English

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

Aims

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Content Structure

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

Strands and sub-strands

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

language	literature	literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

Texts

Texts provide the means for communication. They can be written, spoken or multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken word, as in film or computer presentation media. Texts provide important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that students undertake in and out of school involve understanding and producing imaginative, informative and persuasive texts, media texts, everyday texts and workplace texts.

The term 'literature' refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. Literary texts also include excerpts from longer texts. This enables a range of literary texts to be included within any one year level for close study or comparative purposes.

English educators use many ways of categorising texts. The descriptions of texts used in the Australian Curriculum: English are based on practical as well as conceptual considerations. The specific designation of a strand labelled 'literature' is aimed at encouraging teachers working at all year levels not only to use texts conventionally understood as 'literary', but also to engage students in examining, evaluating and discussing texts in increasingly sophisticated and informed 'literary' ways.

The usefulness of distinctions among types of texts relates largely to how clearly at each year level these distinctions can guide the selection of materials for students to listen to, read, view, write and create, and the kinds of purposeful activities that can be organised around these materials.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends learning of the others. To acknowledge these interrelationships, content descriptions in each strand of the Australian Curriculum: English incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Classroom contexts that address particular content descriptions will necessarily draw from more than one of these processes in order to support students' effective learning. For example, students will learn new vocabulary through listening and reading and apply their knowledge and understanding in their speaking and writing as well as in their comprehension of both spoken and written texts.

Content descriptions can also be viewed by these processes or language modes. In this aspect, each content description has been placed in the mode in which a major focus of its learning occurs. Content descriptions can be filtered to identify all relevant processes or language modes.

Year level descriptions

Year level descriptions have three functions. First, they emphasise the interrelated nature of the three strands and the expectation that planning an English program will involve integration of content from the strands. Second, they provide information about the learning contexts that are appropriate at each year for learning across the Language, Literature and Literacy strands. Third, they provide an overview of the range of texts to be studied and an indication of their complexity and key features. They also describe differences in the texts that students create. In the early years, development in reading and writing is rapid and clear distinctions in text complexity can be made so descriptions are written for each year at Foundation, 1 and 2. In Years 3–10, the two-year description provides for greater flexibility.

Content descriptions

The Australian Curriculum: English includes content descriptions at each year level. These describe the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn, but do not prescribe approaches to teaching. Learning in English is recursive and cumulative, and builds on concepts, skills and processes developed in earlier years. Nevertheless, the content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Year 10 to illustrate and exemplify content and assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Glossary

A glossary is provided to support a common understanding of key terms in the content descriptions.

English across Pre-primary to Year 12

Complementing the year by year description of the curriculum, this advice describes the nature of learners and the curriculum across four year-groupings:

- Foundation – Year 2: typically students from 5 to 8 years of age
- Years 3–6: typically students from 8 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age
- Senior secondary years: typically students from 15 to 18 years of age

Foundation – Year 2

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Year 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these years aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Year 2 develops students' skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

Years 3–6

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both 'learning to read and write' and 'reading and writing to learn', students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts.

Years 7–10

Students continue to practise, consolidate and extend what they have learned from previous years. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts. To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing – and to explain why they made that choice.

The notion of valuing certain texts as 'literature' is introduced. Students learn how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

Senior secondary years

The Australian Curriculum: English in the senior secondary years allows students to use, consolidate and expand on what they have learned, and provides a range of choices from more specialised courses to meet students' needs and interests. The three strands of Language, Literature and Literacy also underpin the senior secondary English courses.

Achievement Standards

Across Foundation to Year 10, achievement standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Year 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard.

Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Student Diversity

ACARA is committed to the development of a high-quality curriculum for all Australian students that promotes excellence and equity in education.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: English. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice has been developed for schools and teachers on using the Australian Curriculum to meet diverse learning needs and is available under Student Diversity on the Australian Curriculum website.

Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: English. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Gifted and talented students

Teachers can use the Australian Curriculum: English flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich student learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: English and/or from local state and territory teaching and learning materials.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. Whilst many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there is a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Australian Curriculum: English are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

General capabilities

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

There are seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

In the Australian Curriculum: English, general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in English content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities depending on their choice of activities.

Literacy

The Literacy general capability presents those aspects of the Language and Literacy strands of the English curriculum that should also be applied in all other learning areas.

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Literacy is developed through the specific study of the English language in all its forms, enabling students to understand how the English language works in different social contexts and critically assess writers' opinions, bias and intent, and assisting them to make increasingly sophisticated language choices in their own texts. The English learning area has a central role in the development of literacy in a manner that is more explicit and foregrounded than is the case in other learning areas. Students learn literacy knowledge and skills as they engage with the Literacy and Language strands of English. They apply their literacy capability in English when they interpret and create spoken, print, visual and multimodal texts for a range of purposes.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all

learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Numeracy can be addressed in learning contexts appropriate to English across Years F–10. Students use numeracy skills when interpreting, analysing and creating texts involving quantitative and spatial information such as percentages and statistics, numbers, measurements and directions. When responding to or creating texts that present issues or arguments based on data, students identify, analyse and synthesise numerical information using that understanding to discuss the credibility of sources.

Visual texts may present a range of numeracy demands. Interpreting and creating graphic organisers requires students to examine relationships between various components of a situation and to sort information into categories including characteristics that can be measured or counted. Understanding the mathematical ideas behind visual organisers such as Venn diagrams or flowcharts helps students to use them more effectively.

Information and Communication Technology (ICT) capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

ICT capability is an important component of the English curriculum. Students use ICT when they interpret and create print, visual and multimodal texts. They use communication technologies when they conduct research online, and collaborate and communicate with others electronically. In particular, they employ ICT to access, analyse, modify and create multimodal texts, including through digital publishing.

As students interpret and create digital texts, they develop their capability in ICT including word processing, navigating and following research trails and selecting and evaluating information found online.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

Critical and creative thinking are essential to developing understanding in English. Students employ critical and

creative thinking through discussions, the close analysis of texts and through the creation of their own written, visual and multimodal texts that require logic, imagination and innovation. Students use creative thinking when they imagine possibilities, plan, explore and create ideas and texts.

Through listening to, reading, viewing, creating and presenting texts and interacting with others, students develop their ability to see existing situations in new ways, and explore the creative possibilities of the English language. In discussion students develop critical thinking as they state and justify a point of view and respond to the views of others. Through reading, viewing and listening students critically analyse the opinions, points of view and unstated assumptions embedded in texts.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

There are many opportunities for students to develop personal and social capability in English. Language is central to personal and social identity. Using English to develop communication skills and self-expression assists students' personal and social development as they become effective communicators able to articulate their own opinions and beliefs and to interact and collaborate with others.

The study of English as a system helps students to understand how language functions as a key component of social interactions across all social situations. Through close reading and discussion of texts students experience and evaluate a range of personal and social behaviours and perspectives and develop connections and empathy with characters in different social contexts.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Students develop ethical understanding as they study the issues and dilemmas present in a range of texts and explore how ethical principles affect the behaviour and judgment of characters and those involved in issues and events. Students apply the skills of reasoning, empathy and imagination, consider and make judgments about actions and motives, and speculate on how life experiences affect and influence people's decision making and whether various positions held are reasonable.

The study of English helps students to understand how language can be used to influence judgments about behaviour, speculate about consequences and influence opinions and that language can carry embedded negative and positive connotations that can be used in ways that help or hurt others.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Students develop intercultural understanding through the study of the English language and the ways it has been influenced by different cultural groups, languages, speakers and writers. In interpreting and analysing authors' ideas and positions in a range of texts in English and in translation to English, they learn to question stated and unstated cultural beliefs and assumptions, and issues of intercultural meaning.

Students use Intercultural understanding to comprehend and create a range of texts, that present diverse cultural perspectives and to empathise with a variety of people and characters in various cultural settings.

Cross-curriculum Priorities

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of both individuals and Australia as a whole. In the Australian Curriculum these have become priorities that provide students with the tools and language to engage with and better understand their world at a range of levels. The priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

Cross-curriculum priorities are addressed through learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

Aboriginal and Torres Strait Islander histories and culture

Across the Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia.

The Australian Curriculum: English values Aboriginal and Torres Strait Islander histories, cultures and perspectives. It articulates relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies.

All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature. Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features.

Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

Asia and Australia's engagement with Asia

Across the Australian curriculum, this priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

In the Australian Curriculum: English, the priority of Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing.

The Australian Curriculum: English enables students to explore and appreciate the diverse range of traditional and contemporary texts from and about the peoples and countries of Asia, including texts written by Australians of Asian heritage. It enables students to understand how Australian culture and the English language have been influenced by the many Asian languages used in Australian homes, classrooms and communities.

In this learning area, students draw on knowledge of the Asia region, including literature, to influence and enhance their own creative pursuits. They develop communication skills that reflect cultural awareness and intercultural understanding.

Sustainability

Across the Australian Curriculum, sustainability will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

In the Australian Curriculum: English, the priority of sustainability provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing.

The Australian Curriculum: English assists students to develop the skills necessary to investigate, analyse and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures. The content in the language, literature and literacy strands is key to developing and sharing knowledge about social, economic and ecological systems and world views that promote social justice.

In this learning area, students may interrogate a range of texts to shape their decision making in relation to sustainability. They develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures.

Links to other learning areas

The study of English involves the development of understanding and knowledge for informed and effective participation not only in English but also in other learning areas. When knowledge, skills and comprehension from English are meaningfully applied to other learning areas, learning becomes more relevant and understanding deepens.

The relationship between the learning areas is also reciprocal. Science, history and mathematics emphasise skills in English literacy as well as students' capacity to communicate coherently to a range of audiences. Each learning area draws upon what is taught in the language strand of English and incorporates subject-specific language knowledge as required.

Mathematics

The skills taught in English of communicating with others, comprehending texts, making connections within and across texts and creating new texts reinforce learning in mathematics. When reading texts, students develop an understanding of concepts such as time, number and space. They interpret numerical symbols and combine these with pictures to make meaning. When creating and responding to texts, students draw on an understanding of

spatial features. Understanding statistical reasoning, graphical representations, quantitative data and numerical scale and proportion is an invaluable skill for analysing argument in English. Being able to present quantitative evidence as part of an argument is a persuasive tool. Deriving quantitative and spatial information can also be an important aspect of understanding a range of texts.

Science

The skills of communicating with others, problem solving, comprehending and using texts and creating new texts reinforce learning in science. In English, as in science, students base their discussions on the objective analysis of evidence, justifying points of view, drawing conclusions and making presentations in a variety of media. The abilities to plan investigations; think objectively about evidence; analyse data; describe objects and events; interpret descriptions; read and give instructions; explain ideas to others; write clear reports and recommendations; and participate in group discussions are all important in both disciplines.

History

The skills taught in English of communicating with others, comprehending and researching texts and creating new texts reinforce learning in history. Literature, with its emphasis on studying texts from a range of historical and cultural contexts, helps students understand the perspectives and contributions of people from around the world and from both the past and present. In history, students use their English skills to undertake research, read texts with critical discernment and create texts that present the results of historical understanding clearly and logically.

The Australian Curriculum: English takes account of what students have learned in these areas so their learning in English is supported and their learning in other areas is enhanced.

Implications for teaching, assessment and reporting

In the Australian Curriculum: English, the three strands of Language, Literature and Literacy are interrelated and inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading, viewing, writing and creating. Teachers combine aspects of the strands in different ways to provide students with learning experiences that meet their needs and interests.

In Year 3, for example, students might select a favourite poem and share it with the class, explaining why they chose it (*Literature*). They might explain the way particular grammatical choices affect meaning, for example the use of verbs, adjectives and adverbs in the poem (*Language*). Students might then create their own poems and present them to the class (*Literacy*). In Year 8, a teacher who wishes to develop a unit focusing on humour might have students begin by selecting and analysing a variety of humorous texts (*Literature*), considering structure and

vocabulary choices that create particular effects or nuance (*Language*). They might then change some of the words to create different effects in the text (*Literacy*).

While content descriptions do not repeat key skills, it should be noted that many aspects of the English curriculum are recursive, and teachers need to provide ample opportunity for revision, ongoing practice and consolidation of previously introduced knowledge and skills.

Students learn at different rates and in different stages. Depending on each student's rate of learning, not all of the content descriptions for a particular year level may be relevant to a student in that year level. Some students may have already learned a concept or skill, in which case it will not have to be explicitly taught to them in the year level stipulated. Other students may need to be taught concepts or skills stipulated for earlier year levels.

The content descriptions in the Australian Curriculum: English enable teachers to develop a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who require additional support.

Some students will require additional support to develop their skills in listening, speaking, reading, viewing and creating. In the Australian Curriculum: English it is expected that appropriate adjustments will be made for some students to enable them to access and participate in meaningful learning, and demonstrate their knowledge, understanding and skills across the three English strands. To provide the required flexibility teachers need to consider expanded interpretations of terms used in the content descriptions and content elaborations. Terms such as 'read', 'listen' and 'write' could be expanded and interpreted as 'read using text to speech software or Braille'; 'listen using signed communication'; and 'write using computer software'.

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is, whether they have achieved below, at or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).

Glossary

English v8.1

Pre-primary year Syllabus

Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will develop and strengthen these as needed.

In the Pre-primary year, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Pre-primary students as beginner readers include decodable and predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative

texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known, high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Language

LANGUAGE VARIATION AND CHANGE

Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)

- Literacy
- Intercultural understanding

LANGUAGE FOR INTERACTION

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)

- Literacy
- Personal and social capability
- Intercultural understanding

Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)

- Literacy
- Personal and social capability

Literature

LITERATURE AND CONTEXT

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

- Literacy
- Personal and social capability
- Ethical understanding

RESPONDING TO LITERATURE

Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)

- Literacy
- Critical and creative thinking
- Personal and social capability

Share feelings and thoughts about the events and characters in texts (ACELT1783)

- Literacy
- Personal and social capability

EXAMINING LITERATURE

Literacy

TEXTS IN CONTEXT

Identify some familiar texts and the contexts in which they are used (ACELY1645)

- Literacy
- Critical and creative thinking

INTERACTING WITH OTHERS

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)

- Literacy
- Personal and social capability

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)

- Literacy
- Personal and social capability

Deliver short oral presentations to

Ethical understanding

TEXT STRUCTURE AND ORGANISATION

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)

Literacy

Understand that some language in written texts is unlike everyday spoken language (ACELA1431)

Literacy

Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)

Literacy

Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)

Literacy

Information and Communication Technology (ICT) capability

Identify some features of texts including events and characters and retell events from a text (ACELT1578)

Literacy

Critical and creative thinking

Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)

Literacy

Critical and creative thinking

Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)

Literacy

Intercultural understanding

CREATING LITERATURE

Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

Literacy

Critical and creative thinking

Innovate on familiar texts through play (ACELT1831)

Literacy

peers (ACELY1647)

Literacy

Personal and social capability

INTERPRETING, ANALYSING, EVALUATING

Identify some differences between imaginative and informative texts (ACELY1648)

Literacy

Critical and creative thinking

Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)

Literacy

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)

Literacy

Critical and creative thinking

Personal and social capability

CREATING TEXTS

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

EXPRESSING AND DEVELOPING IDEAS

Recognise that sentences are key units for expressing ideas (ACELA1435)

Literacy

Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)

Literacy

Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)

Literacy

Critical and creative thinking

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)

Literacy

Personal and social capability

PHONICS AND WORD KNOWLEDGE

Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)

Literacy

Literacy

Critical and creative thinking

Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)

Literacy

Critical and creative thinking

Personal and social capability

Produce some lower case and upper case letters using learned letter formations (ACELY1653)

Literacy

Construct texts using software including word processing programs (ACELY1654)

Literacy

Information and Communication Technology (ICT) capability

Critical and creative thinking

Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents(ACELA1440)

Literacy

Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)

Literacy

Know how to read and write some high-frequency words and other familiar words (ACELA1817)

Literacy

Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)

Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)

Literacy

Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds

associated with letters when

reading CVC words (ACELA1820)

Literacy

Pre-primary Achievement Standard

Handwriting behaviours will not be described in the year level achievement standard or the writing assessment pointers. A resource is currently being developed to support teachers to monitor students' handwriting behaviours.

Reading and Viewing

At Standard, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters, and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case, and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words.

Writing and Creating

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. When writing, students use familiar words, phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops.

Speaking and Listening

Students use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. Students identify and use rhyme, and orally blend and segment sounds in words.

English Modes

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

Aims

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Content Structure

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

Strands and sub-strands

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

language	literature	literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

Texts

Texts provide the means for communication. They can be written, spoken or multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken word, as in film or computer presentation media. Texts provide important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that students undertake in and out of school involve understanding and producing imaginative, informative and persuasive texts, media texts, everyday texts and workplace texts.

The term 'literature' refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. Literary texts also include excerpts from longer texts. This enables a range of literary texts to be included within any one year level for close study or comparative purposes.

English educators use many ways of categorising texts. The descriptions of texts used in the Australian Curriculum: English are based on practical as well as conceptual considerations. The specific designation of a strand labelled 'literature' is aimed at encouraging teachers working at all year levels not only to use texts conventionally understood as 'literary', but also to engage students in examining, evaluating and discussing texts in increasingly sophisticated and informed 'literary' ways.

The usefulness of distinctions among types of texts relates largely to how clearly at each year level these distinctions can guide the selection of materials for students to listen to, read, view, write and create, and the kinds of purposeful activities that can be organised around these materials.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends learning of the others. To acknowledge these interrelationships, content descriptions in each strand of the Australian Curriculum: English incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Classroom contexts that address particular content descriptions will necessarily draw from more than one of these processes in order to support students' effective learning. For example, students will learn new vocabulary through listening and reading and apply their knowledge and understanding in their speaking and writing as well as in their comprehension of both spoken and written texts.

Content descriptions can also be viewed by these processes or language modes. In this aspect, each content description has been placed in the mode in which a major focus of its learning occurs. Content descriptions can be filtered to identify all relevant processes or language modes.

Year level descriptions

Year level descriptions have three functions. First, they emphasise the interrelated nature of the three strands and the expectation that planning an English program will involve integration of content from the strands. Second, they provide information about the learning contexts that are appropriate at each year for learning across the Language, Literature and Literacy strands. Third, they provide an overview of the range of texts to be studied and an indication of their complexity and key features. They also describe differences in the texts that students create. In the early years, development in reading and writing is rapid and clear distinctions in text complexity can be made so descriptions are written for each year at Foundation, 1 and 2. In Years 3–10, the two-year description provides for greater flexibility.

Content descriptions

The Australian Curriculum: English includes content descriptions at each year level. These describe the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn, but do

not prescribe approaches to teaching. Learning in English is recursive and cumulative, and builds on concepts, skills and processes developed in earlier years. Nevertheless, the content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Year 10 to illustrate and exemplify content and assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Glossary

A glossary is provided to support a common understanding of key terms in the content descriptions.

English across Pre-primary to Year 12

Complementing the year by year description of the curriculum, this advice describes the nature of learners and the curriculum across four year-groupings:

- Foundation – Year 2: typically students from 5 to 8 years of age
- Years 3–6: typically students from 8 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age
- Senior secondary years: typically students from 15 to 18 years of age

Foundation – Year 2

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Year 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these years aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Year 2 develops students' skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

Years 3–6

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated

understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both 'learning to read and write' and 'reading and writing to learn', students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts.

Years 7–10

Students continue to practise, consolidate and extend what they have learned from previous years. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts. To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing – and to explain why they made that choice.

The notion of valuing certain texts as 'literature' is introduced. Students learn how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

Senior secondary years

The Australian Curriculum: English in the senior secondary years allows students to use, consolidate and expand on what they have learned, and provides a range of choices from more specialised courses to meet students' needs and interests. The three strands of Language, Literature and Literacy also underpin the senior secondary English courses.

Achievement Standards

Across Foundation to Year 10, achievement standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Year 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard.

Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Student Diversity

ACARA is committed to the development of a high-quality curriculum for all Australian students that promotes excellence and equity in education.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: English. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice has been developed for schools and teachers on using the Australian Curriculum to meet diverse learning needs and is available under Student Diversity on the Australian Curriculum website.

Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: English. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Gifted and talented students

Teachers can use the Australian Curriculum: English flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich student learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: English and/or from local state and territory teaching and learning materials.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. Whilst many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there is a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Australian Curriculum: English are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

General capabilities

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

There are seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

In the Australian Curriculum: English, general capabilities are identified wherever they are developed or applied in

content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in English content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities depending on their choice of activities.

Literacy

The Literacy general capability presents those aspects of the Language and Literacy strands of the English curriculum that should also be applied in all other learning areas.

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Literacy is developed through the specific study of the English language in all its forms, enabling students to understand how the English language works in different social contexts and critically assess writers' opinions, bias and intent, and assisting them to make increasingly sophisticated language choices in their own texts. The English learning area has a central role in the development of literacy in a manner that is more explicit and foregrounded than is the case in other learning areas. Students learn literacy knowledge and skills as they engage with the Literacy and Language strands of English. They apply their literacy capability in English when they interpret and create spoken, print, visual and multimodal texts for a range of purposes.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Numeracy can be addressed in learning contexts appropriate to English across Years F–10. Students use numeracy skills when interpreting, analysing and creating texts involving quantitative and spatial information such as percentages and statistics, numbers, measurements and directions. When responding to or creating texts that present issues or arguments based on data, students identify, analyse and synthesise numerical information using that understanding to discuss the credibility of sources.

Visual texts may present a range of numeracy demands. Interpreting and creating graphic organisers requires students to examine relationships between various components of a situation and to sort information into categories including characteristics that can be measured or counted. Understanding the mathematical ideas behind visual organisers such as Venn diagrams or flowcharts helps students to use them more effectively.

Information and Communication Technology (ICT) capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

ICT capability is an important component of the English curriculum. Students use ICT when they interpret and create print, visual and multimodal texts. They use communication technologies when they conduct research online, and collaborate and communicate with others electronically. In particular, they employ ICT to access, analyse, modify and create multimodal texts, including through digital publishing.

As students interpret and create digital texts, they develop their capability in ICT including word processing, navigating and following research trails and selecting and evaluating information found online.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

Critical and creative thinking are essential to developing understanding in English. Students employ critical and creative thinking through discussions, the close analysis of texts and through the creation of their own written, visual and multimodal texts that require logic, imagination and innovation. Students use creative thinking when they imagine possibilities, plan, explore and create ideas and texts.

Through listening to, reading, viewing, creating and presenting texts and interacting with others, students develop their ability to see existing situations in new ways, and explore the creative possibilities of the English language. In discussion students develop critical thinking as they state and justify a point of view and respond to the views of others. Through reading, viewing and listening students critically analyse the opinions, points of view and unstated assumptions embedded in texts.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of

others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

There are many opportunities for students to develop personal and social capability in English. Language is central to personal and social identity. Using English to develop communication skills and self-expression assists students' personal and social development as they become effective communicators able to articulate their own opinions and beliefs and to interact and collaborate with others.

The study of English as a system helps students to understand how language functions as a key component of social interactions across all social situations. Through close reading and discussion of texts students experience and evaluate a range of personal and social behaviours and perspectives and develop connections and empathy with characters in different social contexts.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Students develop ethical understanding as they study the issues and dilemmas present in a range of texts and explore how ethical principles affect the behaviour and judgment of characters and those involved in issues and events. Students apply the skills of reasoning, empathy and imagination, consider and make judgments about actions and motives, and speculate on how life experiences affect and influence people's decision making and whether various positions held are reasonable.

The study of English helps students to understand how language can be used to influence judgments about behaviour, speculate about consequences and influence opinions and that language can carry embedded negative and positive connotations that can be used in ways that help or hurt others.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Students develop intercultural understanding through the study of the English language and the ways it has been influenced by different cultural groups, languages, speakers and writers. In interpreting and analysing authors' ideas and positions in a range of texts in English and in translation to English, they learn to question stated and unstated

cultural beliefs and assumptions, and issues of intercultural meaning.

Students use Intercultural understanding to comprehend and create a range of texts, that present diverse cultural perspectives and to empathise with a variety of people and characters in various cultural settings.

Cross-curriculum Priorities

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of both individuals and Australia as a whole. In the Australian Curriculum these have become priorities that provide students with the tools and language to engage with and better understand their world at a range of levels. The priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

Cross-curriculum priorities are addressed through learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

Aboriginal and Torres Strait Islander histories and culture

Across the Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia.

The Australian Curriculum: English values Aboriginal and Torres Strait Islander histories, cultures and perspectives. It articulates relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies.

All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature. Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated

with different uses of language and textual features.

Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

Asia and Australia's engagement with Asia

Across the Australian curriculum, this priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

In the Australian Curriculum: English, the priority of Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing.

The Australian Curriculum: English enables students to explore and appreciate the diverse range of traditional and contemporary texts from and about the peoples and countries of Asia, including texts written by Australians of Asian heritage. It enables students to understand how Australian culture and the English language have been influenced by the many Asian languages used in Australian homes, classrooms and communities.

In this learning area, students draw on knowledge of the Asia region, including literature, to influence and enhance their own creative pursuits. They develop communication skills that reflect cultural awareness and intercultural understanding.

Sustainability

Across the Australian Curriculum, sustainability will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

In the Australian Curriculum: English, the priority of sustainability provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing.

The Australian Curriculum: English assists students to develop the skills necessary to investigate, analyse and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures. The content in the language, literature and literacy strands is key to developing and sharing knowledge about social, economic and ecological systems and world views that promote social justice.

In this learning area, students may interrogate a range of texts to shape their decision making in relation to sustainability. They develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures.

Links to other learning areas

The study of English involves the development of understanding and knowledge for informed and effective participation not only in English but also in other learning areas. When knowledge, skills and comprehension from English are meaningfully applied to other learning areas, learning becomes more relevant and understanding deepens.

The relationship between the learning areas is also reciprocal. Science, history and mathematics emphasise skills in English literacy as well as students' capacity to communicate coherently to a range of audiences. Each learning area draws upon what is taught in the language strand of English and incorporates subject-specific language knowledge as required.

Mathematics

The skills taught in English of communicating with others, comprehending texts, making connections within and across texts and creating new texts reinforce learning in mathematics. When reading texts, students develop an understanding of concepts such as time, number and space. They interpret numerical symbols and combine these with pictures to make meaning. When creating and responding to texts, students draw on an understanding of spatial features. Understanding statistical reasoning, graphical representations, quantitative data and numerical scale and proportion is an invaluable skill for analysing argument in English. Being able to present quantitative evidence as part of an argument is a persuasive tool. Deriving quantitative and spatial information can also be an important aspect of understanding a range of texts.

Science

The skills of communicating with others, problem solving, comprehending and using texts and creating new texts reinforce learning in science. In English, as in science, students base their discussions on the objective analysis of evidence, justifying points of view, drawing conclusions and making presentations in a variety of media. The abilities to plan investigations; think objectively about evidence; analyse data; describe objects and events; interpret descriptions; read and give instructions; explain ideas to others; write clear reports and recommendations; and participate in group discussions are all important in both disciplines.

History

The skills taught in English of communicating with others, comprehending and researching texts and creating new

texts reinforce learning in history. Literature, with its emphasis on studying texts from a range of historical and cultural contexts, helps students understand the perspectives and contributions of people from around the world and from both the past and present. In history, students use their English skills to undertake research, read texts with critical discernment and create texts that present the results of historical understanding clearly and logically.

The Australian Curriculum: English takes account of what students have learned in these areas so their learning in English is supported and their learning in other areas is enhanced.

Implications for teaching, assessment and reporting

In the Australian Curriculum: English, the three strands of Language, Literature and Literacy are interrelated and inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading, viewing, writing and creating. Teachers combine aspects of the strands in different ways to provide students with learning experiences that meet their needs and interests.

In Year 3, for example, students might select a favourite poem and share it with the class, explaining why they chose it (*Literature*). They might explain the way particular grammatical choices affect meaning, for example the use of verbs, adjectives and adverbs in the poem (*Language*). Students might then create their own poems and present them to the class (*Literacy*). In Year 8, a teacher who wishes to develop a unit focusing on humour might have students begin by selecting and analysing a variety of humorous texts (*Literature*), considering structure and vocabulary choices that create particular effects or nuance (*Language*). They might then change some of the words to create different effects in the text (*Literacy*).

While content descriptions do not repeat key skills, it should be noted that many aspects of the English curriculum are recursive, and teachers need to provide ample opportunity for revision, ongoing practice and consolidation of previously introduced knowledge and skills.

Students learn at different rates and in different stages. Depending on each student's rate of learning, not all of the content descriptions for a particular year level may be relevant to a student in that year level. Some students may have already learned a concept or skill, in which case it will not have to be explicitly taught to them in the year level stipulated. Other students may need to be taught concepts or skills stipulated for earlier year levels.

The content descriptions in the Australian Curriculum: English enable teachers to develop a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who require additional support.

