p>
<p><b>HISTORY</b></p>	<p><b>INQUIRY and SKILLS</b></p> <p><b>ACHASSI127</b>  <b>Examine different viewpoints on actions, events, issues, and phenomena in the past and present.</b></p> <p>Students can explore various perspectives presented in Yong, such as those of the Chinese migrants, other colonists, and Aboriginal Peoples, to understand different reactions to historical events like the Gold Rush and their impact on different communities.</p> <p><b>ACHASSI123</b>  <b>Locate and collect relevant information and data from primary sources and secondary sources.</b></p> <p>After viewing Yong, students can engage in research activities to gather information on the historical context of the play, examining both primary and secondary sources to deepen their understanding of the events and characters portrayed.</p> <p><b>ACHASSI129</b>  <b>Evaluate evidence to draw conclusions.</b></p>

	<p>Students evaluate the historical accuracy and representation of events and characters in Yong by comparing them with historical records and evidence, allowing them to draw informed conclusions about the play's depiction of the Gold Rush era.</p> <p><b>KNOWLEDGE and UNDERSTANDING</b></p> <p><b>ACHASSK136</b>  <b>Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated.</b>  Yong provides a narrative about Chinese migrants coming to Australia during the Gold Rush period, which allows students to explore the broader context of migration stories, reasons for migration, and how these narratives have shaped Australia's cultural diversity since Federation.</p> <p><b>ACHASSK135</b>  <b>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women, and children.</b>  Through Yong, students can examine the experiences of Chinese migrants and consider their status and rights during the Gold Rush era, contributing to a broader understanding of how various groups have been treated within Australian society over time.</p> <p><b>ACHASSK137</b>  <b>The contribution of individuals and groups to the development of Australian society since Federation.</b>  Yong highlights the contributions of Chinese migrants to the Australian Gold Rush and how their work and presence influenced the development of Australian society, providing a lens to discuss broader contributions of migrant groups to the nation's growth post-Federation.</p>
<b>THE ARTS</b>	<p><b>DRAMA</b></p> <p><b>ACADRM035</b>  <b>Explore dramatic action, empathy, and space in improvisations, playbuilding, and scripted drama to develop characters and situations.</b>  Watching Yong allows students to observe how dramatic action, empathy, and spatial relationships are used to develop complex characters and situations. This experience can inform their own improvisations and playbuilding exercises, helping them understand how to effectively create and convey characters' emotions and relationships in a historical and cultural context.</p> <p><b>ACADRM036</b>  <b>Develop skills and techniques of voice and movement to create character, mood, and atmosphere and focus dramatic action.</b>  In Yong, students can see professional actors use voice and movement to establish character, mood, and atmosphere. This experience provides a model for students to develop their own skills in using vocal modulation and physicality to convey narrative and emotional depth in their performances.</p> <p><b>ACADRM037</b>  <b>Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles, and design elements to share community and cultural stories and engage an audience.</b>  The production of Yong exemplifies how scripted drama can use narrative development, dramatic tension, and symbolic elements to tell a story about community and cultural identity. Observing this production helps students understand how these elements can be employed to engage an audience and communicate complex cultural stories.</p>

	<p><b>ACADRR038</b>  <b>Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural, and historical contexts, including Aboriginal and Torres Strait Islander drama.</b>            By viewing Yong, students can analyze how the elements of drama (such as character, setting, and plot) and production elements (such as costume, set design, and lighting) are used to convey meaning. They can then compare these techniques to those used in other dramas from different cultural and historical contexts, deepening their understanding of how drama communicates specific themes and stories.</p>
<b>YEAR 7</b>	
<b>ENGLISH</b>	<p><b>LANGUAGE</b></p> <p><b>ACELA1529</b>  <b>Understand how accents, styles of speech, and idioms express and create personal and social identities.</b>            Students explore how characters in Yong use different accents and styles of speech to express their cultural backgrounds and personal identities, particularly within the diverse social setting of the Australian Gold Rush period.</p> <p><b>ACELA1782</b>  <b>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources.</b>            Students learn to critically evaluate the play Yong and support their interpretations and analyses by referencing specific language choices and other relevant sources.</p> <p><b>ACELA1531</b>  <b>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.</b>            Students analyse the complex text structures and language features in Yong, understanding how these elements are used to convey themes, historical context, and emotional depth, particularly through extended metaphors and cause-and-effect narratives.</p> <p><b>LITERATURE</b></p> <p><b>ACELT1619</b>  <b>Identify and explore ideas and viewpoints about events, issues, and characters represented in texts drawn from different historical, social, and cultural contexts.</b>            Students examine the diverse ideas and viewpoints presented in Yong, exploring how characters and events reflect the historical, social, and cultural contexts of the Australian Gold Rush and the experiences of Chinese migrants.</p> <p><b>ACELT1621</b>  <b>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts.</b>            Students analyse how Yong uses both language and imagery to develop characters and influence the audience's emotions and opinions, comparing these techniques to those used in other literary and visual texts.</p> <p><b>ACELT1622</b>  <b>Recognise and analyse the ways that characterisation, events, and settings are combined in narratives, and discuss the purposes and appeal of different approaches.</b></p>

