

Australian Curriculum Connections – The Mask Family - Grade P–12

A celebration of physical storytelling, emotional literacy, cultural inclusion, and joyful engagement.

P – YEAR 2

Learning Focus: Developing empathy, creativity, and expressive skills through movement, gesture, and roleplay.

The Arts – Drama

- **ACADRM027:** Explore role and dramatic action in dramatic play and improvisation.
→ *Students observe and imitate The Mask Family's use of gesture, facial expression, and body movement to portray emotion and character without words.*
- **ACADRM028:** Use voice, facial expression, movement and space to imagine and establish role and situation.
→ *Students recreate characters from The Mask Family using movement games and mask-making.*
- **ACADRR029:** Respond to drama by expressing feelings about dramatic works.
→ *Students draw or write about how different characters made them feel and why.*

Health & Physical Education

- **ACPPS005:** Practise personal and social skills to interact with others.
→ *Discuss how The Mask Family's characters use kindness and cooperation to connect with each other and the audience.*
- **ACPMP008:** Perform fundamental movement skills in different movement situations.
→ *Students copy physical comedy moves or choreographed sequences inspired by the performers.*

English – Literacy & Literature

- **ACELT1783:** Share feelings and thoughts about the events and characters in texts.
→ *Students describe the emotions behind a character's actions, even without words.*
- **ACELY1650:** Explore different ways of showing ideas and emotions in multimodal texts.
→ *Students compare verbal storytelling with The Mask Family's physical storytelling.*

YEARS 3 – 6

Learning Focus: Exploring symbolic meaning, emotional nuance, and performance craft.

The Arts – Drama

- **ACADRM033 / ACADRM037:** Plan, create and present dramatic works using role, movement, space and relationship.
→ *Workshops can involve students creating their own silent mask characters and short scenes.*
- **ACADRM034 / ACADRM038:** Develop skills to convey meaning using performance conventions like mask, mime, gesture.
→ *Students explore 'show, don't tell' using mask theatre to represent emotions such as joy, fear, curiosity, frustration.*
- **ACADRR035 / ACADRR039:** Respond to drama performances, reflecting on character and audience engagement.
→ *Use visual response charts and guided reflection after a performance by The Mask Family.*

Personal and Social Capability

- *Students explore empathy by interpreting how characters respond to problems without words.*
- *Group-devised performances based on inclusive themes such as kindness, celebration, and misunderstanding.*

Cross-Curriculum Priority: Intercultural Understanding

- *Mask theatre transcends language and fosters appreciation for other ways of expressing ideas.*
- *Students compare mask traditions from Italy (Commedia), Japan (Noh), and contemporary Australian practices.*

YEARS 7 – 10

Learning Focus: Analysing style, technique, narrative structure, and the social function of performance.

The Arts – Drama

- **Years 7–8**
 - **ACADRM040:** Develop roles and characters through interpretation of physicality and situation.
→ *Students explore The Mask Family’s archetypes – the Buffoon, the Dreamer, the Disruptor – through mask character development workshops.*
 - **ACADRR043:** Analyse how performance styles and conventions communicate meaning.
→ *Students evaluate how The Mask Family’s work builds narrative through gesture, rhythm, sound, costume, and proximity.*
- **Years 9–10**
 - **ACADRM048:** Develop and refine expressive skills including movement and timing.
→ *Use slow-motion, ensemble physical scores, and audience interaction to build short performance pieces.*
 - **ACADRR051:** Evaluate how the elements of drama are manipulated to convey meaning in performance.
→ *Assessment task: write a critical reflection comparing The Mask Family to other physical theatre artists (e.g. Jacques Lecoq, Complicité, Slava Polunin).*

English – Literacy & Language

- **ACELY1745:** Analyse and explain how visual and multimodal texts influence interpretations.
→ *Use performance footage to explore how staging, silence, and visual cues communicate complex ideas.*
- **ACELT1773:** Explore and reflect on human experiences through different literary and performance forms.
→ *Creative writing: students develop a diary entry or inner monologue for a silent mask character.*

Critical and Creative Thinking

- *Students analyse character behaviours and interpret meaning through physical clues.*
- *Devising tasks encourage innovation and group problem-solving.*

YEARS 11–12 – SENIOR SECONDARY

Learning Focus: Deep analysis, production evaluation, and application of movement-based performance techniques.

Drama (Queensland Senior Syllabus or ACARA-aligned)

Unit 1 – Share

- *Focus on storytelling through non-verbal and physical performance conventions.*
- *Analyse how *The Mask Family* manipulates gesture, space, tempo, and mask to create emotional resonance.*

Unit 2 – Reflect

- *Students explore how physical performance can reflect personal and cultural identity.*
- *Compare the mask character archetypes with contemporary issues – e.g., isolation, connection, community.*

Unit 3 – Challenge

- *Performance-making task: devise and present a site-specific work using mask and non-verbal interaction.*
- *Critically reflect on ethical considerations, audience accessibility, and emotional impact.*

Unit 4 – Transform

- *Students re-contextualise a traditional story or character using the visual language of *The Mask Family*.*
- *Apply Brechtian, Absurdist, or Bouffon techniques to mask-based narratives.*

Styles, Themes & Contexts in Curriculum Terms

Styles	Themes	Contexts
Non-Verbal Mask Theatre	Connection, Belonging	Festival Arts & Street Theatre
Physical Comedy	Playfulness, Celebration	Contemporary Australian Performance
Visual/Installation Art	Diversity, Kindness, Inclusion	Global Mask Traditions (Commedia, Noh)
Buffon & Bouffon	Absurdity, Empathy, Human Truth	Immersive, Roving, Site-Specific Theatre

Suggested Learning Extensions & Activities

- **F–6**
 - Create a mask and perform a silent scene using music.
 - Reflect on what emotions were hardest to show without words.
- **7–10**
 - Write a review or blog post responding to a live or recorded performance.
 - Film a silent group sketch exploring a conflict and its resolution.
- **11–12**
 - Plan and execute a roving mask performance for a school community event.
 - Conduct a comparative analysis between *The Mask Family* and European mask companies (e.g., Familie Flöz or Trestle Theatre).