Some students will require additional support to develop their skills in listening, speaking, reading, viewing and creating. In the Australian Curriculum: English it is expected that appropriate adjustments will be made for some

students to enable them to access and participate in meaningful learning, and demonstrate their knowledge, understanding and skills across the three English strands. To provide the required flexibility teachers need to consider expanded interpretations of terms used in the content descriptions and content elaborations. Terms such as 'read', 'listen' and 'write' could be expanded and interpreted as 'read using text to speech software or Braille'; 'listen using signed communication'; and 'write using computer software'.

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is, whether they have achieved below, at or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).

Glossary

English - modes view

Pre-primary year Syllabus

Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will develop and strengthen these as needed.

In the Pre-primary year, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Pre-primary students as beginner readers include decodable and predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known, high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Reading and Viewing

LANGUAGE

Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)

Literacy

Personal and social capability

Writing

LANGUAGE

Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)

Literacy

Speaking and Listening

LANGUAGE

Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)

Ethical understanding

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)

Literacy

Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)

Literacy

Information and Communication Technology (ICT) capability

Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)

Literacy

Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)

Literacy

Critical and creative thinking

Understand that some language in written texts is unlike everyday

Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)

Literacy

LITERATURE

LITERACY

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

Literacy

Critical and creative thinking

Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)

Literacy

Critical and creative thinking

Personal and social capability

Produce some lower case and upper case letters using learned letter formations (ACELY1653)

Literacy

Construct texts using software including word processing programs (ACELY1654)

Literacy

Literacy

Intercultural understanding

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)

Literacy

Personal and social capability

Intercultural understanding

Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)

Literacy

LITERATURE

LITERACY

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)

Literacy

Personal and social capability

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language,

spoken language (ACELA1431)

Literacy

Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)

Literacy

Recognise that sentences are key units for expressing ideas (ACELA1435)

Literacy

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)

Literacy

Personal and social capability

Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)

Literacy

Know how to read and write some high-frequency words and other familiar words (ACELA1817)

Literacy

Information and Communication Technology (ICT) capability

Critical and creative thinking

gestures and eye contact (ACELY1784)

Literacy

Personal and social capability

Deliver short oral presentations to peers (ACELY1647)

Literacy

Personal and social capability

Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)

Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)

Literacy

Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents(ACELA1440)

Literacy

LITERATURE

Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

Literacy

Critical and creative thinking

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

Literacy

Personal and social capability

Ethical understanding

Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)

- Literacy
- Critical and creative thinking
- Personal and social capability

Share feelings and thoughts about the events and characters in texts (ACELT1783)

- Literacy
- Personal and social capability

Identify some features of texts including events and characters and retell events from a text (ACELT1578)

- Literacy
- Critical and creative thinking

Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)

- Literacy
- Critical and creative thinking

Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)

- Literacy

Intercultural understanding

Innovate on familiar texts through play (ACELT1831)

Literacy

LITERACY

Identify some familiar texts and the contexts in which they are used (ACELY1645)

Literacy

Critical and creative thinking

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)

Literacy

Critical and creative thinking

Personal and social capability

Identify some differences between imaginative and informative texts (ACELY1648)

Literacy

Critical and creative thinking

Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)

Literacy

Pre-primary Achievement Standard

RECEPTIVE MODES (LISTENING, READING AND VIEWING)

By the end of the Pre-primary year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

PRODUCTIVE MODES (SPEAKING, WRITING AND CREATING)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Mathematics

Rationale

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Western Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and the Western Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Western Australian Curriculum: Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom. In science, for example, understanding sources of error and their impact on the confidence of conclusions is vital, as is the use of mathematical models in other disciplines. In geography, interpretation of data underpins the study of human populations and their physical environments; in history, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative and spatial information is an important aspect of making meaning of texts.

The curriculum anticipates that schools will ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Aims

The Western Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and*

Statistics and Probability

- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Content Structure

The Western Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.

The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Content strands

NUMBER AND ALGEBRA

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

MEASUREMENT AND GEOMETRY

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived

measures such as area, speed and density.

STATISTICS AND PROBABILITY

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Proficiency strands

The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.

UNDERSTANDING

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

FLUENCY

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

PROBLEM SOLVING

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

Content descriptions

The mathematics curriculum includes content descriptions at each year level. These describe the knowledge, concepts, skills and processes that teachers are expected to teach and students are expected to learn. However, they do not prescribe approaches to teaching. The content descriptions are intended to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Sub-strands

Content descriptions are grouped into sub-strands to illustrate the clarity and sequence of development of concepts through and across the year levels. They support the ability to see the connections across strands and the sequential development of concepts from Foundation to Year 10.

Number and Algebra	Measurement and Geometry	Statistics and Probability
Number and place value (F-8)	Using units of measurement (F-10)	Chance (1-10)
Fractions and decimals (1-6)	Shape (F-7)	Data representation and interpretation (F-10)
Real numbers (7-10)	Geometric reasoning (3-10)	
Money and financial mathematics (1-10)	Location and transformation (F-7)	
Patterns and algebra (F-10)	Pythagoras and trigonometry (9-10)	
Linear and non-linear relationships (7-10)		

Year level descriptions

Year level descriptions emphasise the importance of working mathematically within the content. They provide an overview of the relationship between the proficiencies (*Understanding, Fluency, Problem Solving* and *Reasoning*)

and the content for each year level.

Content elaborations

Content elaborations are provided for Foundation to Year 10 to illustrate and exemplify content and assist teachers to develop a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Mathematics across Foundation to Year 12

Although the curriculum is described year by year, this document provides advice across four year groupings on the nature of learners and the relevant curriculum:

- Foundation – Year 2: typically students from 5 to 8 years of age
- Years 3–6: typically students from 8 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age
- Senior secondary years: typically students from 15 to 18 years of age.

Foundation – Year 2

The early years (5–8 years of age) lay the foundation for learning mathematics. Students at this level can access powerful mathematical ideas relevant to their current lives and learn the language of mathematics, which is vital to future progression.

Children have the opportunity to access mathematical ideas by developing a sense of number, order, sequence and pattern; by understanding quantities and their representations; by learning about attributes of objects and collections, position, movement and direction, and by developing an awareness of the collection, presentation and variation of data and a capacity to make predictions about chance events.

Understanding and experiencing these concepts in the early years provides a foundation for algebraic, statistical and multiplicative thinking, that will develop in subsequent years. These foundations also enable children to pose basic mathematical questions about their world, to identify simple strategies to investigate solutions, and to strengthen their reasoning to solve personally meaningful problems.

Years 3–6

These years emphasise the importance of students studying coherent, meaningful and purposeful mathematics that is relevant to their lives. Students still require active experiences that allow them to construct key mathematical ideas, but also gradually move to using models, pictures and symbols to represent these ideas.

The curriculum develops key understandings by extending the number, measurement, geometric and statistical learning from the early years; by building foundations for future studies through an emphasis on patterns that lead to generalisations; by describing relationships from data collected and represented; by making predictions; and by introducing topics that represent a key challenge in these years, such as fractions and decimals.

In these years of schooling, it is particularly important for students to develop a deep understanding of whole numbers to build reasoning in fractions and decimals and to develop a conceptual understanding of place value. These concepts allow students to develop proportional reasoning and flexibility with number through mental computation skills, and to extend their number sense and statistical fluency.

Years 7–10

These years of school mark a shift in mathematics learning to more abstract ideas. Through key activities such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated.

The foundations built in previous years prepare students for this change. Previously established mathematical ideas can be drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to consequently develop more complex mathematical ideas. However, students of this age also need an understanding of the connections between mathematical concepts and their application in their world as a motivation to learn. This means using contexts directly related to topics of relevance and interest to this age group.

During these years, students need to be able to represent numbers in a variety of ways; to develop an understanding of the benefits of algebra, through building algebraic models and applications and the various applications of geometry; to estimate and select appropriate units of measure; to explore ways of working with data to allow a variety of representations; and to make predictions about events based on their observations.

The intent of the curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts. An obvious concern is the preparation of students intending to continue studying mathematics in the senior secondary years. Teachers will, in implementing the curriculum, extend the more mathematically able students by using appropriate challenges and extensions within available topics. A deeper understanding of mathematics in the curriculum enhances a student's potential to use this knowledge to solve non-routine problems, both at this level of study and at later stages.

The 10A content is optional and is intended for students who require more content to enrich their mathematical study whilst completing the common Year 10 content. It is NOT anticipated that all students will attempt the 10A content, but doing so would be advantageous for students intending to pursue Mathematical Methods (Course C) or Specialist Mathematics (Course D) in the senior secondary years. A selection of topics from the 10A curriculum can be completed according to the needs of the students.

It is anticipated that all students will study the Western Australian Curriculum: Mathematics up to the end of Year 10. From Year 10, the curriculum should provide pathway options suitable for students of differing abilities and interests, and with a range of future career and study plans.

Senior secondary years

Four mathematics courses have been designed for the senior secondary years. They have been designed to allow flexibility for students, taking into account a range of future pathways and the reality that some students reassess their choice of mathematics program part way through the senior secondary years.

The elements of the content strands from Foundation to Year 10 are evident in the senior secondary curriculum, but are not used as the major organisers. The proficiency strands of Understanding, Fluency, Reasoning and Problem Solving are integrated into the content descriptions as in the Foundation to Year 10 curriculum.

Achievement Standards

Across Foundation to Year 10, achievement standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Year 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard.

Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Student diversity

ACARA is committed to the development of a high-quality curriculum for all Australian students that promotes excellence and equity in education.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian

Curriculum: Mathematics. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice has been developed for schools and teachers on using the Western Australian Curriculum to meet diverse learning needs and is available under Student Diversity on the Australian Curriculum website.

Students with disability

The Disability Discrimintion Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Mathematics. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Gifted and talented students

Teachers can use the Western Australian Curriculum: Mathematics flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich student learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Mathematics and/or from local state and territory teaching and learning materials.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. Whilst many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there is a significant number of students who are not

literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: Mathematics are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

General capabilities

In the Western Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

There are seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

In the Western Australian Curriculum: Mathematics, general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in Mathematics content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities depending on their choice of activities.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Literacy is an important aspect of mathematics. Students develop literacy in mathematics as they learn the vocabulary associated with number, space, measurement and mathematical concepts and processes. This vocabulary includes synonyms (minus, subtract), technical terminology (digits, lowest common denominator),

passive voice (If 7 is taken from 10) and common words with specific meanings in a mathematical context (angle, area). They develop the ability to create and interpret a range of texts typical of Mathematics ranging from calendars and maps to complex data displays.

Students use literacy to understand and interpret word problems and instructions that contain the particular language features of mathematics. They use literacy to pose and answer questions, engage in mathematical problem solving, and to discuss, produce and explain solutions.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Mathematics has a central role in the development of numeracy in a manner that is more explicit and foregrounded than is the case in other learning areas. It is important that the Mathematics curriculum provides the opportunity to apply mathematical understanding and skills in context, both in other learning areas and in real world contexts. A particularly important context for the application of *Number and Algebra* is financial mathematics. In *Measurement and Geometry*, there is an opportunity to apply understanding to design. The twenty-first century world is information driven, and through *Statistics and Probability* students can interpret data and make informed judgments about events involving chance.

Information and Communication Technology (ICT) capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students develop ICT capability when they investigate, create and communicate mathematical ideas and concepts using fast, automated, interactive and multimodal technologies. They employ their ICT capability to perform calculations, draw graphs, collect, manage, analyse and interpret data; share and exchange information and ideas and investigate and model concepts and relationships.

Digital technologies, such as spreadsheets, dynamic geometry software and computer algebra software, can engage students and promote understanding of key concepts.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking solutions. Engaging students in reasoning and thinking about solutions to problems and the strategies needed to find these solutions are core parts of the Mathematics curriculum.

Students are encouraged to be critical thinkers when justifying their choice of a calculation strategy or identifying relevant questions during a statistical investigation. They are encouraged to look for alternative ways to approach mathematical problems, for example, identifying when a problem is similar to a previous one, drawing diagrams or simplifying a problem to control some variables.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

Students develop and use personal and social capability as they apply mathematical skills in a range of personal and social contexts. This may be through activities that relate learning to their own lives and communities, such as time management, budgeting and financial management, and understanding statistics in everyday contexts.

The Mathematics curriculum enhances the development of students' personal and social capabilities by providing opportunities for initiative taking, decision making, communicating their processes and findings, and working independently and collaboratively in the Mathematics classroom.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

There are opportunities in the Mathematics curriculum to explore, develop and apply ethical understanding in a range of contexts, for example through analysing data and statistics; seeking intentional and accidental distortions; finding inappropriate comparisons and misleading scales when exploring the importance of fair comparison; and interrogating financial claims and sources.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Intercultural understanding can be enhanced in Mathematics when students are exposed to a range of cultural traditions. Students learn to understand that mathematical expressions use universal symbols, while mathematical knowledge has its origin in many cultures. Students realise that proficiencies such as understanding, fluency, reasoning and problem solving are not culture or language specific, but that mathematical reasoning and understanding can find different expression in different cultures and languages. New technologies and digital learning environments provide interactive contexts for exploring mathematical problems from a range of cultural perspectives and within diverse cultural contexts. Students can apply mathematical thinking to identify and resolve issues related to living with diversity.

Cross-curriculum priorities

The Western Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of both individuals and Australia as a whole. In the Western Australian Curriculum these have become priorities that provide students with the tools and language to engage with and better understand their world at a range of levels. The priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

Cross-curriculum priorities are addressed through learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to

student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

Aboriginal and Torres Strait Islander histories and culture

Across the Western Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia.

The Western Australian Curriculum: Mathematics values Aboriginal and Torres Strait Islander histories and cultures. It provides opportunities for students to appreciate that Aboriginal and Torres Strait Islander societies have sophisticated applications of mathematical concepts.

Students will explore connections between representations of number and pattern and how they relate to aspects of Aboriginal and Torres Strait Islander cultures. They will investigate time, place, relationships and measurement concepts in Aboriginal and Torres Strait Islander contexts. Students will deepen their understanding of the lives of Aboriginal and Torres Strait Islander Peoples through the application and evaluation of statistical data.

Asia and Australia's engagement with Asia

Across the Western Australian curriculum, this priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

In the Western Australian Curriculum: Mathematics, the priority of Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' mathematical knowledge, skills and understanding.

The Western Australian Curriculum: Mathematics provides opportunities for students to learn about the understandings and applications of Mathematics in Asia. Mathematicians from Asia continue to contribute to the ongoing development of Mathematics.

In this learning area, students develop mathematical understanding in fields such as number, patterns, measurement, symmetry and statistics by drawing on knowledge of and examples from the Asia region. These could include calculation, money, art, architecture, design and travel. Investigations involving data collection, representation and analysis can be used to examine issues pertinent to the Asia region.

Sustainability

Across the Western Australian Curriculum, sustainability will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

In the Western Australian Curriculum: Mathematics, the priority of sustainability provides rich, engaging and authentic contexts for developing students' abilities in number and algebra, measurement and geometry, and statistics and probability.

The Western Australian Curriculum: Mathematics provides opportunities for students to develop the proficiencies of problem solving and reasoning essential for the exploration of sustainability issues and their solutions. Mathematical understandings and skills are necessary to measure, monitor and quantify change in social, economic and ecological systems over time. Statistical analysis enables prediction of probable futures based on findings and helps inform decision making and actions that will lead to preferred futures.

In this learning area, students can observe, record and organise data collected from primary sources over time and analyse data relating to issues of sustainability from secondary sources. They can apply spatial reasoning, measurement, estimation, calculation and comparison to gauge local ecosystem health and can cost proposed actions for sustainability.

Links to the other learning areas

Learning in mathematics involves the use of knowledge and skills learnt in other areas, particularly in English, science and history.

The Australian National Numeracy Review Report (2008) identified numeracy as requiring an across-the-school commitment, including mathematical, strategic and contextual aspects. This across-the-school commitment can be managed by including specific references to other curriculum areas in the mathematics curriculum, and the identification of key numeracy capacities in the descriptions of other curriculum areas being developed. For example, the following are some of the numeracy perspectives that could be relevant to English, science and history.

English

One aspect of the link with English and literacy is that, along with other elements of study, numeracy can be

understood and acquired only within the context of the social, cultural, political, economic and historical practices to which it is integral. Students need to be able to draw on quantitative and spatial information to derive meaning from certain types of texts encountered in the subject of English.

Science

Practical work and problem solving across all the sciences require the capacity to organise and represent data in a range of forms; plot, interpret and extrapolate graphs; estimate and solve ratio problems; use formulas flexibly in a range of situations; perform unit conversions; and use and interpret rates including concentrations, sampling, scientific notation, and significant figures.

History

Learning in history includes interpreting and representing large numbers and a range of data such as those associated with population statistics and growth, financial data, figures for exports and imports, immigration statistics, mortality rates, war enlistments and casualty figures; chance events, correlation and causation; imagining timelines and time frames to reconcile related events; and the perception and spatial visualisation required for geopolitical considerations, such as changes in borders of states and in ecology.

Implications for teaching, assessment and reporting

In mathematics, challenging problems can be posed using basic age-appropriate content. Accelerating students by using content beyond their year level may not be the best way to extend proficient mathematicians. Choosing engaging experiences as contexts for a variety of tasks assists in making mathematics inclusive, and these tasks can be effectively differentiated both for students experiencing difficulty and those who complete tasks easily. The proficiency strands apply expectations of the range and nature of how mathematical content is enacted, and can help focus teaching.

Teachers use the Western Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at, and above the year level expectations) and that teachers plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is whether they have achieved below, at, or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence

during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

Assessment of the Western Australian Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Western Australian Curriculum as part of the National Assessment Program (NAP).

Glossary

Mathematics v8.1

Pre-primary year Syllabus

Year Level Description

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes connecting names, numerals and quantities
- **fluency** includes readily counting numbers in sequences, continuing patterns and comparing the lengths of objects

- **problem-solving** includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer
- **reasoning** includes explaining comparisons of quantities, creating patterns and explaining processes for indirect comparison of length

Number and algebra

NUMBER AND PLACE VALUE

Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)

Literacy

Numeracy

Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)

Literacy

Numeracy

Subitise small collections of objects (ACMNA003)

Numeracy

Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)

Literacy

Numeracy

Measurement and Geometry

USING UNITS OF MEASUREMENT

Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)

Literacy

Numeracy

Critical and creative thinking

Compare and order duration of events using everyday language of time (ACMMG007)

Literacy

Numeracy

Connect days of the week to familiar events and actions (ACMMG008)

Numeracy

Critical and creative thinking

SHAPE

Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the

Statistics and Probability

DATA REPRESENTATION AND INTERPRETATION

Answer yes/no questions to collect information and make simple inferences (ACMSP011)

Numeracy

Critical and creative thinking

Represent practical situations to model addition and sharing (ACMNA004)

Numeracy

PATTERNS AND ALGEBRA

Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)

Literacy

Numeracy

Critical and creative thinking

environment (ACMMG009)

Literacy

Numeracy

LOCATION AND TRANSFORMATION

Describe position and movement (ACMMG010)

Literacy

Numeracy

Pre-primary Achievement Standard

Number and Algebra

At Standard, students count to and from 20 and order small collections. They make connections between number names, numerals and quantities up to 10.

Measurement and Geometry

Students compare objects using mass, length and capacity. They explain the order and duration of events. Students connect events and the days of the week. They group objects based on common characteristics and sort shapes and objects. Students use appropriate language to describe location.

Statistics and Probability

Students answer simple questions to collect information and make simple inferences.

Humanities and Social Sciences

Rationale

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future.

In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History.

By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.

Thinking about, reflecting on, and responding to issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

Aims

Develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

Organisation

Content structure

The Humanities and Social Sciences learning area comprises four subjects. Each subject is organised into two interrelated strands: Knowledge and understandings and Humanities and Social Sciences skills.

History and Geography commence in Pre-primary. Civics and Citizenship is introduced in Year 3 and Economics and Business in Year 5. All subjects continue through to Year 10.

Knowledge and understanding

Humanities and Social Sciences knowledge refers to the facts, principles, concepts, theories and models as developed in each of the subjects. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument.

The key concepts are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective. Figure 1 identifies the key concepts for the learning area.

Humanities and Social Sciences understanding is the ability to see relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Humanities and Social Sciences skills

This strand includes a range of skills that are common to all four subjects. These skills can be taught discretely or as part of an inquiry approach. Inquiry is not necessarily implemented in a linear fashion and not all investigations will involve all skills. Moreover, there may be different entry points where the skills are employed as part of an inquiry process. Figure 2 illustrates the Humanities and Social Sciences skills.

Relationship between the strands

The two strands are to be integrated in the development of a teaching and learning program. The knowledge and understanding strand provides the content focus through which particular skills are to be developed. Following Pre-primary, the sequencing and description of the skills are in two-year bands (1–2, 3–4, 5–6, 7–8, 9–10). This may assist in multi-age programming by providing a common skill focus for the teaching and learning of the knowledge and understanding content.

Year level descriptions

Year level descriptions provide an overview of the key concepts addressed, along with core content being studied at

that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

Content descriptions

Content descriptions set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standard.

Overviews

In History, the overview content in Years 7 to 10 identifies important features of the historical period. The overview is not intended to be taught in depth.

Achievement standards

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

Glossary

A glossary is provided to support a common understanding of the key terms and concepts included in the core content.

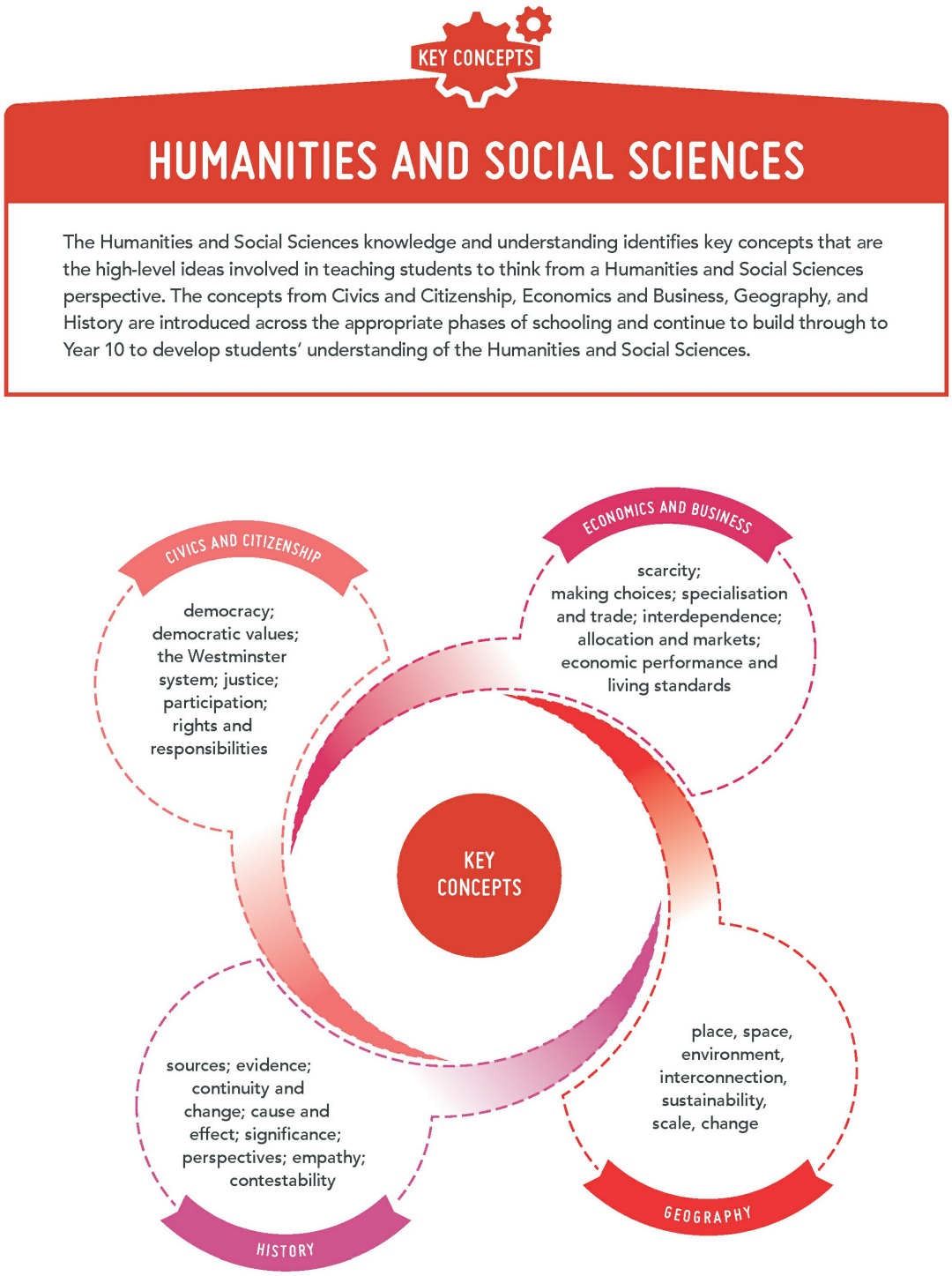

Figure 1: Humanities and Social Sciences Key Concepts

Exemplification of Humanities and Socials Sciences concepts

Figure 2: Humanities and Social Sciences Skills

Exemplification of Humanities and Social Sciences skills

Key Concepts and Skills

The Humanities and Social Sciences key concepts are drawn from the knowledge and understanding in the syllabus for each year. Teachers are required to explicitly interrelate the knowledge and understanding with the key concepts and the skills when planning for teaching, learning and assessment.

In each year the focus of the key concepts can be identified using the Achievement Standard which either states the concept explicitly or it is implied by the knowledge and understanding. The Humanities and Social Sciences skills are common to all four subjects and need to be explicitly taught and assessed, and are identified in the Achievement Standard for each year.

Humanities and Social Sciences key concept diagram

a visual representation of the key concepts for display

Exemplification of key concepts

a definition of each concept and how the concept develops in the curriculum

Key concepts in practice

ideas for activities teachers can use to interrelate the knowledge and understanding, and key concepts

Humanities and Social Sciences skills diagram

a visual representation of the skills for display

Exemplification of skills

the application of the Humanities and Social Sciences skills within each subject

Student Diversity

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Western Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: Humanities and Social Sciences. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

Students with disability

The *Disability Discrimination Act 1992* and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as

the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Humanities and Social Sciences. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning, and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: Humanities and Social Sciences are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

Gifted and talented students

Teachers can use the Western Australian Curriculum: Humanities and Social Sciences flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich students' learning by providing them with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: Humanities and Social Sciences and/or from local, state and territory teaching and learning materials.

Ways of Teaching

The 'ways of teaching' aims to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

Civics and Citizenship, Economics and Business, Geography and History can be taught separately or through programs created to link to more than one subject or to link to the content in other learning areas.

History and Geography commence in Pre-primary. Civics and Citizenship is introduced in Year 3 and Economics and Business in Year 5. All subjects continue through to Year 10.

In Humanities and Social Sciences, the key concepts, knowledge and understanding and skills within each subject are interrelated to inform and support each other. When developing teaching and learning programs, teachers combine these three aspects to create learning experiences.

The Humanities and Social Sciences knowledge and understanding identifies key concepts that are the high-level ideas involved in teaching students to think from a humanities and social sciences perspective.

Key concepts (Figure 1) for developing a Humanities and Social Sciences understanding are:

- Civics and Citizenship – democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities
- Economics and Business – scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards
- Geography – place, space, environment, interconnection, sustainability, scale, change
- History – evidence, sources, continuity and change, cause and effect, significance, perspectives, empathy, contestability.

The Humanities and Social Sciences skills (Figure 2) are divided into: questioning and researching; analysing; evaluating; and communicating and reflecting. They are common to all four subjects. These skills can be taught discretely and/or in conjunction with the key concepts, knowledge and understanding, or as part of an inquiry approach.

To engage students in Humanities and Social Sciences, teachers typically create learning experiences which:

- draw on students' personal experiences and interests
- build, extend and challenge existing understandings and perceptions
- explore a range of viewpoints and different perspectives
- involve the past, present and future

- develop active and informed citizens
- use meaningful, real-world contexts, current events and issues to exemplify the content
- use a range of scales, from local area to regional, national and global areas
- engage students in problem-solving tasks and inquiry to develop evidence-based arguments, or proposals for actions or solutions to real-world challenges and/or opportunities
- involve students in learning outside the classroom through exposure to authentic experiences and making connections with local and wider communities
- develop skills, many of which are transferable to other learning areas and are valuable for students' future learning
- contribute to all the general capabilities and the cross-curriculum priorities.

Figure 3 is a visual representation of ways of teaching Humanities and Social Sciences.

For information on how to collect evidence to inform planning for ongoing learning experiences in Humanities and Social Sciences, refer to 'Ways of Assessing'.