	<p>Students analyse how the combination of characterisation, events, and settings in Yong creates a compelling narrative, discussing how these elements are used to engage the audience and convey themes related to migration and resilience.</p> <p><b>LITERACY</b></p> <p><b>ACELY1720</b>  <b>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.</b>          Students plan and deliver presentations or performances related to Yong, incorporating multimodal elements such as visuals, sound, and movement to effectively communicate their understanding and perspective on the play's themes and historical context.</p> <p><b>ACELY1721</b>  <b>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose.</b>          Students analyse how the text structures and language features in Yong are designed to engage specific audiences, conveying particular meanings related to historical events and cultural experiences.</p> <p><b>ACELY1724</b>  <b>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences.</b>          Students compare Yong with other multimodal texts, examining how different structures and features combine to shape audience perceptions and convey complex themes.</p>
<p><b>HISTORY</b></p>	<p><b>THE ASIAN WORLD</b></p> <p><b>ACDSEH041</b>  <b>Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion.</b>          Yong provides insight into the social structure of Chinese society during the Gold Rush era, highlighting the roles and experiences of different groups, such as migrants and workers, and how these roles were influenced by cultural practices and beliefs.</p> <p><b>ACDSEH043</b>  <b>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs.</b>          The production of Yong explores the interactions between Chinese migrants and Australian society during the Gold Rush, showcasing how these contacts influenced cultural exchange, economic opportunities, and social dynamics.</p> <p><b>ACDSEH005</b>  <b>Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there.</b>          Yong touches on the migration journey from China to Australia, influenced by geographical and environmental factors, giving students an understanding of how the physical landscape of China impacted decisions to migrate and seek new opportunities abroad.</p> <p><b>HISTORICAL SKILLS</b></p> <p><b>ACHHS207</b>  <b>Identify a range of questions about the past to inform a historical inquiry.</b></p>



	<p>Seeing the production of Yong can inspire students to formulate questions about the historical period depicted, such as the experiences of Chinese migrants during the Australian Gold Rush, which can guide further historical inquiry.</p> <p><b>ACHHS212</b>  <b>Identify and describe points of view, attitudes, and values in primary and secondary sources.</b>  The play Yong presents various perspectives, such as those of Chinese migrants and Australian colonists, allowing students to explore different viewpoints, attitudes, and values from the period and discuss how these perspectives are represented in historical sources.</p> <p><b>ACHHS210</b>  <b>Locate, compare, select, and use information from a range of sources as evidence.</b>  After watching Yong, students can engage in activities that involve finding historical evidence from various sources to support or challenge the play's portrayal of events and characters, helping them develop skills in source analysis and interpretation.</p>
<b>THE ARTS</b>	<p><b>DRAMA</b></p> <p><b>ACADRM040</b>  <b>Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas, and themes.</b>  Watching Yong allows students to see how the elements of drama, such as character, setting, plot, and tension, are combined in a scripted performance to explore themes like migration, resilience, and cultural identity, providing a foundation for students to apply similar techniques in their own drama work.</p> <p><b>ACADRM041</b>  <b>Develop roles and characters consistent with situation, dramatic forms, and performance styles to convey status, relationships, and intentions.</b>  In Yong, students observe how actors develop their roles and characters in a manner consistent with the play's historical setting and dramatic style, effectively conveying the characters' status, relationships, and intentions, which can inform their own character development in drama.</p> <p><b>ACADRM042</b>  <b>Plan, structure, and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect.</b>  The production of Yong demonstrates the importance of planning, structuring, and rehearsing drama to communicate themes and refine dramatic meaning, showing students how professional theatre practices can enhance storytelling and theatrical impact.</p> <p><b>ACADRR045</b>  <b>Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles, and dramatic meaning.</b>  By viewing Yong, students can analyze how various elements of drama, such as dialogue, movement, and symbolism, are integrated to create a cohesive performance style and convey complex themes and meanings, enhancing their analytical skills.</p> <p><b>ACADRR046</b>  <b>Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama-making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples.</b>  Seeing Yong helps students identify specific features of contemporary Australian drama, enriching their understanding of how current and historical narratives can be explored through performance to reflect diverse viewpoints and cultural stories.</p>

## YEAR 8

### ENGLISH

### LANGUAGE

#### ACELA1542

**Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony, and parody.**

Students explore how Yong uses rhetorical devices such as metaphor and irony to convey complex themes and character emotions, and how these devices shape audience perception and add depth to the narrative.