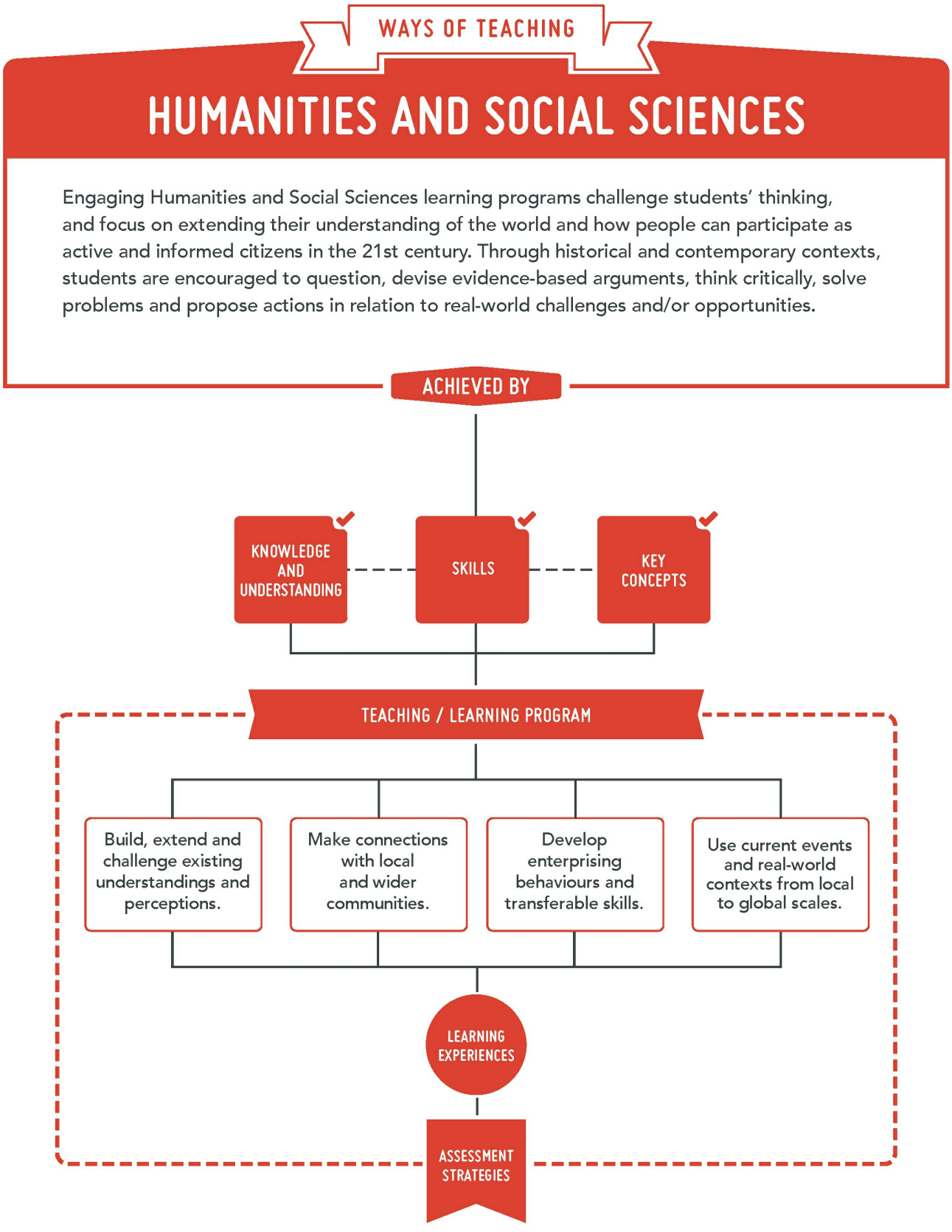

Figure 3: Ways of teaching in the Humanities and Social Sciences

Ways of Teaching Video

Transcript

Ways of Assessing

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practices in the Humanities and Social Sciences.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline.* The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle
- reflective questions
- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?
- Do your assessments have a clear purpose?
- Do you design assessment tasks in a way that meets the dual purposes of formative and summative

assessment?

- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?
- How do you identify students' misconceptions or gaps in their learning?
- How do you identify the next skill or understanding a student, or group of students, needs to learn?
- What information do you collect to evaluate your own teaching?
- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?
- What range of evidence do you draw on when you report student performance and evaluate your teaching?

Refer to the *Judging Standards* tool in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/home/judging-standards) when reporting against the Achievement Standards; giving assessment feedback; or explaining the differences between one student's achievement and another's.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Examples of assessment strategies	Examples of sources of evidence
Observation	Ongoing and first-hand observations of student learning, documented by the teacher (can be conducted both informally and formally).
Group activities	Cooperative activities that provide opportunities for individual and peer-learning. During group work, teachers should stop at key points to check individual student understanding.
Videos or audio recordings	The recording of student achievement in physical and verbal activities such as role-plays, performances, speeches, play-based learning or debates.
Field-work and practical (authentic) tasks	The demonstration of learning through activities, such as virtual and actual fieldwork; community service programs, such as fundraising; creating models; and product design and development.
Tests or quizzes	These may include verbal questioning, multiple choice, short-answer responses or open-ended questions that require longer, sustained written responses.

Written work	This includes short and extended written tasks. These may take the form of short responses, such as worksheets and sentence or paragraph answers. Longer responses may include essays, information reports or imaginative texts, such as narratives and journal entries. Students may also conduct inquiry tasks in which they must develop questions; gather, analyse and evaluate information; communicate on findings and reflect upon conclusions.
Graphic organisers	The demonstration of learning through making connections, showing relationships and concept mapping of student knowledge.
Visual representations	The demonstration of learning through maps, tables, graphs, diagrams, posters, brochures, photographs and other digital media (e.g. slides, animations, blogs).
Performances or oral presentations	The demonstration of learning in practical performance, role-play, speeches, simulations, debates and structured discussions.
Conferences	Discussions or interviews with students that are conducted either face-to-face or via audio and video recordings.
Portfolios and work samples	Collections of student work that provide long-term documentation of student progress and achievement. Portfolios may be subject-area-specific or contain a range of work undertaken by students.
Self-assessments and evaluations, and student journals	The self-reflection of achievement and progression towards goals. It allows for metacognitive thinking about their learning and personal reflection upon their strengths and weaknesses. Journals provide personal accounts of student responses to learning activities, experiences and understandings.
Peer assessments	Individuals, peers or a group of peers provide evaluative feedback on performance or activity.

General Capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Humanities and Social Sciences. The general capabilities are not assessed unless they are identified within the core content.

Literacy

Across the Western Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Numeracy

Across the Western Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school, and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Information and communication technology (ICT) capability

Across the Western Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas; solve problems; and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them; adapting to new ways of doing things as technologies evolve; and limiting the risks to themselves and others in a digital environment.

Critical and creative thinking

Across the Western Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to reflect broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

Personal and social capability

Across the Western Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions; developing empathy for, and understanding of others; establishing positive relationships; making responsible decisions; working effectively in teams; and handling challenging situations constructively.

Ethical understanding

Across the Western Australian Curriculum, students develop ethical understanding as they identify and investigate

ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Intercultural understanding

Across the Western Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Cross-Curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Humanities and Social Sciences. The cross-curriculum priorities are not assessed unless they are identified within the core content.

Aboriginal and Torres Strait Islander histories and cultures

Across the Western Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

The Humanities and Social Sciences provides opportunities for students to learn about the traditional and contemporary experiences of the Aboriginal and Torres Strait Islander People in a social, economic, political and legal context, and examine historical perspectives from their viewpoint. The priority also provides an opportunity to explore the relationships people have with place and their interconnection, and interactions, with the environment in which they live.

Asia and Australia's engagement with Asia

Across the Western Australian Curriculum, this priority will ensure that students learn about and recognise diversity within and between the countries of the Asia region. Students develop knowledge and understanding of Asian societies, cultures, beliefs, and environments, and the connections between the peoples of Asia, Australia, and the

rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

The Humanities and Social Sciences provides opportunities for students to learn about the past, present and future interconnections, and interdependence, between Australia and the Asia region, forged through political, economic, cultural and social ties. This priority also provides rich contexts for investigating interrelationships between places, environments and peoples.

Sustainability

Across the Western Australian Curriculum, the sustainability priority allows students to develop the knowledge, skills, values and worldviews necessary for them to act in ways that contribute to more sustainable patterns of living. Education for sustainability enables individuals and communities to reflect on ways of interpreting and engaging with the world. The sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

The Humanities and Social Sciences provides opportunities for students to explore the human dependence on the environment and develops students' worldviews in relation to judgments about access to, and sustainable use of, the Earth's resources, as well as local and global equity and fairness across generations for the long-term wellbeing of our world. This priority also provides a rich context for understanding that sustaining a resilient democracy depends on the informed participation of its citizens in discussing and acting on local, national and global issues.

Glossary

Humanities and Social Sciences

Pre-primary year syllabus

Year Level Description

In Pre-primary, Humanities and Social Sciences consists of Geography and History.

Students have the opportunity to pose and respond to 'who', 'what', 'when', 'where' and 'why' questions. They collect, sort, represent and record information into simple categories. Students explore, play and investigate, and communicate their understandings through activities such as writing, painting, constructions or role-plays.

Students gain a sense of location and learn about the globe, as a representation of the Earth, on which places can be located. There is a focus on developing students' curiosity of their personal world, with connections made

between the early childhood setting and the local community. In the context of developing a sense of identity and belonging, students investigate the features of familiar places, why and how places are cared for, and explore what makes a place special.

Students engage in stories of the past, particularly in the context of themselves and family. This may include stories from different cultures and other parts of the world. They perceive that the past is different from the present and understand the many ways in which stories of the past can be told. In the early years, students have the opportunity to explore their heritage, background and traditions.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. *The Early Years Learning Framework* provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.

Knowledge and understanding

GEOGRAPHY

People live in places

The globe as a representation of the Earth on which Australia and other familiar countries can be located (ACHASSK014)

Numeracy

The representation of familiar places, such as schools, parks and lakes on a pictorial map (ACHASSK014)

Numeracy

The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs) (ACHASSK015)

Humanities and Social Sciences skills

QUESTIONING AND RESEARCHING

Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share) (WAHASS01)

Literacy

Critical and creative thinking

Pose and respond to questions about the familiar (WAHASS02)

Literacy

Critical and creative thinking

Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources) (WAHASS03)

Literacy

Information and Communication Technology (ICT)

Critical and creative thinking

Intercultural understanding

The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance (ACHASSK017)(ACHASSK016)

Critical and creative thinking

Personal and social capability

Intercultural understanding

HISTORY

Personal and family histories

Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees (ACHASSK011)

Critical and creative thinking

Personal and social capability

The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common (ACHASSK011)

Critical and creative thinking

Personal and social capability

Intercultural understanding

How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations) (ACHASSK012)

Critical and creative thinking

Personal and social capability

Intercultural understanding

capability

Critical and creative thinking

Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings) (WAHASS04)

Literacy

Numeracy

Critical and creative thinking

ANALYSING

Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations) (WAHASS05)

Literacy

Numeracy

Critical and creative thinking

Explore points of view (e.g. understand that their point of view may differ from others) (WAHASS06)

Literacy

Critical and creative thinking

Personal and social capability

Intercultural understanding

Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays) (WAHASS07)

Literacy

Information and Communication Technology (ICT) capability

Critical and creative thinking

EVALUATING

How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them (ACHASSK013)

- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions) (WAHASS08)

- Literacy
- Critical and creative thinking
- Personal and social capability

Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) (WAHASS09)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

COMMUNICATING AND REFLECTING

Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play) (WAHASS10)

- Literacy
- Critical and creative thinking
- Personal and social capability

Develop texts (e.g. retell, describe personal stories) (WAHASS11)

- Literacy
- Critical and creative thinking

Reflect on learning (e.g. drawings, discussions) (WAHASS12)

- Literacy
- Critical and creative thinking
- Personal and social capability

Achievement standard

At Standard, students pose and respond to questions, and recognise that there are a variety of sources from which information can be collected. They use simple categories to organise information and sequence familiar events. Students explore points of view, represent information in different ways and begin to draw simple conclusions. They share observations and ideas when participating in the decision-making process. Students develop simple oral texts, and reflect on what they have learnt using language, gesture and other non-verbal modes.

Students recognise that countries, such as Australia, and familiar places are represented on a globe or a map. They describe the features of places that are familiar to them. Students identify the interconnections that people have with familiar places and recognise why some places are special and need to be looked after. They identify similarities between families and suggest ways that families communicate and commemorate significant stories and events from the past.

History

No results were found

Science

Aims

The Western Australian Curriculum: Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods,

including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Western Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas

are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Content Structure

The Western Australian Curriculum: Science has three interrelated strands: *Science Understanding, Science as a Human Endeavour* and *Science Inquiry Skills*.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Science Understanding

Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time.

The *Science Understanding* strand comprises four sub-strands. The content is described by year level.

BIOLOGICAL SCIENCES

The biological sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub-strand are that: a diverse range of living things have evolved on Earth over hundreds of millions of years; living things are interdependent and interact with each other and their environment; and the form and features of living things are related to the functions that their body systems perform. Through this sub-strand, students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems. They explore their life cycles, body systems, structural adaptations and behaviours, how these features aid survival, and how their characteristics are inherited from one generation to the next. Students are introduced to the cell as the basic unit of life and the processes that are central to its function.

CHEMICAL SCIENCES

The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances. The key concepts developed within this sub-strand are that: the chemical and physical properties of substances are determined by their structure at an atomic scale; and that substances change and new substances are produced by rearranging atoms through atomic interactions and energy transfer. In this sub-strand, students classify substances based on their properties, such as solids, liquids and gases, or their composition, such as elements, compounds and mixtures. They explore physical changes such as changes of state and dissolving, and investigate how chemical reactions result in the production of new substances. Students recognise that all substances consist of

atoms which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances. They explore the relationship between the way in which atoms are arranged and the properties of substances, and the effect of energy transfers on these arrangements.

EARTH AND SPACE SCIENCES

The Earth and space sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos. The key concepts developed within this sub-strand are that: Earth is part of a solar system that is part of a larger universe; and Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources. Through this sub-strand, students view Earth as part of a solar system, which is part of a galaxy, which is one of many in the universe and explore the immense scales associated with space. They explore how changes on Earth, such as day and night and the seasons relate to Earth's rotation and its orbit around the sun. Students investigate the processes that result in change to Earth's surface, recognising that Earth has evolved over 4.5 billion years and that the effect of some of these processes is only evident when viewed over extremely long timescales. They explore the ways in which humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.

PHYSICAL SCIENCES

The physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this sub-strand are that: forces affect the behaviour of objects; and that energy can be transferred and transformed from one form to another. Through this sub-strand students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

Science as a Human Endeavour

Through science, humans seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence and science knowledge can be changed as new evidence becomes available. Science influences society by posing, and responding to, social and ethical questions, and scientific research is itself influenced by the needs and priorities of society. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

The content in the *Science as a Human Endeavour* strand is described in two-year bands. There are two sub-strands of *Science as a Human Endeavour*. These are:

Nature and development of science: This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

Use and influence of science: This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

Science investigations are activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve a range of activities, including experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations. The choice of the approach taken will depend on the context and subject of the investigation.

In science investigations, collection and analysis of data and evidence play a major role. This can involve collecting or extracting information and reorganising data in the form of tables, graphs, flow charts, diagrams, prose, keys, spreadsheets and databases.

The content in the *Science Inquiry Skills* strand is described in two-year bands. There are five sub-strands of *Science Inquiry Skills*. These are:

Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.

Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.

Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.

Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.

Communicating: Conveying information or ideas to others through appropriate representations, text types and modes.

Relationship between the strands

In the practice of science, the three strands of *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills* are closely integrated; the work of scientists reflects the nature and development of science, is built around scientific inquiry and seeks to respond to and influence society's needs. Students' experiences of school science should mirror and connect to this multifaceted view of science.

To achieve this, the three strands of the Western Australian Curriculum: Science should be taught in an integrated way. The content descriptions of the three strands have been written so that at each year this integration is possible. In the earlier years, the 'Nature and development of science' sub-strand within the *Science as a Human Endeavour* strand focuses on scientific inquiry. This enables students to make clear connections between the inquiry skills that they are learning and the work of scientists. As students progress through the curriculum they investigate how science understanding has developed, including considering some of the people and the stories behind these advances in science.

They will also recognise how this science understanding can be applied to their lives and the lives of others. As students develop a more sophisticated understanding of the knowledge and skills of science they are increasingly able to appreciate the role of science in society. The content of the *Science Understanding* strand will inform students' understanding of contemporary issues, such as climate change, use of resources, medical interventions, biodiversity and the origins of the universe. The importance of these areas of science can be emphasised through the content of the *Science as a Human Endeavour* strand, and students can be encouraged to view contemporary science critically through aspects of the *Science Inquiry Skills* strand, for example by analysing, evaluating and communicating.

Year level descriptions

Year level descriptions have three functions. Firstly, they emphasise the interrelated nature of the three strands, and the expectation that planning a science program will involve integration of content from across the strands. Secondly, they re-emphasise the overarching ideas as appropriate for that stage of schooling. Thirdly, they provide an overview of the content for the year level.

Content descriptions

The Western Australian Curriculum: Science includes content descriptions at each year level. These describe the knowledge, concepts, skills and processes that teachers are expected to teach and students are expected to learn. However, they do not prescribe approaches to teaching. While *Science Understanding* content is presented in year levels, when units of work are devised, attention should be given to the coverage of content from *Science Inquiry Skills* and *Science as a Human Endeavour* over the two-year band. The content descriptions ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Year 10 to illustrate and exemplify content and assist teachers to develop a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

The overarching ideas

There are a number of overarching ideas that represent key aspects of a scientific view of the world and bridge knowledge and understanding across the disciplines of science.

In the Western Australian Curriculum: Science, six overarching ideas support the coherence and developmental sequence of science knowledge within and across year levels. The overarching ideas frame the development of concepts in the *Science Understanding* strand, support key aspects of the *Science Inquiry Skills* strand and contribute to developing students' appreciation of the nature of science.

The six overarching ideas that frame the Australian Curriculum: Science are:

Patterns, order and organisation

An important aspect of science is recognising patterns in the world around us, and ordering and organising phenomena at different scales. As students progress from Foundation to Year 10, they build skills and understanding that will help them to observe and describe patterns at different scales, and develop and use classifications to organise events and phenomena and make predictions. Classifying objects and events into groups (such as solid/liquid/gas or living/non-living) and developing criteria for those groupings relies on making observations and identifying patterns of similarity and difference. As students progress through the primary years, they become more proficient in identifying and describing the relationships that underpin patterns, including cause and effect. Students increasingly recognise that scale plays an important role in the observation of patterns; some patterns may only be evident at certain time and spatial scales. For example, the pattern of day and night is not evident over the time scale of an hour.

Form and function

Many aspects of science are concerned with the relationships between form (the nature or make-up of an aspect of an object or organism) and function (the use of that aspect). As students progress from Foundation to Year 10, they see that the functions of both living and non-living objects rely on their forms. Their understanding of forms such as the features of living things or the nature of a range of materials, and their related functions or uses, is initially based on observable behaviours and physical properties. In later years, students recognise that function frequently relies on form and that this relationship can be examined at many scales. They apply an understanding of microscopic and atomic structures, interactions of force and flows of energy and matter to describe relationships

between form and function.

Stability and change

Many areas of science involve the recognition, description and prediction of stability and change. Early in their schooling, students recognise that in their observations of the world around them, some properties and phenomena appear to remain stable or constant over time, whereas others change. As they progress from Foundation to Year 10, they also recognise that phenomena (such as properties of objects and relationships between living things) can appear to be stable at one spatial or time scale, but at a larger or smaller scale may be seen to be changing. They begin to appreciate that stability can be the result of competing, but balanced forces. Students become increasingly adept at quantifying change through measurement and looking for patterns of change by representing and analysing data in tables or graphs.

Scale and measurement

Quantification of time and spatial scale is critical to the development of science understanding as it enables the comparison of observations. Students often find it difficult to work with scales that are outside their everyday experience - these include the huge distances in space, the incredibly small size of atoms and the slow processes that occur over geological time. As students progress from Foundation to Year 10, their understanding of relative sizes and rates of change develops and they are able to conceptualise events and phenomena at a wider range of scales. They progress from working with scales related to their everyday experiences and comparing events and phenomena using relative language (such as 'bigger' or 'faster') and informal measurement, to working with scales beyond human experience and quantifying magnitudes, rates of change and comparisons using formal units of measurement.

Matter and energy

Many aspects of science involve identifying, describing and measuring transfers of energy and/or matter. As students progress through Foundation to Year 10, they become increasingly able to explain phenomena in terms of the flow of matter and energy. Initially, students focus on direct experience and observation of phenomena and materials. They are introduced to the ways in which objects and living things change and begin to recognise the role of energy and matter in these changes. In later years, they are introduced to more abstract notions of particles, forces and energy transfer and transformation. They use these understandings to describe and model phenomena and processes involving matter and energy.

Systems

Science frequently involves thinking, modelling and analysing in terms of systems in order to understand, explain and predict events and phenomena. As students progress through Foundation to Year 10, they explore, describe and analyse increasingly complex systems.

Initially, students identify the observable components of a clearly identified 'whole' such as features of plants and animals and parts of mixtures. Over Years 3 to 6 they learn to identify and describe relationships between components within simple systems, and they begin to appreciate that components within living and non-living systems are interdependent. In Years 7 to 10 they are introduced to the processes and underlying phenomena that structure systems such as ecosystems, body systems and the carbon cycle. They recognise that within systems, interactions between components can involve forces and changes acting in opposing directions and that for a system to be in a steady state, these factors need to be in a state of balance or equilibrium. They are increasingly aware that systems can exist as components within larger systems, and that one important part of thinking about systems is identifying boundaries, inputs and outputs.

Science across Foundation to Year 12

Although the curriculum is described year by year, this document provides advice across four year groupings on the nature of learners and the relevant curriculum:

- Foundation – Year 2: typically students from 5 to 8 years of age
- Years 3–6: typically students from 8 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age
- Senior secondary years: typically students from 15 to 18 years of age.

Foundation – Year 2

Curriculum focus: awareness of self and the local world

Young children have an intrinsic curiosity about their immediate world. Asking questions leads to speculation and the testing of ideas. Exploratory, purposeful play is a central feature of their investigations.

In this stage of schooling students' explorations are precursors to more structured inquiry in later years. They use the senses to observe and gather information, describing, making comparisons, sorting and classifying to create an order that is meaningful. They observe and explore changes that vary in their rate and magnitude and begin to describe relationships in the world around them. Students' questions and ideas about the world become increasingly purposeful. They are encouraged to develop explanatory ideas and test them through further exploration.

Years 3–6

Curriculum focus: recognising questions that can be investigated scientifically and investigating them

During these years students can develop ideas about science that relate to their lives, answer questions, and solve mysteries of particular interest to their age group. In this stage of schooling students tend to use a trial-and-error approach to their science investigations. As they progress, they begin to work in a more systematic way. The notion of a 'fair test' and the idea of variables are developed, as well as other forms of science inquiry. Understanding the

importance of measurement in quantifying changes in systems is also fostered.

Through observation, students can detect similarities among objects, living things and events and these similarities can form patterns. By identifying these patterns, students develop explanations about the reasons for them. Students' understanding of the complex natural or built world can be enhanced by considering aspects of the world as systems, and how components, or parts, within systems relate to each other. From evidence derived from observation, explanations about phenomena can be developed and tested. With new evidence, explanations may be refined or changed.

By examining living structures, Earth, changes of solids to liquids and features of light, students begin to recognise patterns in the world. The observation of aspects of astronomy, living things, heat, light and electrical circuits helps students develop the concept of a system and its interacting components, and understand the relationships, including the notion of cause and effect, between variables.

Years 7–10

Curriculum focus: explaining phenomena involving science and its applications

During these years, students continue to develop their understanding of important science concepts across the major science disciplines. It is important to include contemporary contexts in which a richer understanding of science can be enhanced. Current science research and its human application motivates and engages students.

Within the outlined curriculum, students should undertake some open investigations that will help them refine their science inquiry skills. The quantitative aspects of students' inquiry skills are further developed to incorporate consideration of uncertainty in measurement. In teaching the outlined curriculum, it is important to provide time to build the more abstract science ideas that underpin understanding.

Students further develop their understanding of systems and how the idea of equilibrium is important in dynamic systems. They consider how a change in one of the components can affect all components of the system because of the interrelationships between the parts. They consider the idea of form and function at a range of scales in both living and non-living systems. Students move from an experiential appreciation of the effects of energy to a more abstract understanding of the nature of energy.

As students investigate the science phenomena outlined in these years, they begin to learn about major theories that underpin science, including the particle theory, atomic theory, the theory of evolution, plate tectonic theory and the Big Bang theory.

Senior secondary years

Curriculum focus: disciplines of science

The senior secondary courses for physics, chemistry, biology, and Earth and environmental science build on prior learning across these areas in Foundation to Year 10.

Achievement standards

Across Foundation to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Year 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard.

Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Student diversity

ACARA is committed to the development of a high-quality curriculum for all Australian students that promotes excellence and equity in education.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: Science. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice has been developed for schools and teachers on using the Western Australian Curriculum to meet diverse learning needs and is available under Student Diversity on the Australian Curriculum website.

Students with disability

The Disability Discrimination Act 1992 and the Disability Standards for Education 2009 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Science. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Gifted and talented students

Teachers can use the Australian Curriculum: Science flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich student learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Science and/or from local state and territory teaching and learning materials.

Teachers can also develop depth and breadth using the Western Australian Curriculum: Science overarching ideas as a frame. Learning in science emphasises the ability to make connections between diverse concepts and across contexts. The overarching ideas provide a valuable frame to support students to make these connections and to develop a scientific view of the world.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. Whilst many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there is a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: Science are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings

General capabilities

In the Western Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

There are seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

In the Western Australian Curriculum: Science, general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in Science content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities depending on their choice of activities.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Students develop literacy capability as they learn how to construct an understanding of how scientific knowledge is produced; to explore, analyse and communicate scientific information, concepts and ideas; and to plan, conduct and communicate investigations. Scientific texts that students are required to comprehend and compose include those that provide information, describe events and phenomena, recount experiments, present and evaluate data, give explanations and present opinions or claims. Language structures are used to link information and ideas, give explanations, formulate hypotheses and construct evidence-based arguments.

By learning the literacy of science students understand that language varies according to context and they increase their ability to use language flexibly. Scientific vocabulary is often technical and includes specific terms for concepts and features of the world, as well as terms that encapsulate an entire process in a single word, such as 'photosynthesis'. Students learn to understand that much scientific information is presented in the form of diagrams, flow charts, tables and graphs.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Many elements of numeracy are evident in the Science Curriculum, particularly in *Science Inquiry Skills*. These include practical measurement and the collection, representation and interpretation of data from investigations.

Students are introduced to measurement, first using informal units then formal units. Later they consider issues of uncertainty and reliability in measurement. As students progress, they collect both qualitative and quantitative data, which is analysed and represented in graphical forms. Students learn data analysis skills, including identifying trends and patterns from numerical data and graphs. In later years, numeracy demands include the statistical analysis of data, including issues relating to accuracy, and linear mathematical relationships to calculate and predict values.

Information and Communication Technology (ICT) capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students develop ICT capability when they research science concepts and applications, investigate scientific phenomena, and communicate their scientific understandings. In particular, they employ their ICT capability to access information; collect, analyse and represent data; model and interpret concepts and relationships; and communicate science ideas, processes and information.

Digital technology can be used to represent scientific phenomena in ways that improve students' understanding of concepts, ideas and information. Digital aids such as animations and simulations provide opportunities to view phenomena and test predictions that cannot be investigated through practical experiments in the classroom and may enhance students' understanding and engagement with science.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in

their lives beyond school.

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In the Science learning area, critical and creative thinking are embedded in the skills of posing questions, making predictions, speculating, solving problems through investigation, making evidence-based decisions, and analysing and evaluating evidence. Students develop understandings of concepts through active inquiry that involves planning and selecting appropriate information, and evaluating sources of information to formulate conclusions.

Creative thinking enables the development of ideas that are new to the individual, and this is intrinsic to the development of scientific understanding. Scientific inquiry promotes critical and creative thinking by encouraging flexibility and open-mindedness as students speculate about their observations of the world. Students' conceptual understanding becomes more sophisticated as they actively acquire an increasingly scientific view of their world.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

Students develop personal and social capability as they engage in science inquiry, learn how scientific knowledge informs and is applied in their daily lives, and explore how scientific debate provides a means of contributing to their communities. This includes developing skills in communication, initiative taking, goal setting, interacting with others and decision making, and the capacity to work independently and collaboratively.

The Science learning area enhances personal and social capability by expanding students' capacity to question, solve problems, explore and display curiosity. Students use their scientific knowledge to make informed choices about issues that impact their lives such as health and nutrition and environmental change, and consider the application of science to meet a range of personal and social needs.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Students develop the capacity to form and make ethical judgments in relation to experimental science, codes of practice, and the use of scientific information and science applications. They explore what integrity means in

science, and explore and apply ethical guidelines in their investigations. They consider the implications of their investigations on others, the environment and living organisms.

They use scientific information to evaluate claims and to inform ethical decisions about a range of social, environmental and personal issues, for example, land use or the treatment of animals.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

There are opportunities in the Science learning area to develop intercultural understanding. Students learn to appreciate the contribution that diverse cultural perspectives have made to the development, breadth and diversity of science knowledge and applications. Students become aware that the raising of some debates within culturally diverse groups requires cultural sensitivity. They recognise that increasingly scientists work in culturally diverse teams and engage with culturally diverse communities to address issues of international importance.

Cross-curriculum priorities

The Western Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of both individuals and Australia as a whole. In the Western Australian Curriculum these have become priorities that provide students with the tools and language to engage with and better understand their world at a range of levels. The priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

Cross-curriculum priorities are addressed through learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

Aboriginal and Torres Strait Islander histories and cultures

Across the Western Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia.

The Western Australian Curriculum: Science values Aboriginal and Torres Strait Islander histories and cultures. It acknowledges that Aboriginal and Torres Strait Islander Peoples have longstanding scientific knowledge traditions.

Students will have opportunities to learn that Aboriginal and Torres Strait Islander Peoples have developed knowledge about the world through observation, using all the senses; through prediction and hypothesis; through testing (trial and error); and through making generalisations within specific contexts. These scientific methods have been practised and transmitted from one generation to the next. Students will develop an understanding that Aboriginal and Torres Strait Islander Peoples have particular ways of knowing the world and continue to be innovative in providing significant contributions to development in science. They will investigate examples of Aboriginal and Torres Strait Islander science and the ways traditional knowledge and western scientific knowledge can be complementary.

Asia and Australia's engagement with Asia

Across the Western Australian curriculum, this priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

In the Western Australian Curriculum: Science, the priority of Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' science knowledge, understanding and skills.

The Western Australian Curriculum: Science provides opportunities for students to recognise that people from the Asia region have made and continue to make significant contributions to the development of science understandings and their applications. It enables students to recognise that the Asia region includes diverse environments and to appreciate that interaction between human activity and these environments continues to influence the region, including Australia, and has significance for the rest of the world.

In this learning area, students appreciate that the Asia region plays an important role in scientific research and development. These can include research and development in areas such as medicine, natural resource management, nanotechnologies, communication technologies and natural disaster prediction and management.

Sustainability

Across the Western Australian Curriculum, sustainability will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

In the Western Australian Curriculum: Science the priority of sustainability provides authentic contexts for exploring, investigating and understanding chemical, biological, physical and Earth and space systems.

The Western Australian Curriculum: Science explores a wide range of systems that operate at different time and spatial scales. By investigating the relationships between systems and system components and how systems respond to change, students develop an appreciation for the interconnectedness of Earth's biosphere, geosphere, hydrosphere and atmosphere. Relationships including cycles and cause and effect are explored, and students develop observation and analysis skills to examine these relationships in the world around them.

In this learning area, students appreciate that science provides the basis for decision making in many areas of society and that these decisions can impact on the Earth system. They understand the importance of using science to predict possible effects of human and other activity and to develop management plans or alternative technologies that minimise these effects.

Links to other learning areas

Learning in science involves the use of knowledge and skills learnt in other areas, particularly in English, mathematics and history.

English

There is strong support in schools across Australia for linking learning in science with learning literacy skills. The science tradition places a high priority on accurate communication. The Western Australian Curriculum: Science is supported by and in turn reinforces the learning of literacy skills. Students need to describe objects and events, interpret descriptions, read and give instructions, explain ideas to others, write reports and procedural accounts, participate in group discussions and provide expositions.

Mathematics

The science curriculum closely complements that of mathematics. In science, students process data using simple tables, lists, picture graphs, simple column graphs and line graphs. In the mathematics curriculum they will be developing these skills at similar year levels. In mathematics, students' data analysis skills will develop to include scatter plots, linear graphs and the gradient of graphs. This will enhance their ability to analyse patterns and trends

in data as part of scientific investigations.

Students develop their use of metric units in both the mathematics and science curriculums. The ability to convert between common metric units of length and mass and their use of decimal notation in mathematics will enable them to represent and compare data in meaningful ways in science. In mathematics, students learn simple statistical methods and these skills will enable students to apply quantitative analysis of data as required in science. The concept of outliers, learnt in mathematics, will help them to identify inconsistencies in quantitative data in science.

When considering phenomena and systems at a vast range of scales in science, students use their mathematical knowledge of timescales and intervals. They use scientific notation in the representation of these values as required. Students' mathematical ability to solve problems involving linear equations can be utilised in science when investigating quantitative relationships.

History

History provides another avenue to the understanding of how science works. Science and its discoveries are a source of historical facts and artefacts. The strand *Science as a Human Endeavour* is an important link to historical developments. It is important that students learn that science and technology have grown through the gradual accumulation of knowledge over many centuries; that all sorts of people, including people like themselves, use and contribute to science. Historical studies of science and technology in the early Egyptian, Greek, Chinese, Arabic and Aboriginal and Torres Strait Islander cultures extending to modern times will help students understand the contributions of people from around the world.

The Western Australian Curriculum: Science takes account of what students have learnt in these areas so that their science learning is supported and their learning in other areas enhanced.

Implications for teaching, assessment and reporting

The science curriculum emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation and application. This requires a context or point of relevance through which students can make sense of the ideas they are learning. Opportunities for student-led open inquiry should also be provided within each phase of schooling.

Assessment encourages longer-term understanding and provides detailed diagnostic information. It shows what students know, understand and can demonstrate. It also shows what they need to do to improve. In particular, *Science Inquiry Skills* and *Science as a Human Endeavour* require a variety of assessment approaches.

Teachers use the Western Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year

levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is, whether they have achieved below, at or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

Assessment of the Western Australian Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Western Australian Curriculum as part of the National Assessment Program (NAP).

Glossary

Science v8.1

Pre-primary year Syllabus

Year Level Description

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

From Pre-primary to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.

In Pre-primary, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to questions they pose and making observations is a core part of science and use their senses to gather different types of information.

Science Understanding

BIOLOGICAL SCIENCES

Living things have basic needs, including food and water (ACSSU002)

CHEMICAL SCIENCES

Objects are made of materials that have observable properties (ACSSU003)

EARTH AND SPACE SCIENCES

Daily and seasonal changes in our environment affect everyday life (ACSSU004)

PHYSICAL SCIENCES

The way objects move depends on a variety of factors, including their size and shape (ACSSU005)

Numeracy

Science as a Human Endeavour

NATURE AND DEVELOPMENT OF SCIENCE

Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)

Science Inquiry Skills

QUESTIONING AND PREDICTING

Pose and respond to questions about familiar objects and events (ACSIS014)

Literacy

Critical and creative thinking

Personal and social capability

PLANNING AND CONDUCTING

Participate in guided investigations and make observations using the senses (ACSIS011)

PROCESSING AND ANALYSING DATA AND INFORMATION

Engage in discussions about observations and represent ideas (ACSIS233)

Literacy

Critical and creative thinking

COMMUNICATING

Share observations and ideas (ACSIS012)

Pre-primary Achievement Standard

Science Understanding

At Standard, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Science as a Human Endeavour

Students share and reflect on observations.

Science Inquiry Skills

Students ask and respond to questions about familiar objects and events.

Health and Physical Education

Rationale

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education curriculum (P–10) offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities. As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings. Students learn about how the body moves; how to approach and resolve challenges; how to optimise movement performance; and the benefits of physical activity to themselves, others and communities. Through movement in a variety of contexts and settings, students acquire, practise, manage and refine personal, interpersonal, social and cognitive skills.

Through Health and Physical Education, students learn how to enhance their health, safety and wellbeing and to contribute to building healthy, safe and active communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

The Health and Physical Education curriculum teaches students how to be part of a healthy, active population and experience the personal and social benefits of living a healthy, active and fulfilling life. Given these aspirations, the curriculum has been shaped by the following five interrelated propositions that are informed by a strong evidence base:

1. Focus on educative purposes

   The curriculum focuses on the development of disciplinary knowledge, understanding and skills, which underpin Health and Physical Education. The priority for the curriculum is to provide ongoing, developmentally appropriate and explicit teaching and learning experiences about health and movement.

2. Take a strengths-based approach

   A strengths-based approach is characterised by focusing on supporting students to develop knowledge, understanding and skills required to make healthy, safe and active choices. This approach affirms that students and their communities have particular strengths which can be nurtured to improve health.

3. Value movement

   The curriculum focuses on the explicit development of movement skills and concepts required for students to participate in a range of physical activities with competence and confidence. This supports ongoing participation across the lifespan, and positive health outcomes.

4. Develop health literacy

   The development of health literacy skills is essential for people to increase control over their health and for better management of disease and risk, at both an individual and population level. The curriculum focuses on developing knowledge, understanding and skills related to the following health literacy dimensions:

   - functional – knowledge, understanding and skills related to comprehending, evaluating and applying health

information

- interactive – knowledge, understanding and skills related to making decisions and setting goals to enhance health
- critical – skills related to being able to selectively access and critically analyse health information from a variety of sources and apply this to promote own and others' health.

5. Include a critical inquiry approach

   The curriculum engages students in critical inquiry processes that develop research skills and the ability to appraise health and physical activity knowledge, and the way this influences decision-making and health-related behaviours.

Aims

The Western Australian Curriculum: Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and apply appropriate information and resources to take positive action to protect, enhance and advocate for their own and others' health and wellbeing across their lifespan
- develop and use skills and strategies to promote a sense of personal identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape their understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Organisation

Content structure

The Health and Physical Education curriculum comprises two strands: Personal, social and community health;and Movement and physical activity. The content in each strand is organised under three interrelated sub-strands.

Personal, social and community health

- Being healthy, safe and active

The content focuses on supporting students to make decisions about their own health, safety and wellbeing. The content develops the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students' health, safety and wellbeing. Students also learn about the behavioural aspects related to regular physical activity and develop the dispositions required to be an active individual.

- Communicating and interacting for health and wellbeing
  The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

- Contributing to healthy and active communities
  The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

Movement and physical activity

- Moving our body
  The content lays the important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance. They practise and rehearse skills and strategies to move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activity, outdoor recreation and sport.

- Understanding movement
  The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own and others' lives, and across time and cultures.

- Learning through movement
  The content focuses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision-making, problem-solving, critical and creative thinking, and cooperation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with

challenges and striving for enhanced performance. They also experience the varied roles within a range of physically active pursuits.

The interrelated nature of the content of the Health and Physical Education curriculum provides opportunities for students to develop interpersonal, communication, self-management, and decision-making skills.

Figure 1 identifies these interrelated skills in Health and Physical Education

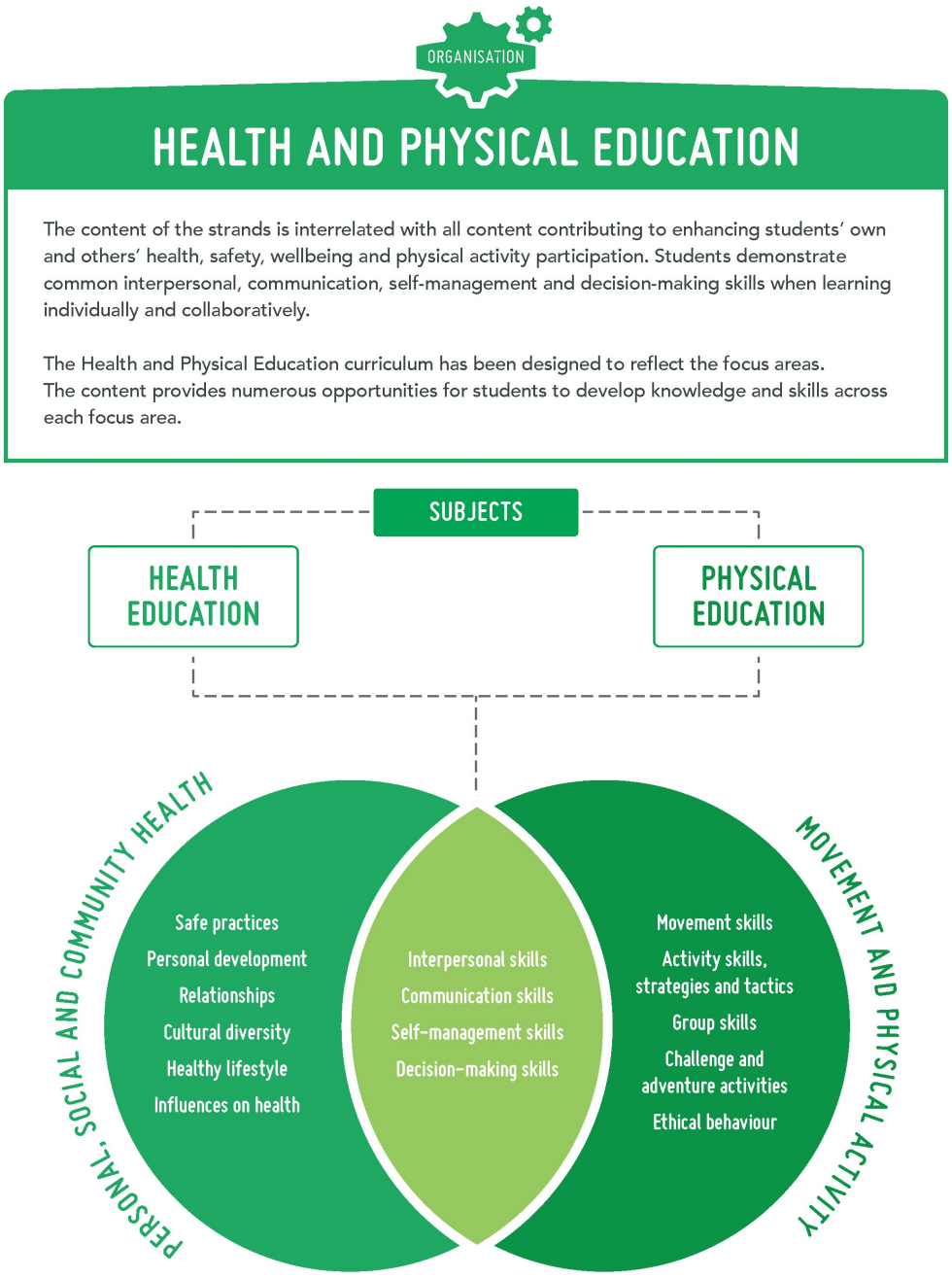

Figure 1: The organisation of content in the Health and Physical Education curriculum

Attitudes and values

The Health and Physical Education curriculum provides opportunities for students to develop positive attitudes and values about their own health and wellbeing, as well as respect for the rights and values of others. Through structured learning experiences, students examine their own attitudes and values and the level of influence they have on their own and others' health. Although attitudes and values are not specified in the syllabus content, students learn to reflect on their own and others' attitudes and values, and consider how they impact on behaviour.

Focus areas

Focus areas indicate breadth of learning across P–10 and provide a context for student engagement with the content. A variety of focus areas should be used to teach the content in each year of schooling, and provide students with a breadth of learning that can be applied in their daily lives.

The focus areas are:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- active and minor games
- challenge and adventure activities
- fundamental movement skills
- games and sports
- lifelong physical activities
- rhythmic and expressive activities.

Year level descriptions

Year level descriptions provide an overview of the core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

Content descriptions

Content descriptions set out the knowledge, understandings and skills that teachers are expected to teach and

students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened or extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standard.

Achievement standards

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

Glossary

A glossary is provided to support a common understanding of key terms and concepts included in the core content.

Student Diversity

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Western Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: Health and Physical Education. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests, and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

The Health and Physical Education curriculum uses the principles of the Universal Design for Learning framework to ensure the curriculum is inclusive of all learners and values diversity by providing multiple means of representation, action, expression and engagement.

Students with disability

The *Disability Discrimination Act 1992* and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Health and Physical Education. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning; and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: Health and Physical Education are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

In Health and Physical Education, it is important to be aware of cultural sensitivities when teaching some aspects of content.

Gifted and talented students

Teachers can use the Western Australian Curriculum: Health and Physical Education flexibly to meet the individual learning needs of gifted and talented students, including students who are gifted and talented athletes or performers.

Teachers can enrich students' learning by providing students with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher-order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: Health and Physical Education and/or from local, state and territory teaching and learning materials.

Ways of Teaching

The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

In Health and Physical Education, the two strands of Personal, social and community health; and Movement and physical activity, are closely interrelated. Consistent with a strengths-based approach, a successful Health and Physical Education program is one where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their particular strengths and interests.

Teaching and learning programs should include a balance of health and movement-related content.

To support students' learning, teachers should plan programs to ensure that:

- in the early years, the focus is on the holistic nature of children's development (as distinct from learning divided into subjects)
- in the early years, planning includes child-initiated, self-directed activities
- students are provided with opportunities to develop movement skills which are included and reinforced throughout the year
- students develop a health literacy skills approach to their learning
- students work both individually and collaboratively to explore, reflect and adapt skills and strategies
- teaching and learning experiences related to the Personal, social and community healthstrand reflect school policies and protocols. Specific content may be sensitive to cultural and/or religious groups.

To engage students in Health and Physical Education, teachers typically create learning experiences which:

- draw on students' personal interests, real-life experiences or use stimulus materials to create meaningful linkages to the outside world
- include current and/or recent health and physical activity events, issues or 'hot topics' that are relevant to young people to exemplify content
- use new and emerging technologies to engage students and facilitate the development of critical health literacy skills
- provide opportunities for research and investigation which support the development of critical inquiry skills such as generating evidence-based arguments and proposing actions/solutions to real-world health and physical activity challenges and issues

- involve students in learning outside the classroom through exposure to authentic experiences and the facilitation of connection points with the local and wider community
- integrate health-related content and skills into other learning areas, particularly in the primary years, to allow for holistic learning
- adapt to the skill level of the students, such as through the modification of warm-up drills and skill development activities
- engage students in problem-solving in a variety of movement challenges
- develop students' knowledge of health and performance-related concepts related to physical activity
- enable students to develop interpersonal skills used in physical activity.

Figure 2 is a visual representation of 'ways of teaching' Health and Physical Education

For information on how to collect evidence to inform planning for ongoing learning experiences in Health and Physical Education, refer to 'Ways of Assessing'.

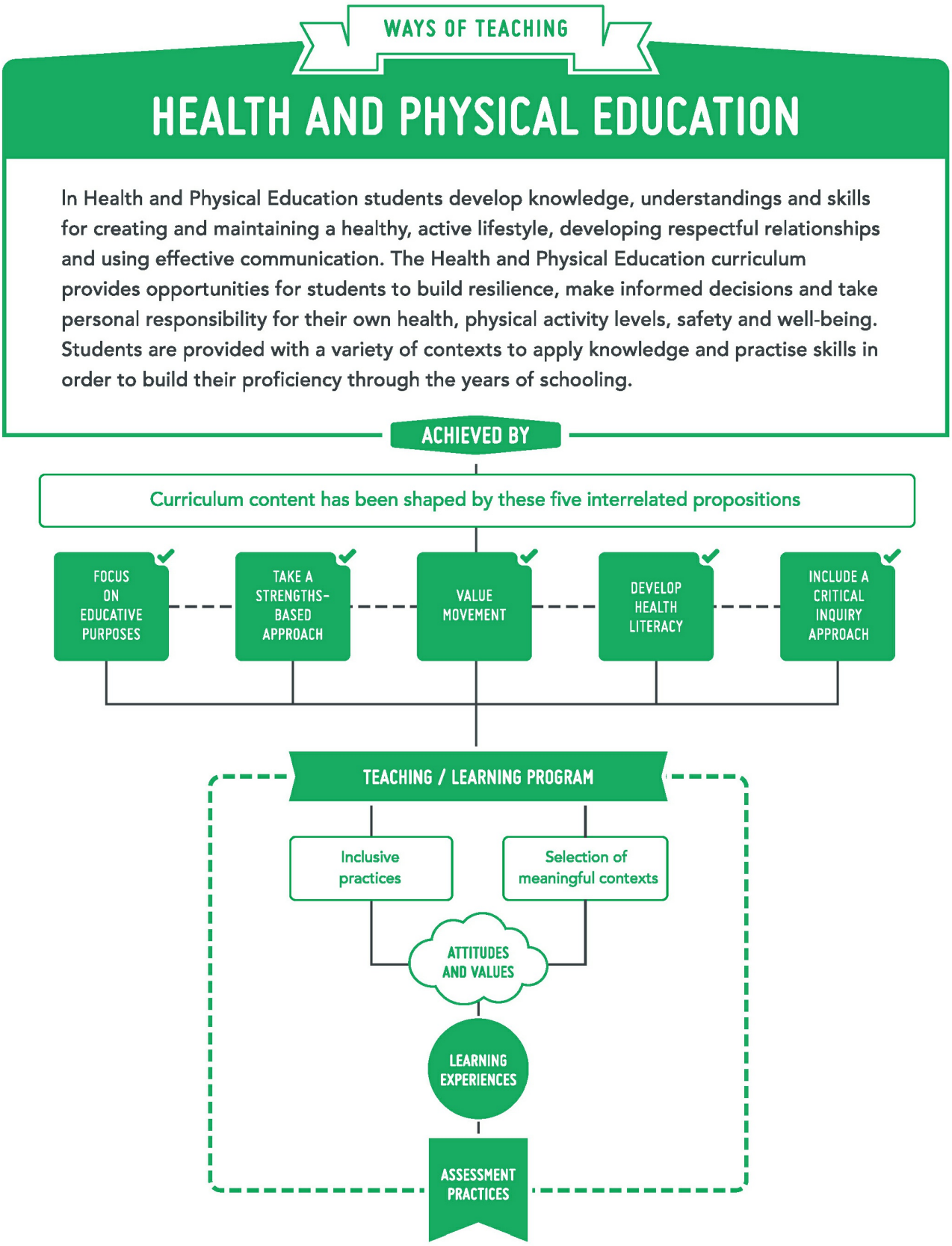

Figure 2: Ways of teaching in Health and Physical Education

Ways of Teaching Video

Transcript

Ways of Assessing

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practices in Health and Physical Education.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline.* The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle
- reflective questions
- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?
- Do your assessments have a clear purpose?
- Do you design assessment tasks in a way that meets the dual purposes of formative and summative

assessment?

- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?
- How do you identify students' misconceptions or gaps in their learning?
- How do you identify the next skill or understanding a student, or group of students, needs to learn?
- What information do you collect to evaluate your own teaching?
- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?
- What range of evidence do you draw on when you report student performance and evaluate your teaching?

Refer to the *Judging Standards* tool in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/home/judging-standards) when reporting against the Achievement Standards; giving assessment feedback; or explaining the differences between one student's achievement and another's.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Examples of assessment strategies	**Examples of sources of evidence**
Group activities	Cooperative activities that provide opportunities for individual and peer-learning. During group work, teachers should stop at key points to check individual student understanding.
Field-work and practical (authentic) tasks	The demonstration of learning on health-related issues through activities, such as virtual and actual fieldwork, such as community audits and needs assessments.
Tests or quizzes	These may include verbal questioning, multiple choice, short-answer responses or open-ended questions that require longer, structured written responses.
Written work	This includes short and extended written tasks. These may take the form of short responses, such as worksheets with sentence or paragraph answers. Longer responses may include essays, information reports or imaginative texts, such as journal entries. Students may also conduct inquiry tasks in which they develop questions; gather, analyse and evaluate information; communicate findings; and reflect upon conclusions.
Graphic organisers	The demonstration of learning through making connections, showing relationships and concept-mapping of student knowledge.

Visual representations	The demonstration of learning through maps, tables, graphs, diagrams, posters, brochures, photographs and other digital media (i.e. slides, animations, blogs).
Performances or oral presentations	The demonstration of learning in practical performance, role-play, speeches, simulations, debates and structured discussions.
Physical education performance Years P–6	Student performance is assessed using checklists, rubrics and/or anecdotal records in the context of the activities which provide students with the opportunity to develop movement skills and strategic awareness. Assessment should be incorporated into: • static drills, increasing in complexity as determined by student ability • increasingly dynamic drills in years 4–6 • simple games • adventure/challenge activities • modified sports.
Physical education performance Years 7–10	Student performance is assessed using checklists, rubrics, anecdotal records, self-assessments, peer assessments and/or video in the context of the sports studied, which provide students with the opportunity to develop skills and tactical awareness. Assessment should be incorporated into: • static drills, increasing in complexity as determined by student ability • dynamic and competitive game-like drills • modified sports • competitive situations.
Conferences	Discussions or interviews that are conducted either face-to-face or via audio and video recordings.
Self-assessments and evaluations and student journals	The self-reflection of achievement and progression towards goals. It allows for metacognitive thinking about their learning and personal reflection upon their strengths and weaknesses. Journals provide personal accounts of student responses to learning activities, experiences and understandings.
Peer assessments	Individuals, peers, or a group of peers, provide evaluative feedback on performance or activity.

General Capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for Health and Physical Education. The general capabilities are not assessed unless they are identified within the core content.

Literacy

The Western Australian Curriculum: Health and Physical Education assists in the development of literacy by introducing specific terminology used in health and physical activity contexts. Students understand the language used to describe health status, products, information and services. They also develop skills that empower them to be critical consumers who are able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education. In physical activity settings, as performers and spectators, students develop an understanding of the language of movement and movement sciences. This is essential in analysing their own and others' movement performances.

Students also learn to comprehend and compose texts related to Health and Physical Education. This includes learning to communicate effectively for a variety of purposes to different audiences; express their own ideas and opinions; evaluate the viewpoints of others; and express their emotions appropriately in a range of social and physical activity contexts.

Numeracy

The Western Australian Curriculum: Health and Physical Education provides students with opportunities to recognise the mathematics that exist in Health and Physical Education learning experiences. As they engage with Health and Physical Education, students see the importance of numeracy; select relevant numeracy knowledge and skills; and apply these skills in a range of contexts. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, fitness, or various skill performances. Students interpret and analyse health and physical activity information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform health behaviour and practices.

Information and communication technology (ICT) capability

The Western Australian Curriculum: Health and Physical Education enhances ICT learning by helping students to effectively and safely access online health and physical activity information and services to manage their own health and wellbeing. Students further develop their understanding of the role ICT plays in the lives and relationships of children and young people. They explore the nature of ICT and the implications for establishing and managing relationships in the 21st century. Students develop an understanding of ethical online behaviour, including protocols and practices for using ICT for respectful communication. Students use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the Health and Physical Education field.

Critical and creative thinking

The Western Australian Curriculum: Health and Physical Education develops students' ability to think logically, critically and creatively in response to a range of Health and Physical Education issues, ideas and challenges. Students learn how to critically evaluate evidence related to the learning area and the broad range of associated media messages to creatively generate and explore original alternatives and possibilities. In Health and Physical Education, students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by designing appropriate strategies to promote and advocate personal, social and community health and wellbeing. Students also use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing.

Personal and social capability

The Western Australian Curriculum: Health and Physical Education is a key contributor to the development of personal and social capability for all students. Working collaboratively with others in movement and non-movement based activities develops students' personal and social skills, as well as an appreciation of their own strengths and abilities, and those of their peers. They develop a range of interpersonal skills, such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.

The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values.

Ethical understanding

The Western Australian Curriculum: Health and Physical Education focuses on the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity and equality for all.

Students examine ethical principles and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies, such as social media. As students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and movement-based contexts.

Intercultural understanding

The Western Australian Curriculum: Health and Physical Education provides opportunities for students to recognise and respect different ways of thinking about personal, family and social health issues. They also learn about different individual, group and intergroup participation in physical activity and health practices. Students learn to appreciate that differences in beliefs and perspectives may affect how some people make food and health choices, or how they are able to participate in physical activities.

Students recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all. They examine stereotypical representations of various social and cultural groups in relation to community health issues and concepts of participation, success and failure in physical activity. In doing so, students gain an understanding of how culture shapes personal and social perspectives and interactions. They also gain an understanding of what is valued, in terms of health and physical activity, within their families, social groups and institutions, and within other cultures in the broader community.

Cross-curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for Health and Physical Education. The cross-curriculum priorities are not assessed unless they are identified within the core content.

Aboriginal and Torres Strait Islander histories and cultures

Across the Western Australian Curriculum: Health and Physical Education, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This priority provides important and engaging contexts for exploring personal, community and group identities. In doing so, it builds understanding about differences and commonalities in systems of knowledge and beliefs.

The curriculum enables the students to explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community.

Asia and Australia's engagement with Asia

Across the Western Australian Curriculum: Health and Physical Education, the priority of Asia and Australia's engagement with Asia provides opportunities for students to explore the synergy between Asia and Australia in the areas of health and physical activity. An understanding of the engagement between Australia and Asia underpins the capacity of students to be active and informed citizens.

The curriculum enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect. Students examine the meaning of health and the mind–body–spirit connection across the cultures of the Asia region through wellness practices. These include physical activity and traditions of medicine and healthcare.