#### ACELA1541

**Understand how conventions of speech adopted by communities influence the identities of people in those communities.**

Students analyse how the speech conventions of different characters in Yong reflect their cultural identities and social backgrounds, particularly within the historical context of the Australian Gold Rush.

#### ACELA1543

**Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication.**

Students examine the persuasive elements in Yong and other media texts, exploring how different structures and language features are adapted to suit various forms of communication and audience engagement.

### LITERATURE

#### ACELT1626

**Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social, and cultural contexts may reflect or challenge the values of individuals and groups.**

Students examine how Yong reflects or challenges the values of different cultural and social groups during the Australian Gold Rush, particularly through its portrayal of Chinese migrants and their interactions with other communities.

#### ACELT1628

**Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups.**

Students analyse how Yong uses language and imagery to represent the experiences of Chinese migrants, positioning readers to understand the social dynamics and cultural tensions of the period.

#### ACELT1627

**Share, reflect on, clarify, and evaluate opinions and arguments about aspects of literary texts.**

Students engage in discussions about Yong, reflecting on different interpretations of the characters, themes, and historical context, and evaluating their own and others' viewpoints.

### LITERACY

	<p><b>ACELY1731</b>  <b>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints.</b>  Students plan and deliver presentations based on Yong, incorporating various multimedia elements such as images, sound, and video to represent different cultural perspectives and viewpoints on historical events.</p> <p><b>ACELY1730</b>  <b>Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives.</b>  Students analyse dialogue and speeches within Yong, interpreting both explicit and implicit meanings, and using textual evidence to support or challenge different character perspectives and themes presented in the play.</p> <p><b>ACELY1732</b>  <b>Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text.</b>  Students examine how Yong employs various text structures and language features to serve its narrative purpose, and how references to historical events and cultural practices add authenticity and depth to the story.</p>
<b>HISTORY</b>	<p><b>HISTORICAL SKILLS</b></p> <p><b>ACHHS150</b>  <b>Identify a range of questions about the past to inform a historical inquiry.</b>  After watching Yong, students can develop questions related to the historical period depicted in the play, such as the experiences of Chinese migrants during the Australian Gold Rush, which can help guide further historical research and understanding.</p> <p><b>ACHHS155</b>  <b>Identify and describe points of view, attitudes, and values in primary and secondary sources.</b>  The production of Yong showcases different perspectives and experiences, such as those of Chinese migrants and Australian settlers. This encourages students to explore the various points of view, attitudes, and values from the historical period, helping them understand the complexities of historical narratives.</p> <p><b>ACHHS153</b>  <b>Locate, compare, select, and use information from a range of sources as evidence.</b>  Students can use the themes and events presented in Yong as a starting point to locate and analyze historical evidence from various sources, comparing these to the play's depiction and enhancing their skills in critical analysis and interpretation of historical data.</p>
<b>THE ARTS</b>	<p><b>DRAMA</b></p> <p><b>ACADRM040</b>  <b>Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas, and themes.</b>  Watching Yong allows students to see how the elements of drama, such as character, setting, plot, and tension, are combined in a scripted performance to explore themes like migration, resilience, and cultural identity, providing a foundation for students to apply similar techniques in their own drama work.</p>

**ACADRM041**

**Develop roles and characters consistent with situation, dramatic forms, and performance styles to convey status, relationships, and intentions.**

In Yong, students observe how actors develop their roles and characters in a manner consistent with the play's historical setting and dramatic style, effectively conveying the characters' status, relationships, and intentions, which can inform their own character development in drama.

**ACADRM042**

**Plan, structure, and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect.**

The production of Yong demonstrates the importance of planning, structuring, and rehearsing drama to communicate themes and refine dramatic meaning, showing students how professional theatre practices can enhance storytelling and theatrical impact.

**ACADRR045**

**Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles, and dramatic meaning.**

By viewing Yong, students can analyze how various elements of drama, such as dialogue, movement, and symbolism, are integrated to create a cohesive performance style and convey complex themes and meanings, enhancing their analytical skills.

**ACADRR046**

**Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama-making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples.**

Seeing Yong helps students identify specific features of contemporary Australian drama, enriching their understanding of how current and historical narratives can be explored through performance to reflect diverse viewpoints and cultural stories.