Sustainability

Across the Western Australian Curriculum: Health and Physical Education, students explore how they connect and interact with natural, managed and built environments, and with people in different social groups within their social networks and wider communities. They consider how these connections and interactions within systems play an important role in promoting, supporting and sustaining the wellbeing of individuals, the community and the environment as a whole, now and into the future.

The curriculum enables students to develop a deeper understanding of the relationship between the health and wellbeing of the individual and the environment. They develop this understanding through a range of activities, including learning in, and about, the outdoors; the creation of spaces for outdoor learning; active outdoor recreation; and growing, sourcing and choosing food products. As such, they will gain a capacity to advocate and act for a sustainable future.

Glossary

Health and Physical Education

Pre-primary year Syllabus

Year Level Description

In Pre-primary, the content provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. Students focus on becoming aware of their strengths and the simple actions they can take to keep safe and healthy. Opportunities are provided for students to better understand their own feelings and explore the ways they can communicate their feelings to others. Students are provided with opportunities to develop personal and social skills necessary to effectively interact with others and build relationships.

Students are encouraged to explore a range of environments through active play and structured movement activities. They focus on the introduction and development of basic fundamental movement skills across a range of settings to improve their competence and confidence in their movement abilities. They are provided with opportunities to work collaboratively, follow rules and problem solve through games and physical activities.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Personal, social and community

Movement and physical activity

health

BEING HEALTHY, SAFE AND ACTIVE

Personal strengths of individuals (ACPPS001)

Literacy

Critical and creative thinking

Personal and social capability

The different parts of the body and where they are located (ACPPS002)

Literacy

Critical and creative thinking

Personal and social capability

Protective behaviours to keep safe and healthy:

- saying 'no'
- moving away
- telling an adult
- asking for help

(ACPPS003)

Critical and creative thinking

Personal and social capability

Trusted people in the community who can help individuals feel safe (ACPPS003)

Literacy

Critical and creative thinking

Personal and social capability

COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING

Personal and social skills to interact with others:

- expressing needs, wants and feelings
- active listening

MOVING OUR BODY

Body management skills:

- static balance (one foot)
- line walk

(ACPMP008)

Numeracy

Personal and social capability

Locomotor skills:

- run
- jump (two foot)
- hop
- gallop

(ACPMP008)

Numeracy

Personal and social capability

Object control skills:

- kick off the ground
- catch

(ACPMP008)

Numeracy

Personal and social capability

Fundamental movement skills in simple games with or without equipment (ACPMP009)

Personal and social capability

UNDERSTANDING MOVEMENT

The ways in which regular physical activity keeps individuals healthy and well (ACPMP010)

Literacy

- self-discipline

(ACPPS004)

Literacy

Personal and social capability

Emotional responses individuals may experience in different situations, such as feeling:

- happy
- sad
- excited
- tired
- angry
- scared
- confused

(ACPPS005)

Literacy

Critical and creative thinking

Personal and social capability

Appropriate language and actions to communicate feelings in different situations (ACPPS005)

Literacy

Critical and creative thinking

Personal and social capability

CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES

Actions that promote health, safety and wellbeing, such as:

- eating healthy food
- practising appropriate personal hygiene routines
- identifying household substances that can be dangerous
- following safety symbols and procedures

Critical and creative thinking

Personal and social capability

Ways to maintain a balanced position when walking, running, hopping and jumping (ACPMP011)

Literacy

Numeracy

Critical and creative thinking

Personal and social capability

LEARNING THROUGH MOVEMENT

Cooperation with others when participating in physical activities, including partners, small groups and whole class (ACPMP012)

Critical and creative thinking

Personal and social capability

Rules when participating in physical activities:

- use of boundaries
- safe use of appropriate equipment
- responding to a whistle and commands/instructions

(ACPMP014)

Personal and social capability

(ACPPS006)

Critical and creative thinking

Personal and social capability

Safe active play in outdoor settings and the natural environment (ACPPS007)

Critical and creative thinking

Personal and social capability

Achievement standard

Health Education

At Standard, students identify unsafe situations and ways they can be healthy and safe, such as identifying trusted people in their community. Students identify simple actions that promote health, safety and wellbeing in familiar contexts and state why they are important.

Students identify different emotions that people experience in response to certain situations and use appropriate language and actions to communicate their own feelings.

Physical Education

At Standard, students perform fundamental movement skills, including body management, locomotor and object control skills.

Students identify ways that being active can make them healthy and well. They cooperate with other members of the group in structured movement activities and follow simple rules, such as staying between set boundaries and responding to commands.

Design and Technologies

Rationale

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

The Western Australian Curriculum: Technologies describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement solutions.

In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These attributes are necessary when using and developing solutions to make sense of complex ideas and relationships in all areas of learning. Technologies helps students to be regional and global citizens, capable of actively and ethically communicating and collaborating.

Design and Technologies

Knowledge, understandings and skills involved in the design, development and use of technologies are influenced by, and can play a role in, enriching and transforming societies and our natural, managed and constructed environments.

The Western Australian Curriculum: Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future. Decision-making processes are informed by ethical, legal, aesthetic and functional factors.

Through Design and Technologies students manage projects, independently and collaboratively, from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop their ability to generate innovative designed products, services and environments.

Digital Technologies

Digital systems are everywhere, mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. Technologies are an essential problem-solving toolset in our knowledge-based society.

The Western Australian Curriculum: Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies enables students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Aims

The Western Australian Curriculum: Technologies aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

Design and Technologies

Design and Technologies aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- produce designed solutions suitable for a range of Technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing

processes
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

Digital Technologies

Digital Technologies aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- confidently use digital systems to efficiently and effectively transform data into information and to creatively communicate ideas in a range of settings
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and understand the impact of these systems on individuals, societies, economies and environments.

Organisation

Content structure

The Western Australian Curriculum: Technologies learning area comprises two subjects:

- Design and Technologies
- Digital Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects from Pre-primary to the end of Year 8. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

In Years 9 and 10 the study of Technologies is optional.

In Design and Technologies, it is desirable that schools provide students with the opportunity to engage with all contexts across Pre-primary to Year 10.

In Design and Technologies students learn about technologies in society through different technologies contexts (Engineering principles and systems; Food and fibre production; Food specialisations; and Materials and technologies specialisations) as they create designed solutions.

In Digital Technologies students are provided with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies is a subject that has a specific curriculum and includes the practical application of the ICT general capability.

The syllabus for each of these subjects describes the distinct knowledge, understanding and skills of each subject and, where appropriate, highlights their similarities and complementary learning. This approach enables students to develop a comprehensive understanding of traditional, contemporary and emerging technologies. It also provides the flexibility, especially in the primary years of schooling, for developing integrated teaching programs that focus on both Technologies subjects and concepts and skills in other learning areas.

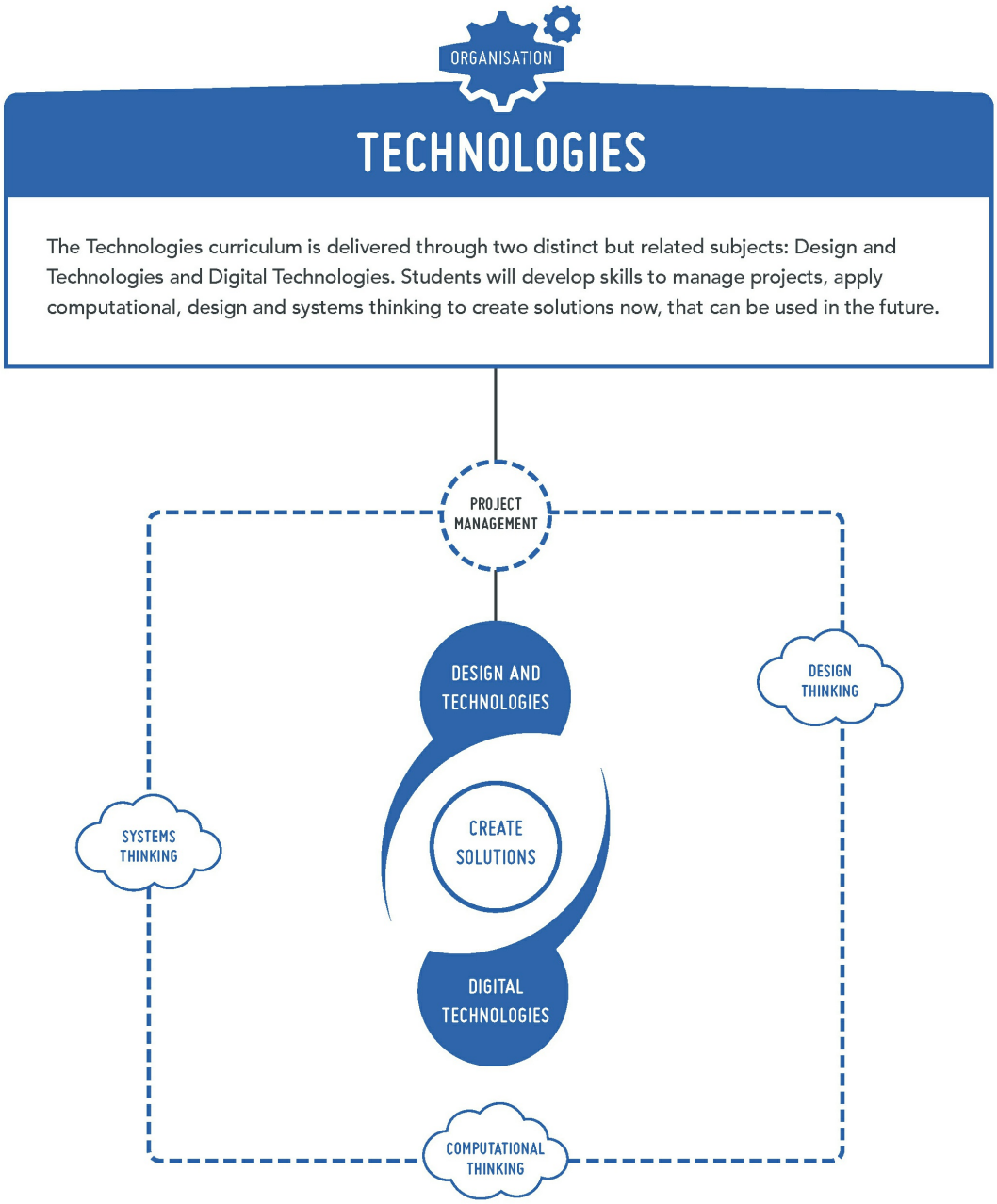

Figure 1: The relationship between key ideas and the Technologies subjects

Relationship between the strands

Knowledge, understanding and skills in each subject are presented through two related strands:

- Knowledge and understanding

- Processes and production skills

Teachers select technologies-specific content from the Knowledge and understanding strand and students apply skills from the Processes and production skills strand to that content.

The common strand structure provides an opportunity to highlight similarities across the two subjects.

Knowledge and understanding

Design and Technologies	Digital Technologies
Technologies and society • the use, development and impact of technologies in people's lives **Technologies contexts** Technologies and design across a range of technologies contexts: • Engineering principles and systems • Food and fibre production • Food specialisations • Materials and technologies specialisations	**Digital systems** • the components of digital systems: hardware, software and networks and their use **Representation of data** • how data are represented and structured symbolically

Table 1: Outlines the focus of the knowledge and understanding across the two Technologies subjects

Processes and production skills

Design and Technologies	Digital Technologies
Creating solutions by: • investigating and defining • designing • producing and implementing • evaluating • collaborating and managing	**Collecting, managing and analysing data** • the nature and properties of data, how they are collected and interpreted **Digital implementation** • the process of implementing digital solutions **Creating solutions by:** • investigating and defining • designing • producing and implementing • evaluating • collaborating and managing

Table 2: Outlines the focus of the processes and production skills across the two Technologies subjects

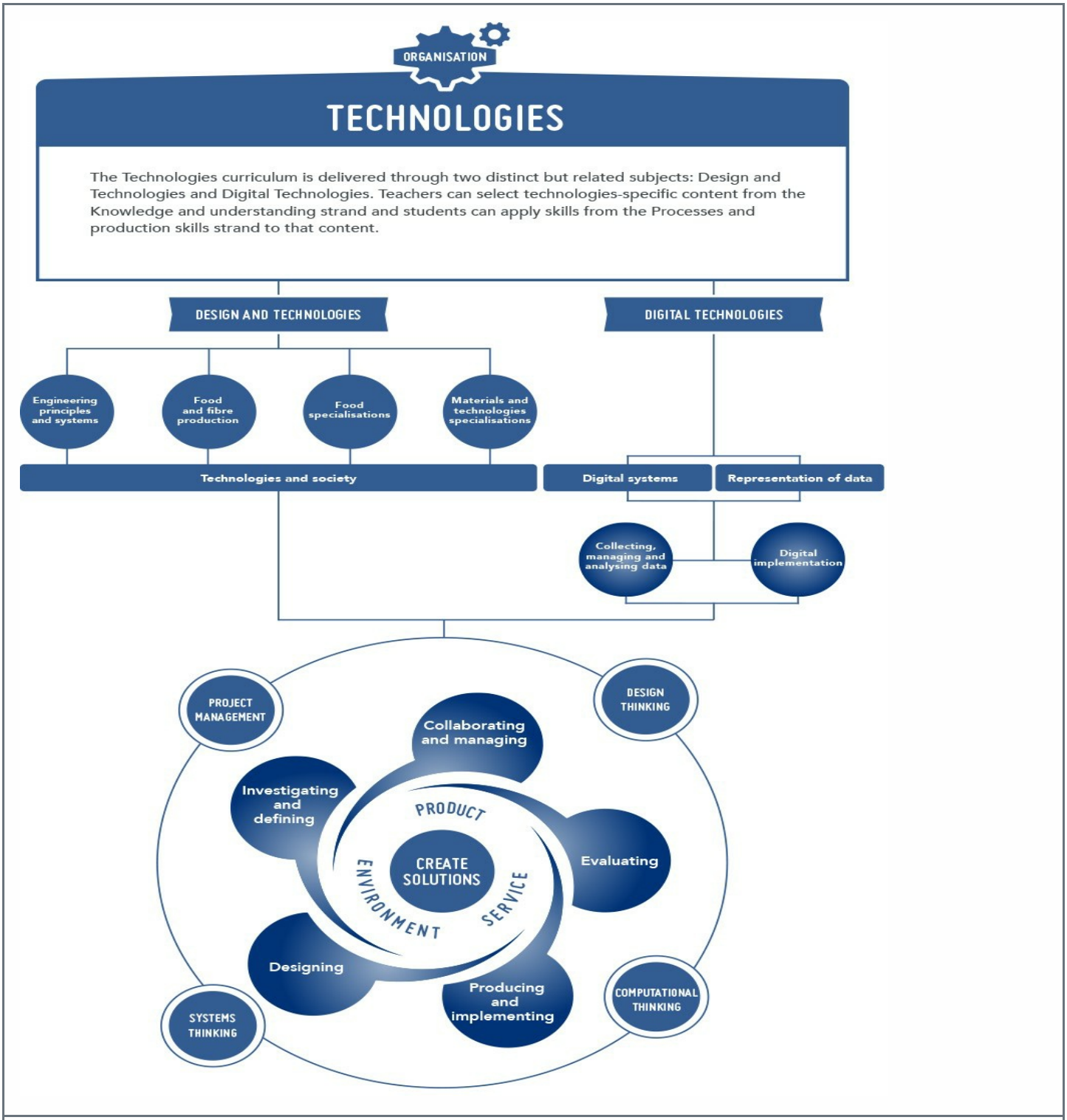

Figure 2: The organisation of content in the Technologies curriculum

Year level descriptions

Year level descriptions provide an overview of the key concepts addressed, along with core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

Content descriptions

Content descriptions set out the knowledge, understanding and skills that teachers are expected to teach and

students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standards.

Achievement standards

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

Glossary

A glossary is provided to support a common understanding of key terms and concepts included in the core content.

Student Diversity

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum for all Western Australian students that promotes excellence and equity in education.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: Technologies. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

Students with disability

The *Disability Discrimination Act 1992* and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Technologies. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Adjustments to the delivery of some practical aspects of lessons will be necessary to ensure some students with physical disability can access, participate, and achieve on the same basis as their peers. This might involve students using modified tools, materials or equipment to create solutions. Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: Technologies are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

Gifted and talented students

Teachers can use the Western Australian Curriculum: Technologies flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich students' learning by providing them with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: Technologies and/or from local, state and territory teaching and learning materials. Technologies education pedagogy and project-based learning allows students to take greater responsibility for their learning and allows them to make decisions based on findings from research, experimentation and testing of design ideas.

Ways of Teaching

The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

The Technologies learning area is made up of two distinct subjects Design and Technologies and Digital Technologies. The content is presented through the interrelated strands of Knowledge and understanding and Processes and production skills. The strands are different in each subject; with common threads to allow for integration between the Technologies subjects. Knowledge and understanding is taught in combination with the processes and production skills.

The teaching of Technologies requires learning experiences which allow students to:

- develop systems, design and computational thinking
- create digital solutions
- create product, service and environment designed solutions.

Design and Technologies

In Design and Technologies students learn about technologies and societies through different technologies contexts. In each year students will be given opportunities to create designed solutions in at least one of the technologies contexts below:

- **Engineering principles and systems** – in this context the focus is on how forces can be used to create light, sound, heat, movement, control or support in systems
- **Food and fibre production** – in this context the focus is on the process of producing food or fibre as natural materials for the design and development of a range of products. Fibre includes materials from forestry (Food and fibre production includes Food specialisations from Pre-primary to Year 4)
- **Food specialisations** – in this context the focus is on the application of nutrition principles and knowledge about the characteristics and properties of food to food selection, preparation; and contemporary technology-related food issues
- **Materials and technologies specialisations** – in this context the focus is on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies, this includes materials such as, textiles, metal, wood and plastics.

WAYS OF TEACHING

DESIGN AND TECHNOLOGIES

In Design and Technologies students learn about technologies and societies through different technologies contexts, typically learning experiences involve:

- developing project management skills
- engaging design, computational and/or systems thinking
- creating different types of designed solutions.

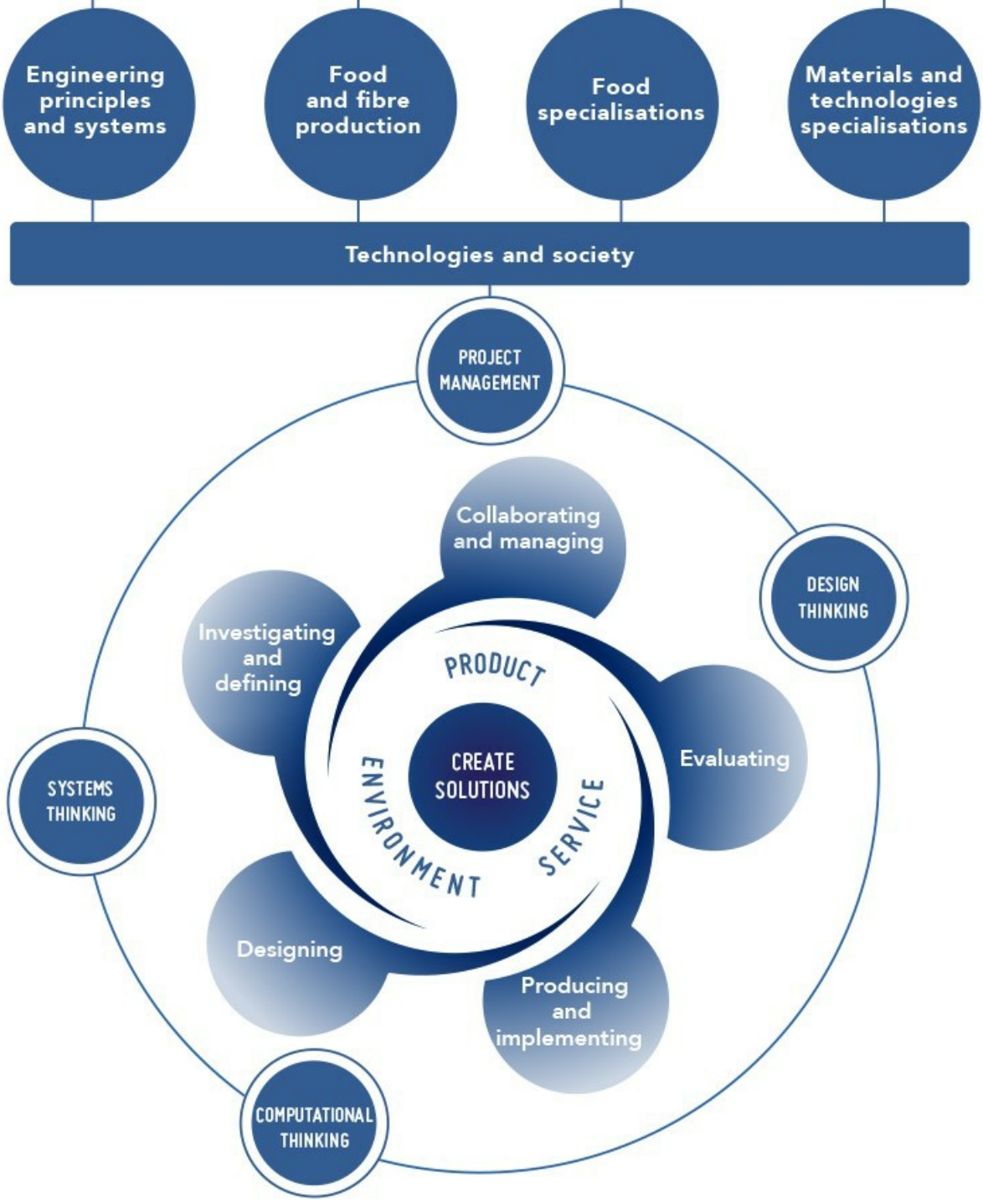

Figure 3: Ways of teaching in Design and Technologies

Digital Technologies

Digital Technologies is a subject that has a specific curriculum and includes the practical application of the ICT general capability.

In Digital Technologies, students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They apply this when they investigate, communicate and create digital solutions.

The ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve, and limiting the risks to themselves and others in a digital environment.

The clear difference between the Digital Technologies curriculum and the ICT general capability is that the capability helps students to become effective users of digital technologies while the Digital Technologies curriculum helps students to become confident developers of digital solutions.

WAYS OF TEACHING

DIGITAL TECHNOLOGIES

The delivery of Digital Technologies requires learning experiences where digital solutions are created by:

- teachers selecting specific content from digital systems and/or representation of data
- students applying skills from the Processes and production skills strand
- developing project management skills
- engaging computational, design and/or systems thinking.

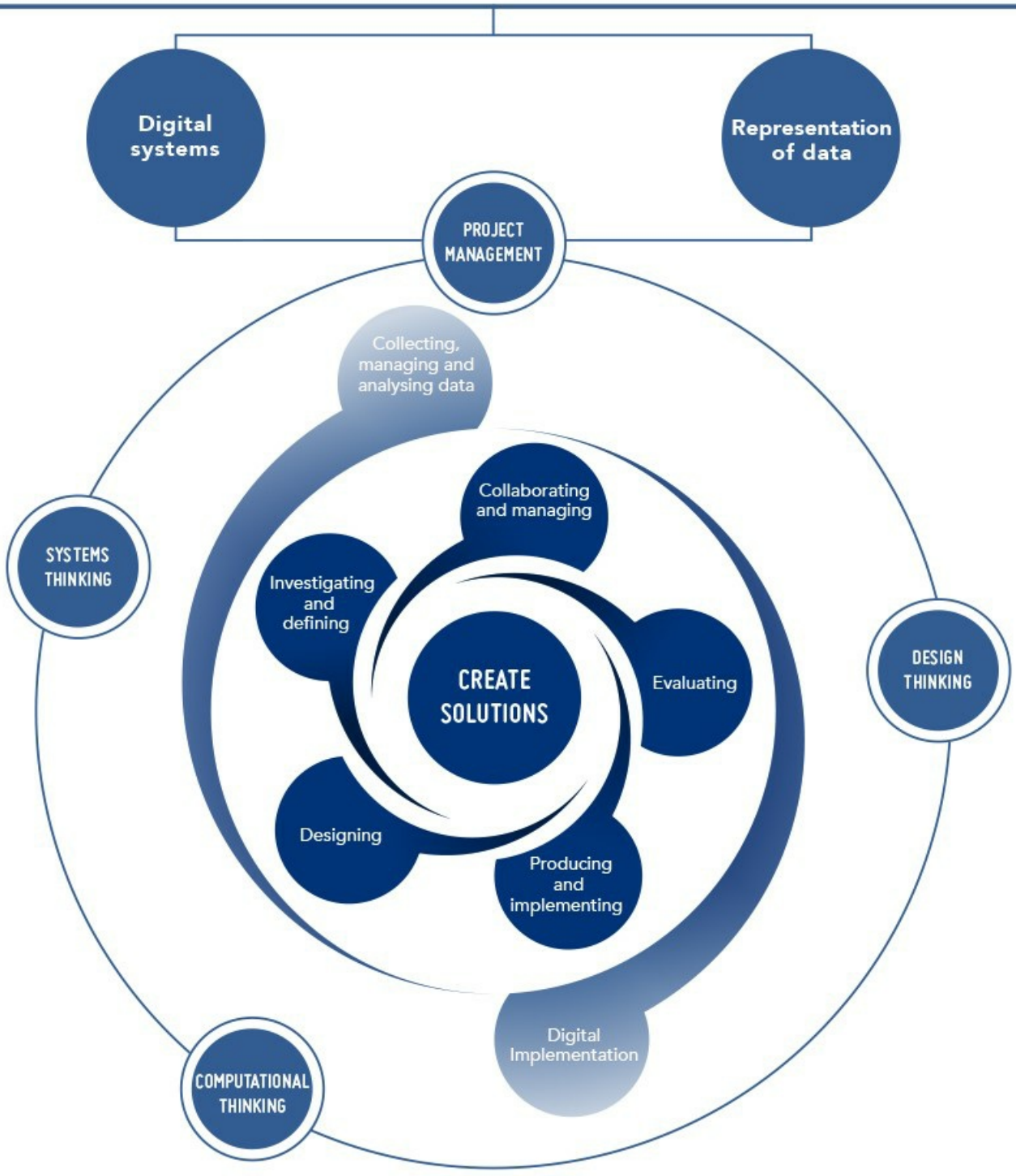

Figure 4: Ways of teaching in Digital Technologies

In the primary years, the Technologies subjects are often interrelated and connected through other learning areas. When programming, teachers can use the Technologies learning area as a basis for the practical application and development of concepts from other learning areas. For example, students' mathematical ability to solve problems involving linear equations can be used in Technologies when investigating quantitative relationships and designing algorithms.

In the secondary years, Technologies is typically a specialist area, with both subjects and each of the contexts taught by specialist teachers.

When developing teaching and learning programs:

- the teacher identifies the prior knowledge of students to establish a starting point for the learning
- the teacher defines the subject and context for the learning experience with reference to the content descriptions. (For example, Design and Technologies – Food and fibre production)
- the teacher and students identify the problem, situation or need that requires a solution, considering resources available.

Teachers generate meaningful learning activities to facilitate creating solutions, for example, students:

- reflect on actions to refine working processes and develop decision making skills
- evaluate how well systems and/or products meet current and future sustainability needs
- manage collaborative projects
- apply appropriate social, ethical and technical protocols
- use a range of delivery modes such as audio, visual and practical
- develop skills to produce solutions to problems
- investigate emerging technologies
- identify 'real world problems'
- investigate 'problem, situation or needs' for which to find a solution
- engage in experiences that are transferable to family and home, community contribution and the world of work
- use critical and creative thinking to weigh up possible short and long term impacts
- reflect upon existing designs to source ideas for future solutions
- play and experiment with technologies to investigate possible solutions.

For information on how to collect evidence to inform planning for ongoing learning experiences in Technologies refer to 'Ways of Assessing'.

Ways of Teaching Video

Transcript

Ways of Assessing

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practice in Technologies.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline.* The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle
- reflective questions
- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?
- Do your assessments have a clear purpose?
- Do you design assessment tasks in a way that meets the dual purposes of formative and summative

assessment?

- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?
- How do you identify students' misconceptions or gaps in their learning?
- How do you identify the next skill or understanding a student or group of students needs to learn?
- What information do you collect to evaluate your own teaching?
- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?
- What range of evidence do you draw on when you report student performance and evaluate your teaching?

In the Western Australian Curriculum: Technologies the two strands, Knowledge and understanding and Processes and production skills, are interrelated and inform and support each other. When developing assessment strategies, teachers combine components of the strands in different ways to provide students with opportunities to demonstrate their knowledge and understanding through the practical application of their skills, (e.g. students may be asked to consider the implications of technologies in society when designing a solution to a problem, situation or need). The assessment experiences and evidence collected may look different for individual tasks as the assessment strategies should match the design brief and be reflective of individual students' understandings and interpretation of the solution they are creating.

Refer to the *Judging Standards* tool in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/home/judging-standards) when reporting against the Achievement Standards; giving assessment feedback; or explaining the differences between one student's achievement and another's.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Examples of assessment strategies	Examples of sources of evidence
Observations	The observations of student understandings and process and production skills through the use of anecdotal notes, checklists, photographs, videos or recordings.
Group activities	Collaborating and managing is one of the production and processes skills, this needs to be actively programmed for and assessed in accordance with the relevant year's content description. During group work, teachers should stop at key points to check individual student understanding.

Examples of assessment strategies	Examples of sources of evidence
Videos or audio recordings	The recording of student achievement in physical and verbal activities such as role-plays, performances, speeches, play-based learning, debates or online discussions.
Fieldwork and practical (authentic) evidence	The demonstration of learning through activities such as virtual and actual fieldwork, to inform the creation of digital and designed solution.
Portfolios and work samples	Collections of student work that provide long-term documentation of student progress and achievement. Portfolios may be subject area specific or contain a range of work undertaken by the student and be evidence of project management.
Tests or quizzes	These may include verbal questioning, multiple choice, short answer responses or open-ended questions that require longer, sustained written responses.
Written work	This includes short and extended written tasks. These may take the form of short responses such as worksheets and sentence or paragraph answers. Longer responses may include essays, information reports or imaginative texts such as narratives and journal entries. Students may also conduct investigations in which they must develop questions; gather, analyse and evaluate information; communicate on findings and reflect upon conclusions.
Graphic organisers	Frameworks, including digital, that help structure thinking. They make thinking processes visible by showing connections between data. Examples include concept maps, flowcharts and cause-and-effect patterns.
Visual representations	The demonstration of learning through, algorithms, tables, graphs, diagrams, posters, brochures, photographs and other digital media (e.g. slides, animations, blogs).
Performances or oral presentations	The demonstration of learning in role-play, speeches, simulations, debates and structured discussions.
Conferences	Discussions or interviews that are conducted either face-to-face, online or via audio and video recordings.

Examples of assessment strategies	Examples of sources of evidence
Self-assessments and evaluations and student journals	The self-reflection of achievement and progression towards goals. It allows for metacognitive thinking about their learning and personal reflection upon their strengths and weaknesses. Journals provide personal accounts of student responses to learning activities, experiences and understandings. This should be guided by the relevant year's content description on Evaluating.
Peer assessments	Individuals, peers or a group of peers provide evaluative feedback on performance or activity.

General Capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for Technologies. The general capabilities are not assessed unless they are identified within the content.

Literacy

Across the Western Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

In Technologies, students develop literacy as they learn how to communicate ideas, concepts and detailed proposals to a variety of audiences; read and interpret detailed written instructions for specific technologies, often including diagrams and procedural writings such as software user manuals, design briefs, patterns and recipes; prepare accurate, annotated engineering drawings, software instructions and coding; write project outlines, briefs, concept and project management proposals, evaluations, engineering, life cycle and project analysis reports; and prepare detailed specifications for production.

By learning the literacy of technologies students understand that language varies according to context and they increase their ability to use language flexibly. Technologies vocabulary is often technical and includes specific terms for concepts, processes and production. Students learn to understand that much technological information is presented in the form of drawings, diagrams, flow charts, models, tables and graphs. They also learn the importance of listening, talking and discussing in technologies processes, especially in articulating, questioning and evaluating

ideas.

Numeracy

Across the Western Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school, and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

The Technologies curriculum gives students opportunities to interpret and use mathematical knowledge and skills in a range of real-life situations. Students use number to calculate, measure and estimate; interpret and draw conclusions from statistics; measure and record throughout the process of generating ideas; develop, refine and test concepts; and cost and sequence when making products and managing projects. In using software, materials, tools and equipment, students work with the concepts of number, geometry, scale, proportion, measurement and volume. They use three-dimensional models, create accurate technical drawings, work with digital models and use computational thinking in decision-making processes when designing and creating best-fit solutions.

Information and communication technology (ICT) capability

Across the Western Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas; solve problems; and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve, and limiting the risks to themselves and others in a digital environment.

In Digital Technologies, students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They apply this when they investigate, communicate and create digital solutions. Students learn to formulate problems, logically organise and analyse data and represent them in abstract forms. They automate solutions through algorithmic logic. Students decide the best combinations of data, procedures and human and physical resources to generate efficient and effective digital solutions. They create digital solutions that consider economic, environmental and social factors.

In Design and Technologies, key ICT concepts and skills are strengthened, complemented and extended. Students become familiar with and gain skills using a range of software applications and digital hardware that enable them to realise their design ideas. Students use ICT when they investigate and analyse information and evaluate design ideas and communicate and collaborate online. They develop design ideas; generate plans and diagrams to communicate their designs and produce solutions using digital technologies, for example creating simulations, drawings and models and manufacturing solutions (from basic drawing programs to computer-aided design/manufacture and rapid prototyping).

Critical and creative thinking

Across the Western Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

Students develop capability in critical and creative thinking as they imagine, generate, develop and critically evaluate ideas. They develop reasoning and the capacity for abstraction through challenging problems that do not have straightforward solutions. Students analyse problems, refine concepts and reflect on the decision-making process by engaging in systems, design and computational thinking. They identify, explore and clarify technologies information and use that knowledge in a range of situations.

Students think critically and creatively about possible, probable and preferred futures. They consider how data, information, systems, materials, tools and equipment (past and present) impact on our lives, and how these elements might be better designed and managed. Experimenting, drawing, modelling, designing and working with digital tools, equipment and software helps students to build their visual and spatial thinking and to create solutions, products, services and environments.

Personal and social capability

Across the Western Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

Students develop personal and social capability as they engage in project management and development in a collaborative workspace. They direct their own learning, plan and carry out investigations, and become independent learners who can apply design thinking, technologies understanding and skills when making decisions. Students develop social and employability skills through working cooperatively in teams, sharing resources and processes, making group decisions, resolving conflict and showing leadership. Designing and innovation involve a degree of risk-taking and as students work with the uncertainty of sharing new ideas they develop resilience.

The Technologies learning area enhances students' personal and social capability by developing their social awareness. Students develop understanding of diversity by researching and identifying user needs. They consider past and present impacts of decisions on people, communities and environments and develop social responsibility through understanding of, empathy with and respect for others.

Ethical understanding

Across the Western Australian Curriculum, students develop ethical understanding as they identify and investigate ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Students develop the capacity to understand and apply ethical and socially responsible principles when collaborating with others and creating, sharing and using technologies – materials, data, processes, tools and equipment. Using an ethical lens, they investigate past, current and future local, national, regional and global technological priorities. When engaged in systems thinking students evaluate their findings against the criteria of legality, environmental sustainability, economic viability, health, social and emotional responsibility and social awareness. They explore complex issues associated with technologies and consider possibilities. They are encouraged to develop informed values and attitudes.

Students learn about safe and ethical procedures for investigating and working with people, animals, data and materials. They consider the rights of others and their responsibilities in using sustainable practices that protect the planet and its life forms. They learn to appreciate and value the part they play in the social and natural systems in which they operate.

Students consider their own roles and responsibilities as discerning citizens, and learn to detect bias and inaccuracies. Understanding the protection of data, intellectual property and individual privacy in the school environment helps students to be ethical digital citizens.

Intercultural understanding

Across the Western Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Students consider how technologies are used in diverse communities at local, national, regional and global levels, including their impact and potential to transform people's lives. They explore ways in which past and present practices enable people to use technologies to interact with one another across cultural boundaries. Students investigate how cultural identities and traditions influence the function and form of solutions, products, services and environments designed to meet the needs of daily life now and in the future.

In their interactions with others in online communities, students consider the dynamic and complex nature of

cultures, including values, beliefs, practices and assumptions. They recognise and respond to the challenges of cultural diversity by applying appropriate social protocols. Students learn about the interactions between technologies and society and take responsibility for securing positive outcomes for members of all cultural groups including those faced with prejudice and misunderstanding.

Cross-Curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for Technologies. The cross-curriculum priorities are not assessed unless they are identified within the core content.

Aboriginal and Torres Strait Islander histories and cultures

In the Western Australian Curriculum: Technologies, the priority of Aboriginal and Torres Strait Islander histories and cultures may provide creative, engaging and diverse learning contexts for students to value and appreciate the contribution by the world's oldest continuous living cultures to past, present and emerging technologies.

In the Technologies learning area, students explore how Aboriginal and Torres Strait Islander Peoples' capacity for innovation is evident through the incorporation and application of a range of traditional, contemporary and emerging technologies and practices to purposefully build and/or maintain cultural, community and economic capacity. Students may apply this knowledge and understanding throughout the processes of observation, critical and creative thinking, action, experimentation and evaluation.

Asia and Australia's engagement with Asia

In the Western Australian Curriculum: Technologies, the priority of Asia and Australia's engagement with Asia provides diverse and authentic contexts to develop knowledge and understanding of technologies processes and production and related cultural, social and ethical issues. It enables students to recognise that interaction between human activity and the diverse environments of the Asia region continues to create the need for creative solutions and collaboration with others, including Australians, and has significance for the rest of the world.

Sustainability

In the Western Australian Curriculum: Technologies, the priority of sustainability provides authentic contexts for creating preferred futures. When students identify and critique a problem, need or opportunity; generate ideas or concepts; and create solutions, they give prime consideration to sustainability by anticipating and balancing economic, environmental and social impacts.

Technologies focuses on the knowledge, understanding and skills necessary to design for effective sustainability

action. It recognises that actions are both individual and collective endeavours shared across local, regional and global communities and provides a basis for students to explore their own and competing viewpoints, values and interests. Understanding systems enables students to work with complexity, uncertainty and risk; make connections between disparate ideas and concepts; self-critique; and propose creative solutions that enhance sustainability.

Glossary

Design and Technologies

Pre-primary year Syllabus

The syllabus is based on the requirement that all students will study both Technologies subjects from Pre-primary to Year 8.

Year Level Description

Learning in Design and Technologies builds on the dispositions developed in the early years. Learning focuses on practical and applied knowledge and understanding of process and production skills.

In Pre-primary, students have hands on opportunities to explore designs and solutions in at least one of the following technologies contexts: Engineering principles and systems*;* Food and fibre production (includes Food specialisations in this year); and Materials and technologies specialisations. Students explore the design of products and begin to develop an understanding about products.

Students have opportunities to explore technologies taking particular note of the components and equipment used to make products. They begin to develop an understanding that products have a purpose for their own personal needs and that of their family. Students reflect on designed solutions using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?'

Pre-primary students begin to explore the needs for design of products that impact on people's everyday lives. Using a range of techniques, students will communicate their design ideas.

Knowledge and understanding

TECHNOLOGIES AND SOCIETY

People produce familiar products to meet personal and community needs (ACTDEK001)

Processes and production skills

CREATING SOLUTIONS BY:

Investigating and defining

Explore needs for design (WATPPS01)

Literacy

Critical and creative thinking

Personal and social capability

Ethical understanding

TECHNOLOGIES CONTEXTS

Engineering principles and systems

Ways in which objects move: push, pull, bounce, slide, fall, spin, float (ACTDEK002)

Critical and creative thinking

Food and fibre production

Plant and animal products are used in everyday life for food, clothing and shelter (ACTDEK003)

Critical and creative thinking

Materials and technologies specialisations

Characteristics of materials can be explored using senses (ACTDEK004)

Critical and creative thinking

Literacy

Numeracy

Information and Communication Technology (ICT) capability

Critical and creative thinking

Designing

Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps (WATPPS02)

Literacy

Numeracy

Information and Communication Technology (ICT) capability

Critical and creative thinking

Producing and implementing

Use given components and equipment to safely make simple solutions (WATPPS03)

Information and Communication Technology (ICT) capability

Critical and creative thinking

Evaluating

Use personal preferences to evaluate the success of simple solutions (WATPPS04)

Literacy

Critical and creative thinking

Personal and social capability

Ethical understanding

Collaborating and managing

Work independently, or with others when required, for

solutions (WATPPS05)

Literacy

Numeracy

Information and Communication Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Achievement standard

The Interim Achievement Standards for Technologies will be reviewed against evidence collected in Semester 1 2017 and will be finalised for Semester 2 2017.

At Standard, students identify people that produce familiar objects within the community and some simple stages of the production process. In Engineering principles and systems, students move objects in a range of ways and observe their reactions. In Food and fibre production, students connect plant and animal products to their use as food, clothing and/or shelter. In Materials and technologies specialisations, students explore and select materials to use for construction, considering the materials' characteristics.

With all Design and Technology contexts, students explore needs for designing simple solutions. They generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps. Students safely use given components and equipment, to make simple solutions and evaluate their success using personal preferences.

Digital technologies

Rationale

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming,

restoring and sustaining societies and natural, managed and constructed environments.

The Western Australian Curriculum: Technologies describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement solutions.

In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These attributes are necessary when using and developing solutions to make sense of complex ideas and relationships in all areas of learning. Technologies helps students to be regional and global citizens, capable of actively and ethically communicating and collaborating.

Design and Technologies

Knowledge, understandings and skills involved in the design, development and use of technologies are influenced by, and can play a role in, enriching and transforming societies and our natural, managed and constructed environments.

The Western Australian Curriculum: Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future. Decision-making processes are informed by ethical, legal, aesthetic and functional factors.

Through Design and Technologies students manage projects, independently and collaboratively, from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop their ability to generate innovative designed products, services and environments.

Digital Technologies

Digital systems are everywhere, mobile and desktop devices and networks are transforming learning, recreational

activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. Technologies are an essential problem-solving toolset in our knowledge-based society.

The Western Australian Curriculum: Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies enables students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Aims

The Western Australian Curriculum: Technologies aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

Design and Technologies

Design and Technologies aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- produce designed solutions suitable for a range of Technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

Digital Technologies

Digital Technologies aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- confidently use digital systems to efficiently and effectively transform data into information and to creatively communicate ideas in a range of settings
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and understand the impact of these systems on individuals, societies, economies and environments.

Organisation

Content structure

The Western Australian Curriculum: Technologies learning area comprises two subjects:

- Design and Technologies
- Digital Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects from Pre-primary to the end of Year 8. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

In Years 9 and 10 the study of Technologies is optional.

In Design and Technologies, it is desirable that schools provide students with the opportunity to engage with all contexts across Pre-primary to Year 10.

In Design and Technologies students learn about technologies in society through different technologies contexts (Engineering principles and systems; Food and fibre production; Food specialisations; and Materials and technologies specialisations) as they create designed solutions.

In Digital Technologies students are provided with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies is a subject that has a specific curriculum and includes the practical application of the ICT general capability.

The syllabus for each of these subjects describes the distinct knowledge, understanding and skills of each subject and, where appropriate, highlights their similarities and complementary learning. This approach enables students to

develop a comprehensive understanding of traditional, contemporary and emerging technologies. It also provides the flexibility, especially in the primary years of schooling, for developing integrated teaching programs that focus on both Technologies subjects and concepts and skills in other learning areas.

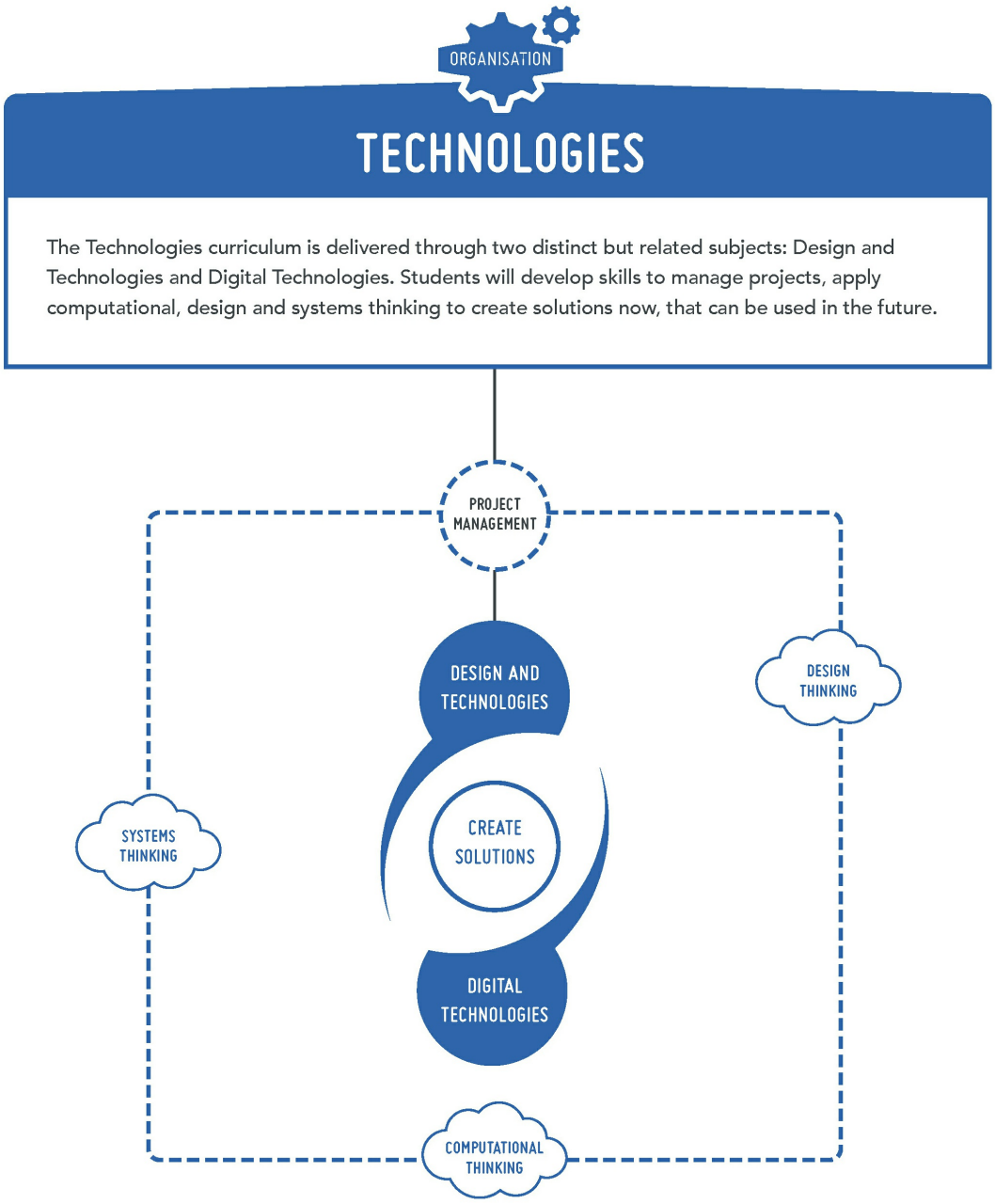

Figure 1: The relationship between key ideas and the Technologies subjects

Relationship between the strands

Knowledge, understanding and skills in each subject are presented through two related strands:

- Knowledge and understanding
- Processes and production skills

Teachers select technologies-specific content from the Knowledge and understanding strand and students apply

skills from the Processes and production skills strand to that content.

The common strand structure provides an opportunity to highlight similarities across the two subjects.

Knowledge and understanding

Design and Technologies	Digital Technologies
Technologies and society • the use, development and impact of technologies in people's lives **Technologies contexts** Technologies and design across a range of technologies contexts: • Engineering principles and systems • Food and fibre production • Food specialisations • Materials and technologies specialisations	**Digital systems** • the components of digital systems: hardware, software and networks and their use **Representation of data** • how data are represented and structured symbolically

Table 1: Outlines the focus of the knowledge and understanding across the two Technologies subjects

Processes and production skills

Design and Technologies	Digital Technologies
Creating solutions by: • investigating and defining • designing • producing and implementing • evaluating • collaborating and managing	**Collecting, managing and analysing data** • the nature and properties of data, how they are collected and interpreted **Digital implementation** • the process of implementing digital solutions **Creating solutions by:** • investigating and defining • designing • producing and implementing • evaluating • collaborating and managing

Table 2: Outlines the focus of the processes and production skills across the two Technologies subjects

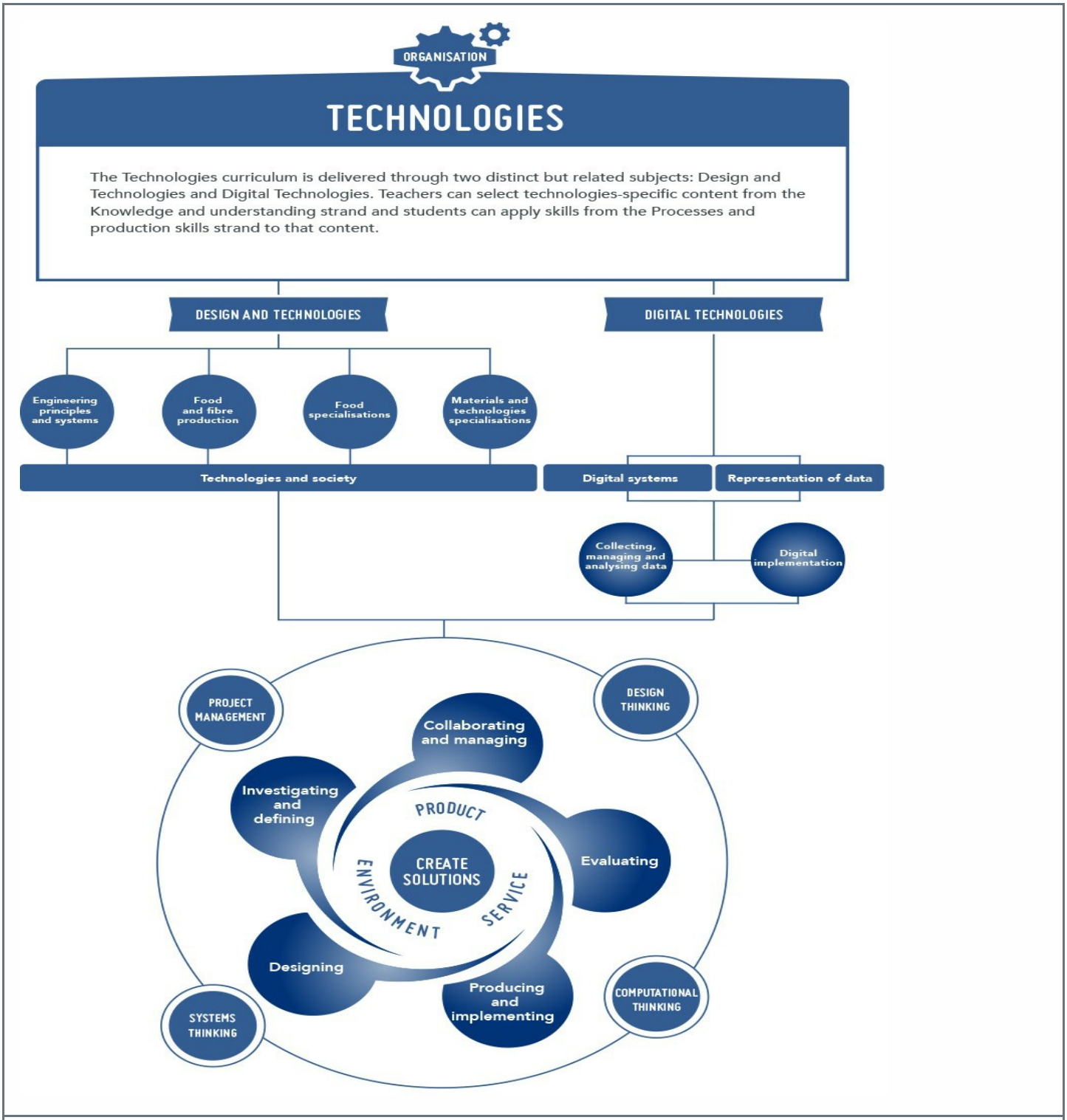

Figure 2: The organisation of content in the Technologies curriculum

Year level descriptions

Year level descriptions provide an overview of the key concepts addressed, along with core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

Content descriptions

Content descriptions set out the knowledge, understanding and skills that teachers are expected to teach and

students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standards.

Achievement standards

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

Glossary

A glossary is provided to support a common understanding of key terms and concepts included in the core content.

Student Diversity

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum for all Western Australian students that promotes excellence and equity in education.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: Technologies. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

Students with disability

The *Disability Discrimination Act 1992* and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Technologies. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Adjustments to the delivery of some practical aspects of lessons will be necessary to ensure some students with physical disability can access, participate, and achieve on the same basis as their peers. This might involve students using modified tools, materials or equipment to create solutions. Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: Technologies are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

Gifted and talented students

Teachers can use the Western Australian Curriculum: Technologies flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich students' learning by providing them with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: Technologies and/or from local, state and territory teaching and learning materials. Technologies education pedagogy and project-based learning allows students to take greater responsibility for their learning and allows them to make decisions based on findings from research, experimentation and testing of design ideas.

Ways of Teaching

The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

The Technologies learning area is made up of two distinct subjects Design and Technologies and Digital Technologies. The content is presented through the interrelated strands of Knowledge and understanding and Processes and production skills. The strands are different in each subject; with common threads to allow for integration between the Technologies subjects. Knowledge and understanding is taught in combination with the processes and production skills.

The teaching of Technologies requires learning experiences which allow students to:

- develop systems, design and computational thinking
- create digital solutions
- create product, service and environment designed solutions.

Design and Technologies

In Design and Technologies students learn about technologies and societies through different technologies contexts. In each year students will be given opportunities to create designed solutions in at least one of the technologies contexts below:

- **Engineering principles and systems** – in this context the focus is on how forces can be used to create light, sound, heat, movement, control or support in systems
- **Food and fibre production** – in this context the focus is on the process of producing food or fibre as natural materials for the design and development of a range of products. Fibre includes materials from forestry (Food and fibre production includes Food specialisations from Pre-primary to Year 4)
- **Food specialisations** – in this context the focus is on the application of nutrition principles and knowledge about the characteristics and properties of food to food selection, preparation; and contemporary technology-related food issues
- **Materials and technologies specialisations** – in this context the focus is on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies, this includes materials such as, textiles, metal, wood and plastics.

WAYS OF TEACHING

DESIGN AND TECHNOLOGIES

In Design and Technologies students learn about technologies and societies through different technologies contexts, typically learning experiences involve:

- developing project management skills
- engaging design, computational and/or systems thinking
- creating different types of designed solutions.

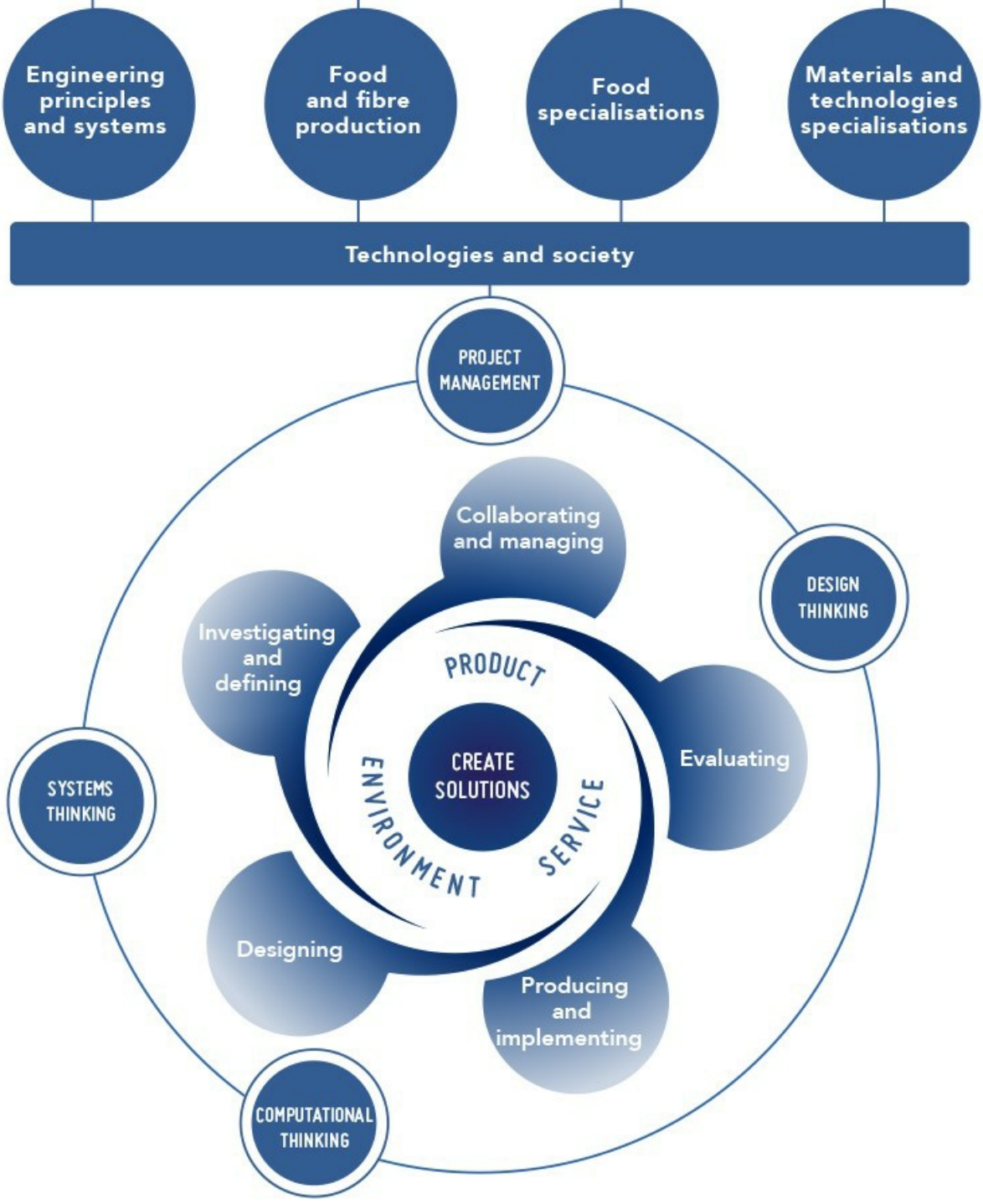

Figure 3: Ways of teaching in Design and Technologies

Digital Technologies

Digital Technologies is a subject that has a specific curriculum and includes the practical application of the ICT general capability.

In Digital Technologies, students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They apply this when they investigate, communicate and create digital solutions.

The ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve, and limiting the risks to themselves and others in a digital environment.

The clear difference between the Digital Technologies curriculum and the ICT general capability is that the capability helps students to become effective users of digital technologies while the Digital Technologies curriculum helps students to become confident developers of digital solutions.

WAYS OF TEACHING

DIGITAL TECHNOLOGIES

The delivery of Digital Technologies requires learning experiences where digital solutions are created by:

- teachers selecting specific content from digital systems and/or representation of data
- students applying skills from the Processes and production skills strand
- developing project management skills
- engaging computational, design and/or systems thinking.

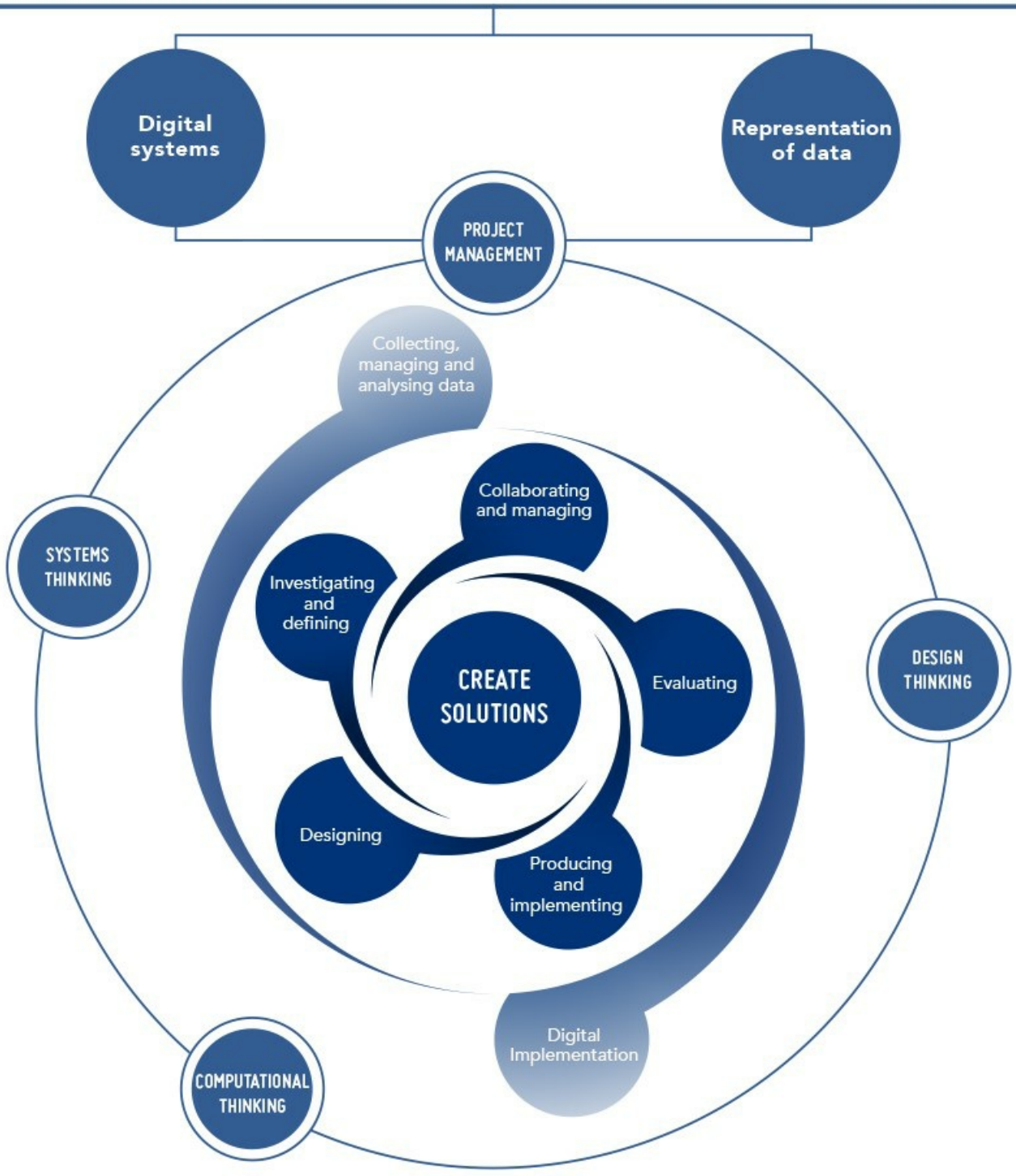

Figure 4: Ways of teaching in Digital Technologies

In the primary years, the Technologies subjects are often interrelated and connected through other learning areas. When programming, teachers can use the Technologies learning area as a basis for the practical application and development of concepts from other learning areas. For example, students' mathematical ability to solve problems involving linear equations can be used in Technologies when investigating quantitative relationships and designing algorithms.

In the secondary years, Technologies is typically a specialist area, with both subjects and each of the contexts taught by specialist teachers.

When developing teaching and learning programs:

- the teacher identifies the prior knowledge of students to establish a starting point for the learning
- the teacher defines the subject and context for the learning experience with reference to the content descriptions. (For example, Design and Technologies – Food and fibre production)
- the teacher and students identify the problem, situation or need that requires a solution, considering resources available.

Teachers generate meaningful learning activities to facilitate creating solutions, for example, students:

- reflect on actions to refine working processes and develop decision making skills
- evaluate how well systems and/or products meet current and future sustainability needs
- manage collaborative projects
- apply appropriate social, ethical and technical protocols
- use a range of delivery modes such as audio, visual and practical
- develop skills to produce solutions to problems
- investigate emerging technologies
- identify 'real world problems'
- investigate 'problem, situation or needs' for which to find a solution
- engage in experiences that are transferable to family and home, community contribution and the world of work
- use critical and creative thinking to weigh up possible short and long term impacts
- reflect upon existing designs to source ideas for future solutions
- play and experiment with technologies to investigate possible solutions.

For information on how to collect evidence to inform planning for ongoing learning experiences in Technologies refer to 'Ways of Assessing'.

Ways of Teaching Video

Transcript

Ways of Assessing

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practice in Technologies.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline.* The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle
- reflective questions
- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?
- Do your assessments have a clear purpose?
- Do you design assessment tasks in a way that meets the dual purposes of formative and summative

assessment?

- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?
- How do you identify students' misconceptions or gaps in their learning?
- How do you identify the next skill or understanding a student or group of students needs to learn?
- What information do you collect to evaluate your own teaching?
- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?
- What range of evidence do you draw on when you report student performance and evaluate your teaching?

In the Western Australian Curriculum: Technologies the two strands, Knowledge and understanding and Processes and production skills, are interrelated and inform and support each other. When developing assessment strategies, teachers combine components of the strands in different ways to provide students with opportunities to demonstrate their knowledge and understanding through the practical application of their skills, (e.g. students may be asked to consider the implications of technologies in society when designing a solution to a problem, situation or need). The assessment experiences and evidence collected may look different for individual tasks as the assessment strategies should match the design brief and be reflective of individual students' understandings and interpretation of the solution they are creating.

Refer to the *Judging Standards* tool in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/home/judging-standards) when reporting against the Achievement Standards; giving assessment feedback; or explaining the differences between one student's achievement and another's.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Examples of assessment strategies	Examples of sources of evidence
Observations	The observations of student understandings and process and production skills through the use of anecdotal notes, checklists, photographs, videos or recordings.
Group activities	Collaborating and managing is one of the production and processes skills, this needs to be actively programmed for and assessed in accordance with the relevant year's content description. During group work, teachers should stop at key points to check individual student understanding.

Examples of assessment strategies	Examples of sources of evidence
Videos or audio recordings	The recording of student achievement in physical and verbal activities such as role-plays, performances, speeches, play-based learning, debates or online discussions.
Fieldwork and practical (authentic) evidence	The demonstration of learning through activities such as virtual and actual fieldwork, to inform the creation of digital and designed solution.
Portfolios and work samples	Collections of student work that provide long-term documentation of student progress and achievement. Portfolios may be subject area specific or contain a range of work undertaken by the student and be evidence of project management.
Tests or quizzes	These may include verbal questioning, multiple choice, short answer responses or open-ended questions that require longer, sustained written responses.
Written work	This includes short and extended written tasks. These may take the form of short responses such as worksheets and sentence or paragraph answers. Longer responses may include essays, information reports or imaginative texts such as narratives and journal entries. Students may also conduct investigations in which they must develop questions; gather, analyse and evaluate information; communicate on findings and reflect upon conclusions.
Graphic organisers	Frameworks, including digital, that help structure thinking. They make thinking processes visible by showing connections between data. Examples include concept maps, flowcharts and cause-and-effect patterns.
Visual representations	The demonstration of learning through, algorithms, tables, graphs, diagrams, posters, brochures, photographs and other digital media (e.g. slides, animations, blogs).
Performances or oral presentations	The demonstration of learning in role-play, speeches, simulations, debates and structured discussions.
Conferences	Discussions or interviews that are conducted either face-to-face, online or via audio and video recordings.

Examples of assessment strategies	Examples of sources of evidence
Self-assessments and evaluations and student journals	The self-reflection of achievement and progression towards goals. It allows for metacognitive thinking about their learning and personal reflection upon their strengths and weaknesses. Journals provide personal accounts of student responses to learning activities, experiences and understandings. This should be guided by the relevant year's content description on Evaluating.
Peer assessments	Individuals, peers or a group of peers provide evaluative feedback on performance or activity.

General Capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for Technologies. The general capabilities are not assessed unless they are identified within the content.

Literacy

Across the Western Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

In Technologies, students develop literacy as they learn how to communicate ideas, concepts and detailed proposals to a variety of audiences; read and interpret detailed written instructions for specific technologies, often including diagrams and procedural writings such as software user manuals, design briefs, patterns and recipes; prepare accurate, annotated engineering drawings, software instructions and coding; write project outlines, briefs, concept and project management proposals, evaluations, engineering, life cycle and project analysis reports; and prepare detailed specifications for production.

By learning the literacy of technologies students understand that language varies according to context and they increase their ability to use language flexibly. Technologies vocabulary is often technical and includes specific terms for concepts, processes and production. Students learn to understand that much technological information is presented in the form of drawings, diagrams, flow charts, models, tables and graphs. They also learn the importance of listening, talking and discussing in technologies processes, especially in articulating, questioning and evaluating

ideas.

Numeracy

Across the Western Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school, and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

The Technologies curriculum gives students opportunities to interpret and use mathematical knowledge and skills in a range of real-life situations. Students use number to calculate, measure and estimate; interpret and draw conclusions from statistics; measure and record throughout the process of generating ideas; develop, refine and test concepts; and cost and sequence when making products and managing projects. In using software, materials, tools and equipment, students work with the concepts of number, geometry, scale, proportion, measurement and volume. They use three-dimensional models, create accurate technical drawings, work with digital models and use computational thinking in decision-making processes when designing and creating best-fit solutions.

Information and communication technology (ICT) capability

Across the Western Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas; solve problems; and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve, and limiting the risks to themselves and others in a digital environment.

In Digital Technologies, students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They apply this when they investigate, communicate and create digital solutions. Students learn to formulate problems, logically organise and analyse data and represent them in abstract forms. They automate solutions through algorithmic logic. Students decide the best combinations of data, procedures and human and physical resources to generate efficient and effective digital solutions. They create digital solutions that consider economic, environmental and social factors.

In Design and Technologies, key ICT concepts and skills are strengthened, complemented and extended. Students become familiar with and gain skills using a range of software applications and digital hardware that enable them to realise their design ideas. Students use ICT when they investigate and analyse information and evaluate design ideas and communicate and collaborate online. They develop design ideas; generate plans and diagrams to communicate their designs and produce solutions using digital technologies, for example creating simulations, drawings and models and manufacturing solutions (from basic drawing programs to computer-aided design/manufacture and rapid prototyping).

Critical and creative thinking

Across the Western Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

Students develop capability in critical and creative thinking as they imagine, generate, develop and critically evaluate ideas. They develop reasoning and the capacity for abstraction through challenging problems that do not have straightforward solutions. Students analyse problems, refine concepts and reflect on the decision-making process by engaging in systems, design and computational thinking. They identify, explore and clarify technologies information and use that knowledge in a range of situations.

Students think critically and creatively about possible, probable and preferred futures. They consider how data, information, systems, materials, tools and equipment (past and present) impact on our lives, and how these elements might be better designed and managed. Experimenting, drawing, modelling, designing and working with digital tools, equipment and software helps students to build their visual and spatial thinking and to create solutions, products, services and environments.

Personal and social capability

Across the Western Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

Students develop personal and social capability as they engage in project management and development in a collaborative workspace. They direct their own learning, plan and carry out investigations, and become independent learners who can apply design thinking, technologies understanding and skills when making decisions. Students develop social and employability skills through working cooperatively in teams, sharing resources and processes, making group decisions, resolving conflict and showing leadership. Designing and innovation involve a degree of risk-taking and as students work with the uncertainty of sharing new ideas they develop resilience.

The Technologies learning area enhances students' personal and social capability by developing their social awareness. Students develop understanding of diversity by researching and identifying user needs. They consider past and present impacts of decisions on people, communities and environments and develop social responsibility through understanding of, empathy with and respect for others.

Ethical understanding

Across the Western Australian Curriculum, students develop ethical understanding as they identify and investigate ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Students develop the capacity to understand and apply ethical and socially responsible principles when collaborating with others and creating, sharing and using technologies – materials, data, processes, tools and equipment. Using an ethical lens, they investigate past, current and future local, national, regional and global technological priorities. When engaged in systems thinking students evaluate their findings against the criteria of legality, environmental sustainability, economic viability, health, social and emotional responsibility and social awareness. They explore complex issues associated with technologies and consider possibilities. They are encouraged to develop informed values and attitudes.

Students learn about safe and ethical procedures for investigating and working with people, animals, data and materials. They consider the rights of others and their responsibilities in using sustainable practices that protect the planet and its life forms. They learn to appreciate and value the part they play in the social and natural systems in which they operate.

Students consider their own roles and responsibilities as discerning citizens, and learn to detect bias and inaccuracies. Understanding the protection of data, intellectual property and individual privacy in the school environment helps students to be ethical digital citizens.

Intercultural understanding

Across the Western Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Students consider how technologies are used in diverse communities at local, national, regional and global levels, including their impact and potential to transform people's lives. They explore ways in which past and present practices enable people to use technologies to interact with one another across cultural boundaries. Students investigate how cultural identities and traditions influence the function and form of solutions, products, services and environments designed to meet the needs of daily life now and in the future.

In their interactions with others in online communities, students consider the dynamic and complex nature of

cultures, including values, beliefs, practices and assumptions. They recognise and respond to the challenges of cultural diversity by applying appropriate social protocols. Students learn about the interactions between technologies and society and take responsibility for securing positive outcomes for members of all cultural groups including those faced with prejudice and misunderstanding.

Cross-Curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for Technologies. The cross-curriculum priorities are not assessed unless they are identified within the core content.

Aboriginal and Torres Strait Islander histories and cultures

In the Western Australian Curriculum: Technologies, the priority of Aboriginal and Torres Strait Islander histories and cultures may provide creative, engaging and diverse learning contexts for students to value and appreciate the contribution by the world's oldest continuous living cultures to past, present and emerging technologies.

In the Technologies learning area, students explore how Aboriginal and Torres Strait Islander Peoples' capacity for innovation is evident through the incorporation and application of a range of traditional, contemporary and emerging technologies and practices to purposefully build and/or maintain cultural, community and economic capacity. Students may apply this knowledge and understanding throughout the processes of observation, critical and creative thinking, action, experimentation and evaluation.

Asia and Australia's engagement with Asia

In the Western Australian Curriculum: Technologies, the priority of Asia and Australia's engagement with Asia provides diverse and authentic contexts to develop knowledge and understanding of technologies processes and production and related cultural, social and ethical issues. It enables students to recognise that interaction between human activity and the diverse environments of the Asia region continues to create the need for creative solutions and collaboration with others, including Australians, and has significance for the rest of the world.

Sustainability

In the Western Australian Curriculum: Technologies, the priority of sustainability provides authentic contexts for creating preferred futures. When students identify and critique a problem, need or opportunity; generate ideas or concepts; and create solutions, they give prime consideration to sustainability by anticipating and balancing economic, environmental and social impacts.

Technologies focuses on the knowledge, understanding and skills necessary to design for effective sustainability

action. It recognises that actions are both individual and collective endeavours shared across local, regional and global communities and provides a basis for students to explore their own and competing viewpoints, values and interests. Understanding systems enables students to work with complexity, uncertainty and risk; make connections between disparate ideas and concepts; self-critique; and propose creative solutions that enhance sustainability.

Glossary

Digital Technologies

Pre-primary year Syllabus

The syllabus is based on the requirement that all students will study both Technologies subjects from Pre-primary to Year 8.

Year Level Description

Learning in Digital Technologies builds on the dispositions developed in the early years. Learning focuses on developing foundational skills in computational thinking and an ability to engage in personal experiences using digital systems.

In Pre-primary, students explore the uses of technologies in everyday life. They develop an understanding that symbols are a powerful means of communication and how they can represent ideas, thoughts and concepts.

Students explore common patterns, pictures and symbols that exist within data they collect, and present this data in creative ways to make meaning.

Students learn to experiment with expressing ideas and make meaning when defining problems. Students draw on their memory of a sequence of steps to complete a task (algorithm), such as packing away play equipment or completing a puzzle.

Students explore how information systems meet recreational needs. They develop an awareness of the importance of online safety when engaging with digital technologies.

Knowledge and understanding

DIGITAL SYSTEMS

Digital systems (hardware and software) are used at home, in the school and in the community

Processes and production skills

COLLECTING, MANAGING AND ANALYSING DATA

Collect and use data of any kind (ACTDIP003)

Literacy

(ACTDIK001)

Information and Communication Technology (ICT) capability

Critical and creative thinking

REPRESENTATION OF DATA

Data can have patterns and can be represented as pictures and symbols (ACTDIK002)

Literacy

Numeracy

Information and Communication Technology (ICT) capability

Critical and creative thinking

Numeracy

Information and Communication Technology (ICT) capability

Critical and creative thinking

DIGITAL IMPLEMENTATION

Use data to complete a task (ACTDIP003)

Literacy

Numeracy

Information and Communication Technology (ICT) capability

Critical and creative thinking

Engage with information known people have shared in an online environment, and model strategies to stay safe online (ACTDIP006)

Literacy

Information and Communication Technology (ICT) capability

Personal and social capability

CREATING SOLUTIONS BY:

Investigating and defining

Explore needs for design (WATPPS01)

Literacy

Numeracy

Information and Communication Technology (ICT) capability

Critical and creative thinking

Designing

Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or

spoken steps (WATPPS02)

- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking

Producing and implementing

Use given components and equipment to safely make simple solutions (WATPPS03)

- Information and Communication Technology (ICT) capability
- Critical and creative thinking

Evaluating

Use personal preferences to evaluate the success of simple solutions (WATPPS04)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding

Collaborating and managing

Work independently, or with others when required, for solutions (WATPPS05)

- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability

Achievement standard

The Interim Achievement Standards for Technologies will be reviewed against evidence collected in Semester 1 2017 and will be finalised for Semester 2 2017.

At Standard, students label digital systems (hardware and software) and where they are used. They represent data using pictures, symbols and patterns. Students follow safety strategies while they collect and use information from an online source.

In Digital Technologies, students explore needs for designing simple solutions. They generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps. Students safely use given components and equipment, to make simple solutions and evaluate their success using personal preferences.

Dance

Rationale

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The term 'creativity' plays a critical role in all arts subjects. For the Western Australian Curriculum, the following explanation of the creative process is useful:

> *[There are] … four characteristics of creative processes. First, they always involve thinking or behaving imaginatively. Second, overall this imaginative activity is purposeful: that is, it is directed to achieving an objective. Third, these processes must generate something original. Fourth, the outcome must be of value in relation to the objective. We therefore define creativity as: Imaginative activity fashioned so as to produce outcomes that are both original and of value. Robinson, K. (1999) National Advisory Committee on Creative and Cultural Education: "All Our Futures: Creativity, Culture and Education".* p. 30

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

Dance

Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using movement as the medium for personal, social, emotional, physical and cultural communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Drama

Drama is the expression and exploration of personal, emotional, social and cultural worlds, through role and situation, that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they engage with and analyse their own and others' stories and points of view.

In making and staging drama, they learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama presentations. Students develop a sense of curiosity and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Media Arts

Media Arts enables students to analyse past technologies, and use existing and emerging technologies as they explore imagery, text and sound to create meaning. Students participate in, experiment with, and interpret cultures, media genres and styles, and different communication practices.

Students learn to be critically aware of ways that media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and themselves. They learn to interpret, analyse and develop media practices through their experiences in making media arts. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Music

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music, individually and collaboratively, draws on their own traditions and life experiences. These experiences help them to appreciate and meaningfully engage with music practices and traditions of other times, places, cultures and contexts.

Visual Arts

Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds.

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Visual Arts supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.

Aims

Dance

Dance knowledge and skills ensure that, individually and collaboratively, students:

- develop confidence to become innovative and creative dancers to communicate meaning through body awareness, technical dance skills and performance skills
- apply the elements of dance and choreographic skills through group processes to create dance that communicates meaning to an audience
- develop aesthetic, artistic and cultural appreciation of dance in past and contemporary contexts as choreographers, performers and audience members
- develop respect for, and knowledge of, the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Drama

Drama knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence, empathy and self-awareness to explore, depict and celebrate human experience, take risks and extend their own creativity through drama
- knowledge of how to analyse, apply and control the elements, skills, techniques, processes, conventions, forms

and styles of drama in traditional and contemporary drama to engage and create meaning for audiences
- knowledge of the role of group processes and design and technology in the creative process of devising and interpreting drama to make meaning for audiences
- knowledge of traditional and contemporary drama through responding as critical and active participants and audience members.

Media Arts

Media Arts knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them
- aesthetic knowledge developed through exploration of imagery, text and sound to express ideas, concepts and stories using effective teamwork strategies to produce media artwork
- creative and critical thinking skills to explore different perspectives in media as producers and consumers
- awareness of their active participation in local and global media cultures, including using safe media practices when publishing online materials.

Music

Music knowledge and skills ensure that, individually and collaboratively, students:

- develop the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- develop skills and techniques to actively listen, analyse, improvise, compose and perform music
- interpret and apply the elements of music, engaging with a diverse array of musical experiences as performers and audience members
- develop aesthetic appreciation and respect for their own and others' music practices and traditions across different times, places, cultures and contexts.

Visual Arts

Visual Arts knowledge and skills ensure that, individually and collaboratively, students:

- demonstrate confidence, curiosity, imagination and enjoyment when engaged in visual arts making
- apply visual arts techniques, materials, processes and technologies to create artworks through the design and inquiry process
- apply visual language and critical creative thinking skills when creating and responding to artwork
- develop aesthetic, artistic and cultural appreciation of visual arts in past and contemporary contexts, both as artists and art critics.

Organisation

Content Structure

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects from Pre-primary to the end of Year 8. It is a requirement that students study a performance subject and a visual subject.

In Years 9 and 10 the study of the Arts is optional.

In the Arts, it is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.

Each of the five Arts subject is organised into two interrelated strands: Making and Responding.

Making

Making in each Arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively. Students develop knowledge and skills to plan, produce, present, design and perform in each arts subject independently and collaboratively. Students work from an idea, an intention, particular resources, an imaginative impulse, or an external stimulus.

Part of making involves students considering their work in the Arts from a range of points of view, including that of the audience. Students reflect on the development and completion of making in the Arts.

Responding

Responding in each Arts subject involves students reflecting, analysing, interpreting and evaluating in the Arts. Students learn to appreciate and investigate the Arts through contextual study. Learning through making is interrelated with, and dependent upon, responding. Students learn by reflecting on their making and responding to the making of others. The points of view students hold, shift according to different experiences in the Arts.

Students consider the Arts' relationships with audiences. They reflect on their own experiences as audience members and begin to understand how the Arts represent ideas through expression, symbolic communication and cultural traditions and rituals. Students think about how audiences receive, debate and interpret the meanings of the Arts.

Relationships between the strands

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills as practitioners, performers and audience members and develop students' skills in critical and creative thinking. As students make in the Arts, they actively respond to their developing work and the works of others; as students respond to the Arts, they draw on the knowledge and skills acquired through their experiences to inform their

making.

Year level descriptions

Year level descriptions provide an overview of the key concepts addressed, along with core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

For the five Arts subjects, the year level description includes forms, genres, styles, contexts, materials, practices and/or elements relevant to each Arts subject that informs approaches to teaching and learning in the Arts.

Content description

Content descriptions set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standard.

Achievement standards

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

Glossary

A glossary is provided to support a common understanding of key terms and concepts included in the core content.

Student Diversity

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Western Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: The Arts. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western

Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

Students with disability

The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: The Arts. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Adjustments to the practical delivery of movement-based activities will be necessary to ensure some students with a physical disability can access, participate in, and achieve on the same basis as their peers. Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning, and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: The Arts are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

Gifted and talented students

Teachers can use the Western Australian Curriculum: The Arts flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich students' learning by providing students with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher-order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: The Arts, and/or from local, state and territory teaching and learning materials.

Ways of Teaching

The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience members and develop students' skills in critical and creative thinking. As students make in the Arts, they actively respond to their developing work and the works of others; as students respond in the Arts, they draw on the knowledge and skills acquired through their experience in making artworks.

Teachers have the freedom to apply aspects of the strands, Making and Responding, to plan teaching programs. Through the combination of both, teachers can provide rich opportunities to extend students' knowledge, skills and capacity to analyse and reflect. Responding occurs throughout the creative learning process.

To engage students in the Arts, teachers typically create learning experiences which:

- use all aspects of perception: sensory, emotional, cognitive, physical and relational to make learning experiential for students
- develop skills in students through modelling, coaching, practising and reflecting
- enable students to work individually and collaboratively, using flexible grouping to accommodate their needs and strengths
- encourage students to take risks and extend their ideas
- foster participation in projects in a flexible, dynamic learning environment
- provide opportunities for students to experience the Arts in live or virtual settings
- explore significant and recognisable examples of the Arts from different times and cultures to develop in

students an aesthetic and cultural appreciation of the Arts.

Many aspects of the Arts syllabus are recurring and teachers should provide ample opportunities through practice for revision and consolidation of previously introduced knowledge and skills. The diagram below presents one version of the creative learning process in the Arts.

Figure 1 is a visual representation of 'ways of teaching' in the Arts.

WAYS OF TEACHING

THE ARTS

The Arts have the capacity to cultivate dispositions such as imagination, creativity, curiosity, spontaneity, problem solving and reflexivity through integrated approaches to learning in The Arts. The knowledge and skills in The Arts syllabus are recurring and teachers need to provide ample opportunities through arts practice for revision and consolidation of previous learning and processes. The diagram represents one version of the creative learning process in The Arts. The diagram illustrates how students through reacting and responding, move back and forth within and through stages of their learning. For example, at the Feedback stage, students may move back to the Process and Skills Development if they had significant work to do before moving to the Summative stage.

ACHIEVED BY

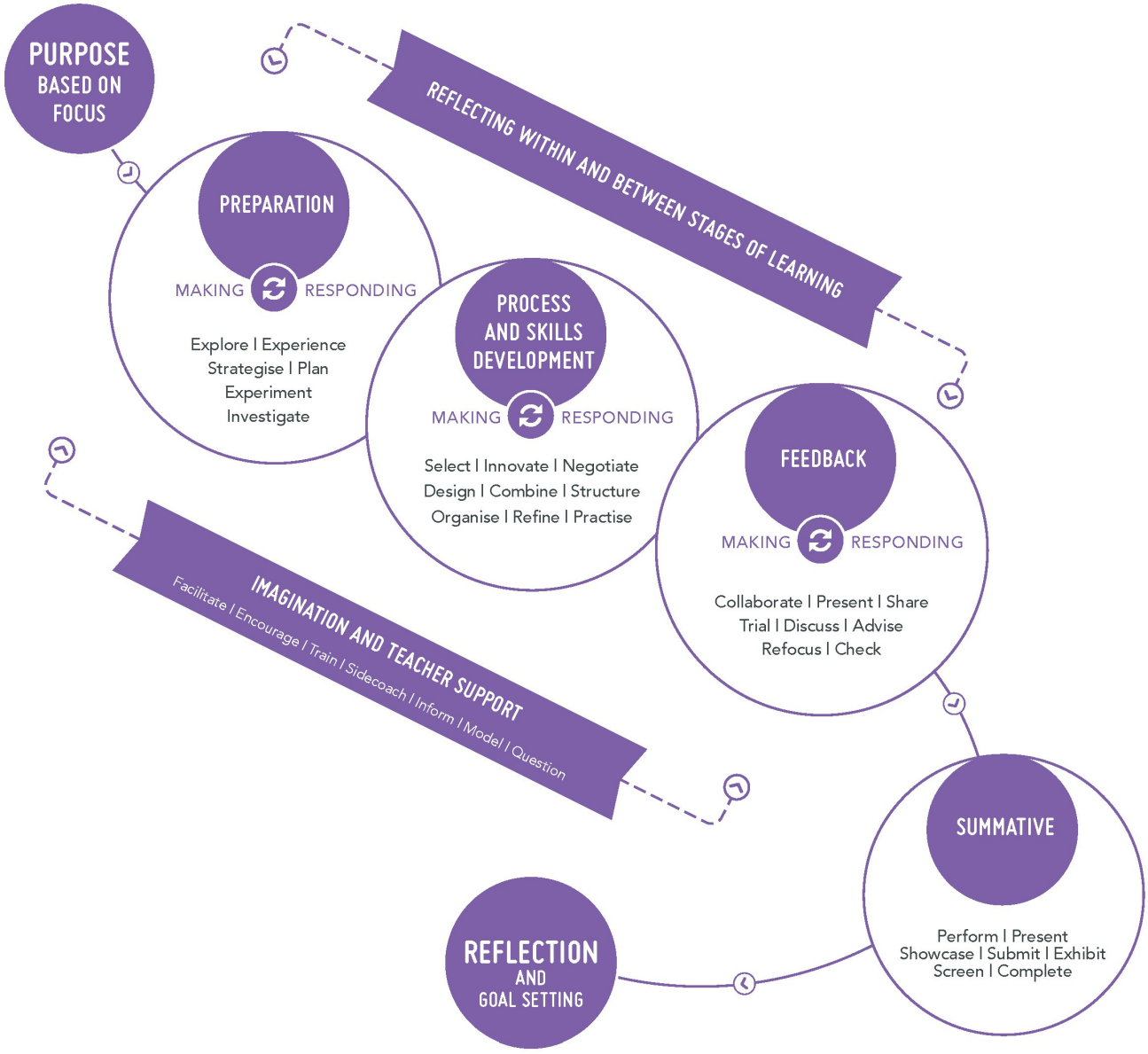

Figure 1:" Ways of teaching in The Arts

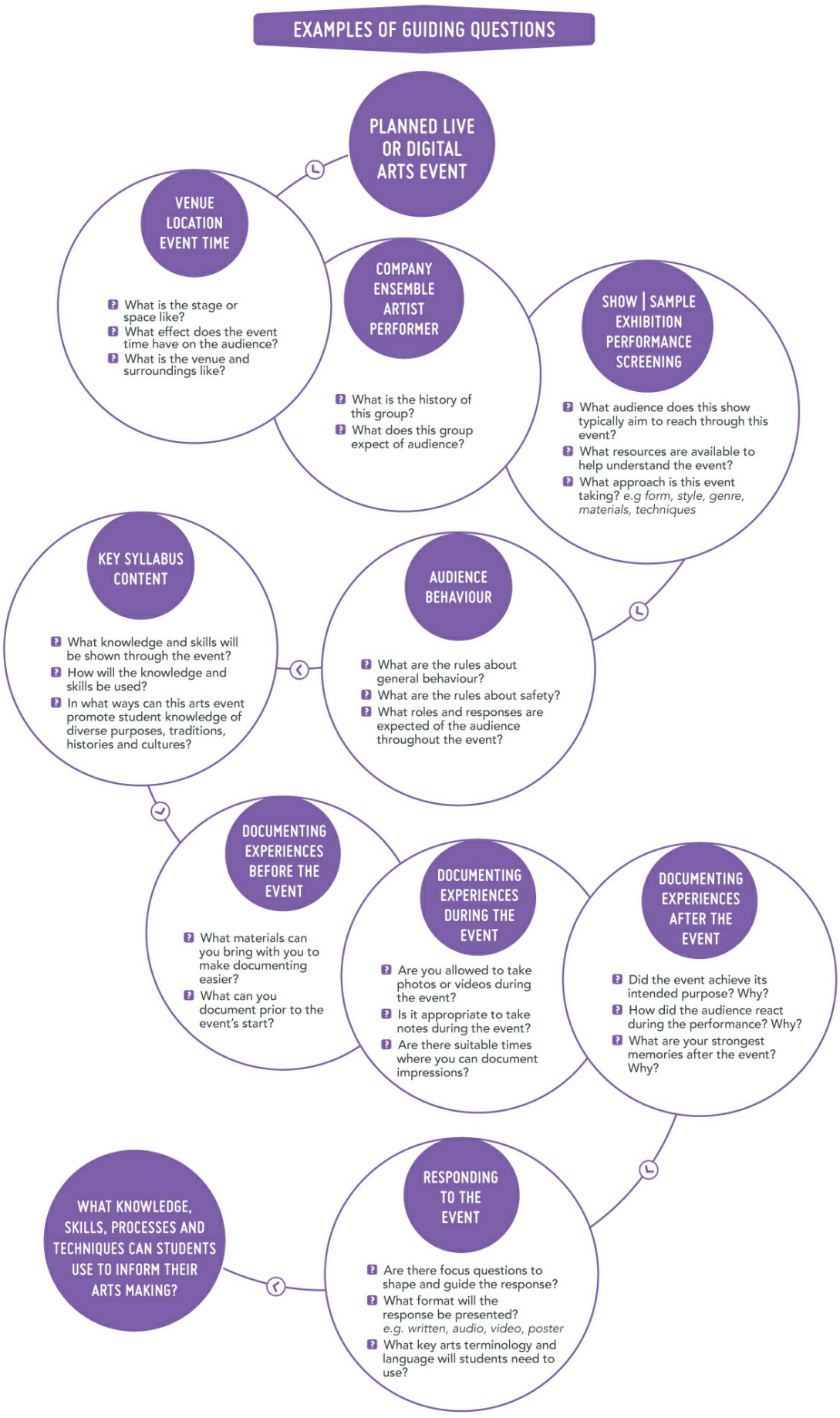

Figure 2:" Ways of teaching in The Arts

Safe working practices in the Arts are an essential aspect of the teaching and learning. These include providing or adapting an appropriate space to work; teaching students guiding principles to care for their voice and bodies; working safely with others and with specialist equipment; and appropriate warm-up procedures before class or a performance. Safe working practices also include the responsibility teachers and students have in the maintenance of safe social and emotional spaces for the Arts. Without this aspect of safe working practices, risk-taking becomes difficult for many students. To ensure the development of creative processes where students are willing to risk making mistakes in the Arts, teachers will need to establish and maintain a safe learning environment in the classroom.

Although Dance, Drama, Media Arts, Music, and Visual Arts are distinct subjects in the Arts, teachers may create opportunities for students to study and make artworks that feature a fusion of traditional art forms and practices to develop hybrid and/or cross-arts projects. This learning involves the exploration of traditional and contemporary arts practices, including those from different cultures that acknowledge community and cultural protocols. Such works might:

- combine performance, audio and/or visual aspects
- combine processes typical of the different Arts subjects
- involve other learning areas
- exist in physical, digital or virtual spaces
- combine traditional, contemporary and emerging media and materials
- be created individually or collaboratively.

Teachers in schools are the key to providing students with rich, sustained, rigorous learning in each of the subjects in The Arts. The Arts industry complements the provision of the Arts syllabus in schools through programs and partnerships. The industry increasingly provides specialist services for schools, as appropriate, through experiences such as visiting performances; demonstrations and exhibitions; artists in residence; professional development for teachers; and access for students and teachers to specialised facilities in galleries, concert halls, theatres and other arts venues.

Figure 2 is a visual representation of guiding questions whilst experiencing live or digital arts events.

For information on how to collect evidence to inform planning for ongoing learning experiences in the Arts, refer to 'Ways of Assessing'.

Ways of Teaching Video

Transcript

Ways of Assessing

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practices in The Arts.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline.* The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle
- reflective questions
- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?
- Do your assessments have a clear purpose?
- Do you design assessment tasks in a way that meets the dual purposes of formative and summative

assessment?

- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?
- How do you identify students' misconceptions or gaps in their learning?
- How do you identify the next skill or understanding a student, or group of students, needs to learn?
- What information do you collect to evaluate your own teaching?
- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?
- What range of evidence do you draw on when you report student performance and evaluate your teaching?

Refer to the *Judging Standards* tool in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/home/judging-standards) when reporting

against the Achievement Standards; giving assessment feedback; or explaining the differences

between one student's achievement and another's.

In the Arts, assessment tasks typically address the syllabus content in interconnected ways within relevant, meaningful contexts to students. Assessment tasks should identify the specific applications of knowledge and skills students will use, individually and/or in groups, to achieve clear, creative goals. This provides students with opportunities to find innovative ways to solve creative challenges.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Subject	Examples of assessment strategies	Examples of sources of evidence
Dance	**Movement skills:** students practise planned, movement-based exercises to develop a variety of technical dance skills and performance skills.	• teachers' observations • videos of students' performances/progress • reflective journals • planning documents • anecdotal evidence
	Choreographic skills: students create their own dance through completing task-based activities that engage in the use of the elements of Dance: body, energy, space and time (BEST), choreographic structures and choreographic devices.	

Subject	Examples of assessment strategies	Examples of sources of evidence
	Reflective practice: students reflect, either orally or in written form, using dance terminology, on their own work and the work of others. Reflections will include analysis of the use of BEST, choreographic devices and structures, and design concepts in dance works.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • digital presentations, including annotated photographs or videos • pro formas • mind maps and other brainstorming overviews
	Dance and contexts: students become familiar, in written or oral form, with historical, social and/or cultural contexts in which dance exists. This can be completed through investigation, where appropriate, and/or by viewing live or digital dance performances as audience members.	
Drama	**Improvised/devised drama:** based on stimuli, students engage in the development of original drama based on particular drama forms and styles and drama skills and conventions. May include the use of design and technology to support meaning.	• teachers' observations • videos of students' performances/progress • reflective journals • planning documents • anecdotal evidence • blocking notes on scripts • character profiles
	Scripted drama: based on complete scripts or script extracts (published or unpublished), students engage in the interpretation of drama texts. May include the use of design and technology to support meaning.	
	Reflective practice: students reflect, either orally or in written form, using drama terminology and language, on their own work and the work of others and the use of the elements of drama, and design and technology in drama.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • digital presentations, including annotated photographs or videos • pro formas • graphic organisers, floor plans, annotated illustrations
	Response analysis: students respond to, in written or oral form, using drama terminology and language, the application of elements of drama to create drama forms and styles and dramatic meaning; in particular drama performances (theatre) presented to students live or via digital format. May also include discussion about the role of design and technology.	

Subject	Examples of assessment strategies	Examples of sources of evidence
Media Arts	**Media production:** students develop skills in all phases of media production, from pre-production and media production, to post-production. Students develop practical skills through the experience of producing in various media forms, styles and genres.	• presentation of concept briefs • plans, storyboards, scripts • edits • production journals • audio and/or visual productions • teachers' observations • anecdotal evidence
	Reflective practices: students reflect on their own and others', media productions using media terminology. This includes reflecting on group work and problem-solving strategies about media codes and conventions for the purpose of the production and the intended audience.	• short responses • extended responses • class discussions • informal and formal presentations • self evaluations of production • teachers' observations • anecdotal evidence
	Media Arts and Contexts: students investigate, where appropriate, in oral or written form, the influence of the media, media history, and the contexts that shape the media. Points of view and values that shape productions and audience readings may also be considered.	• short responses • extended responses • class discussions • informal and formal presentations • reflective viewing journals • teachers' observation • anecdotal evidence
Music	**Aural and theory:** students complete aural and theory tasks identifying and applying the elements of music. They develop music literacy and listening skills through practical and written activities.	• teachers' observations • videos of student performance/progress • checklists • reflective journals • planning documents • anecdotal evidence • worksheets and test papers
	Composing and arranging: students complete short tasks that reinforce learning concepts, or extended works that incorporate stylistic features and conventions in structured composition activities. Students can use invented and conventional notation, appropriate music terminology and technology, working individually or collaboratively.	

Subject	Examples of assessment strategies	Examples of sources of evidence
	Analysis and context: students complete aural and visual analysis tasks using scores and recordings or by listening to live performances. They identify, compare and evaluate the use of music elements, contextual and stylistic characteristics and/or cultural and historical features in a range of musical examples.	• short responses • extended responses • class discussions • informal and formal presentations • reflective journals • teachers' observations • anecdotal evidence • checklists
	Performance: students sing and/or play instruments to reinforce an aural or theoretical principle; communicate a compositional idea; or create and/or improvise musical ideas. Performance may be a solo or ensemble activity where students practise, rehearse and refine technical and expressive skills, and develop stylistic awareness.	• teachers' observations • videos of students' performances/progress • checklists • reflective journals • planning documents • anecdotal evidence
Visual Arts	**Production:** students engage in the development of a resolved artwork to develop their skills and technical abilities for the relevant chosen medium and to demonstrate their creativity and knowledge of the visual conventions.	• portfolios • resolved artworks • photographs • teachers' observations • anecdotal notes
	Analysis: students analyse, in written or oral form, using visual arts terminology, their own artwork and the artwork of others, based on selected frameworks.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • reflective journals • teachers' observations • anecdotal evidence • checklists
	Reflective practice: students reflect, in written or oral form, on their own artwork and the artwork of others, using the elements and principles of design, to refine and resolve artworks.	
	Artists and contexts: students explore the social, cultural and/or historical contexts of artists through investigation, where age appropriate.	

General Capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Arts. The general capabilities are not assessed unless they are identified within the content.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently, for learning and communicating in and out of school, and for participating effectively in society. Students use literacy when listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts. Literacy involves students using and modifying language for different purposes in a range of contexts.

In the Arts, students use literacy along with the kinetic, symbolic, verbal and visual languages of the five Arts subjects. This enables students to develop, apply and communicate their knowledge and skills as artists and as audiences. Through making and responding, students enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret and evaluate their own, and others', artworks.

Each Arts subject requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Students understand that the terminologies of the Arts vary according to context and they develop their ability to use language dynamically and flexibly. They use their literacy skills to access knowledge, make meaning, express thoughts, emotions and ideas, as well as interact with, and challenge, others.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Arts, students select and use relevant numeracy knowledge and skills to plan, design, make, interpret, analyse and evaluate artworks. Across the Arts subjects, students can recognise and use numbers to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D and 3D shapes; scale and proportion, to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles.

Through making and responding across the Arts, students use numeracy skills to choreograph and perform dance; build, rehearse, sequence and time plays; plan, direct and edit media texts; compose, produce and record music; and design, construct and display art. Students work with a range of numerical concepts to organise, analyse and create representations of data relevant to their own, or others', artworks, such as diagrams, charts, tables, graphs and motion capture.

Information and communication technology (ICT) capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students learning to make the most of the digital technologies available to them; adapting to new ways of doing things as technologies evolve; and limiting the risks to themselves and others in a digital environment.

In the Arts, ICT capability enables students to engage with digital and virtual technologies when making and responding to artworks. Students can, for example, use interactive multimedia platforms, communication and editing software, and virtual tools and environments, to design, create and share their artworks. They can enhance their ICT capability as they generate ideas and explore concepts and possibilities by exploiting available technologies.

Students learn to apply social and ethical protocols and practices in a digital environment, particularly in relation to the appropriate acknowledgment of intellectual property and the safeguarding of personal security when using ICT. They use digital technologies to locate, access, select and evaluate information, work collaboratively; share and exchange information; and communicate with a variety of audiences.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking is integral to activities that require students to think broadly and deeply. Students will use skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

In the Arts, critical and creative thinking is integral to making and responding to artworks. In creating artworks, students draw on their curiosity, imagination and thinking skills to pose questions and explore ideas, spaces, materials and technologies. They generate, design and analyse art forms, consider possibilities and processes, and make choices that assist them to take risks and express their ideas, concepts, thoughts and feelings creatively. In responding to the Arts, students learn to analyse traditional and contemporary artworks and identify possible meanings and connections with self and community. They consider and analyse artists' motivations and intentions and possible influencing factors and biases. They reflect critically and creatively, both individually and collectively, on the thinking and design processes that underpin arts making. They offer and receive effective feedback about past and present artworks and performances, and communicate and share their thinking, visualisation and innovations to a variety of audiences.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices, including recognising and regulating emotions; developing empathy for others and understanding relationships; establishing and building positive relationships; making responsible decisions; working effectively in teams; handling challenging situations constructively; and developing leadership skills.

In the Arts, personal and social capability assists students to work, both individually and collaboratively, to make and respond to artworks. Arts learning provides students with regular opportunities to recognise, name and express their emotions while developing art form-specific skills and techniques. As they think about ideas and concepts in their own and others' artworks, students identify and assess personal strengths, interests and challenges. As art makers, performers and audience members, students develop and apply personal skills and dispositions, such as self-discipline, goal setting and working independently, and show initiative, confidence, resilience and adaptability. They learn to empathise with the emotions, needs and situations of others, to appreciate diverse perspectives, and to understand and negotiate different types of relationships. When working with others, students develop and practise social skills that assist them to communicate effectively, work collaboratively, make considered group decisions and show leadership.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

In the Arts, students develop and apply ethical understanding when they encounter or create artworks that require ethical consideration, such as work that is controversial, involves a moral dilemma or presents a biased point of view. They explore how ethical principles affect the behaviour and judgment of artists involved in issues and events. Students apply the skills of reasoning, empathy and imagination, and consider and make judgments about actions and motives. They speculate on how life experiences affect and influence people's decision making and whether various positions held are reasonable.

Students develop their understanding of values and ethical principles as they use an increasing range of critical thinking skills to explore ideas, concepts, beliefs and practices. When interpreting and evaluating artworks and their meaning, students consider the intellectual, moral and property rights of others.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable

and changing nature of culture. The capability involves students learning about, and engaging with, diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Arts, intercultural understanding assists students to move beyond known worlds to explore new ideas, media and practices from diverse local, national, regional and global cultural contexts. Intercultural understanding enables students to explore the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. Students might explore forms and structures, use of materials, technologies, techniques and processes, or treatment of concepts, ideas, themes and characters. They develop and act with intercultural understanding in making artworks that explore their own cultural identities and those of others, interpreting and comparing their experiences and worlds, and seeking to represent increasingly complex relationships.

Students are encouraged to demonstrate empathy for others and open-mindedness to perspectives that differ from their own and to appreciate the diversity of cultures and contexts in which artists and audiences live. Through engaging with artworks from diverse cultural sources, students are challenged to consider accepted roles, images, objects, sounds, beliefs and practices in new ways.

Cross-Curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for The Arts. The cross-curriculum priorities are not assessed unless they are identified within the core content.

Aboriginal and Torres Strait Islander histories and cultures

In the Western Australian Curriculum: The Arts, Aboriginal and Torres Strait Islander histories and cultures enrich understanding of the diversity of arts practices in Australia. Exploration of the Aboriginal and Torres Strait Islander histories and cultures provides a rich opportunity to build a greater understanding of Australian history as well as fostering mutual understanding and respect between cultures. The study of Aboriginal and Torres Strait Islander histories and cultures for making and responding should be undertaken by teachers and students in ways that are culturally sensitive and responsible through the support of relevant elders and communities.

Asia and Australia's engagement with Asia

In the Western Australian Curriculum: The Arts, the Asia region represents a highly diverse spectrum of cultures, traditions and peoples with a third of the world's population located immediately north of Australia. Engaging in a respectful exploration of particular traditions from countries like China, India, South Korea and Japan, for example, will enable students to understand more deeply the values and histories of our near neighbours with whom it shares important interrelationships. The study of the Arts from the Asia region provides further opportunities for

partnerships with relevant practitioners to develop arts practices.

Sustainability

In the Western Australian Curriculum: The Arts, the sustainability priority provides engaging and thought-provoking contexts in which to explore the nature of art-making and responding.

The sustainability priority enables the exploration of the role of the Arts in maintaining and transforming cultural practices, social systems and the relationships of people to their environment. Through making and responding in the Arts, students consider issues of sustainability in relation to the resource use and traditions in each of the Arts subjects. The Arts provides opportunities for students to express and develop world views, and to appreciate the need for collaboration within and between communities to implement more sustainable patterns of living.

Dance

Pre-primary year Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

Year Level Description

In Pre-primary, learning in Dance builds on the dispositions developed in the early years.

Students engage with purposeful play in structured activities to become aware of how the body moves through space. They explore movement ideas and learn about two of the elements of dance (body and space).

Students develop body control and coordination through exploring locomotor and non-locomotor movements.

Students experience performing dance and, as an audience, they learn how to focus their attention on the performance. They make simple observations of the dances they view and make.

They have the opportunity to explore different places and occasions where people dance.

Making

IDEAS

Use of stimuli to explore movement ideas to create simple dance sequences (ACADAM001)

Numeracy

Critical and creative thinking

Responding

Audience behaviour (being attentive, responding appropriately) to dance (ACADAR004)

Personal and social capability

Intercultural understanding

Different places and special occasions where people

SKILLS

Exploration of, and experimentation with, two (2) elements of dance

- Body:
  - body awareness (awareness of body in space in relation to objects)
  - body zones (whole body movements)
  - body bases (feet)
- Space:
  - levels (medium)
  - direction (forward, backward)
  - personal space
  - shape (straight, curved)

to create dance sequences (ACADAM001)

Numeracy

Critical and creative thinking

Locomotor (walking, skipping, running) and non-locomotor movements (twisting, bending, turning, swaying) to develop body control and coordination (ACADAM002)

Numeracy

Critical and creative thinking

Safe dance practices, including being aware of personal space (ACADAM002)

Personal and social capability

PERFORMANCE

Performance of improvised movements that communicate ideas to an audience (ACADAM003)

Critical and creative thinking

Personal and social capability

dance (ACADAR004)

Literacy

Critical and creative thinking

Personal and social capability

Intercultural understanding

Personal responses to dances they view and make (ACADAR004)

Literacy

Critical and creative thinking

Personal and social capability

Intercultural understanding

Performance skills (facing the audience) when presenting dance (ACADAM003)

Personal and social capability

Achievement standard

At Standard, students respond to different stimuli to explore mostly familiar movements as a basis for creating short dance sequences that connect body shapes and levels in space. They demonstrate locomotor and non-locomotor movements showing some body awareness and some control of the whole body in space. Students perform dance sequences, sometimes acknowledging the audience.

Students respond briefly to familiar movements that are used in their own and others' dance. They identify some places and occasions where people dance in their own lives and communities.

Drama

Rationale

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The term 'creativity' plays a critical role in all arts subjects. For the Western Australian Curriculum, the following explanation of the creative process is useful:

> *[There are] … four characteristics of creative processes. First, they always involve thinking or behaving imaginatively. Second, overall this imaginative activity is purposeful: that is, it is directed to achieving an objective. Third, these processes must generate something original. Fourth, the outcome must be of value in relation to the objective. We therefore define creativity as: Imaginative activity fashioned so as to produce outcomes that are both original and of value. Robinson, K. (1999) National Advisory Committee on Creative and Cultural Education: "All Our Futures: Creativity, Culture and Education".* p. 30

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

Dance

Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using movement as the medium for personal, social, emotional, physical and cultural communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Drama

Drama is the expression and exploration of personal, emotional, social and cultural worlds, through role and situation, that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they engage with and analyse their own and others' stories and points of view.

In making and staging drama, they learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama presentations. Students develop a sense of curiosity and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Media Arts

Media Arts enables students to analyse past technologies, and use existing and emerging technologies as they explore imagery, text and sound to create meaning. Students participate in, experiment with, and interpret cultures, media genres and styles, and different communication practices.

Students learn to be critically aware of ways that media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and themselves. They learn to interpret, analyse and develop media practices through their experiences in making media arts. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Music

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music, individually and collaboratively, draws on their own traditions and life experiences. These experiences help them to appreciate and meaningfully engage with music practices and traditions of other times, places, cultures and contexts.

Visual Arts

Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds.

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Visual Arts supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.

Aims

Dance

Dance knowledge and skills ensure that, individually and collaboratively, students:

- develop confidence to become innovative and creative dancers to communicate meaning through body awareness, technical dance skills and performance skills
- apply the elements of dance and choreographic skills through group processes to create dance that communicates meaning to an audience
- develop aesthetic, artistic and cultural appreciation of dance in past and contemporary contexts as choreographers, performers and audience members
- develop respect for, and knowledge of, the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Drama

Drama knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence, empathy and self-awareness to explore, depict and celebrate human experience, take risks and extend their own creativity through drama
- knowledge of how to analyse, apply and control the elements, skills, techniques, processes, conventions, forms and styles of drama in traditional and contemporary drama to engage and create meaning for audiences
- knowledge of the role of group processes and design and technology in the creative process of devising and interpreting drama to make meaning for audiences
- knowledge of traditional and contemporary drama through responding as critical and active participants and audience members.

Media Arts

Media Arts knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them
- aesthetic knowledge developed through exploration of imagery, text and sound to express ideas, concepts and stories using effective teamwork strategies to produce media artwork
- creative and critical thinking skills to explore different perspectives in media as producers and consumers
- awareness of their active participation in local and global media cultures, including using safe media practices when publishing online materials.

Music

Music knowledge and skills ensure that, individually and collaboratively, students:

- develop the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- develop skills and techniques to actively listen, analyse, improvise, compose and perform music
- interpret and apply the elements of music, engaging with a diverse array of musical experiences as performers and audience members
- develop aesthetic appreciation and respect for their own and others' music practices and traditions across different times, places, cultures and contexts.

Visual Arts

Visual Arts knowledge and skills ensure that, individually and collaboratively, students:

- demonstrate confidence, curiosity, imagination and enjoyment when engaged in visual arts making
- apply visual arts techniques, materials, processes and technologies to create artworks through the design and inquiry process
- apply visual language and critical creative thinking skills when creating and responding to artwork
- develop aesthetic, artistic and cultural appreciation of visual arts in past and contemporary contexts, both as

artists and art critics.

Organisation

Content Structure

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects from Pre-primary to the end of Year 8. It is a requirement that students study a performance subject and a visual subject.

In Years 9 and 10 the study of the Arts is optional.

In the Arts, it is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.

Each of the five Arts subject is organised into two interrelated strands: Making and Responding.

Making

Making in each Arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively. Students develop knowledge and skills to plan, produce, present, design and perform in each arts subject independently and collaboratively. Students work from an idea, an intention, particular resources, an imaginative impulse, or an external stimulus.

Part of making involves students considering their work in the Arts from a range of points of view, including that of the audience. Students reflect on the development and completion of making in the Arts.

Responding

Responding in each Arts subject involves students reflecting, analysing, interpreting and evaluating in the Arts. Students learn to appreciate and investigate the Arts through contextual study. Learning through making is interrelated with, and dependent upon, responding. Students learn by reflecting on their making and responding to the making of others. The points of view students hold, shift according to different experiences in the Arts.

Students consider the Arts' relationships with audiences. They reflect on their own experiences as audience members and begin to understand how the Arts represent ideas through expression, symbolic communication and cultural traditions and rituals. Students think about how audiences receive, debate and interpret the meanings of the Arts.

Relationships between the strands

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills as practitioners, performers and audience members and develop students' skills in critical and creative thinking. As students make in the Arts, they actively respond to their developing work and the works of others; as students respond to the Arts, they draw on the knowledge and skills acquired through their experiences to inform their making.

Year level descriptions

Year level descriptions provide an overview of the key concepts addressed, along with core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

For the five Arts subjects, the year level description includes forms, genres, styles, contexts, materials, practices and/or elements relevant to each Arts subject that informs approaches to teaching and learning in the Arts.

Content description

Content descriptions set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standard.

Achievement standards

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

Glossary

A glossary is provided to support a common understanding of key terms and concepts included in the core content.

Student Diversity

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum that

promotes excellence and equity in education for all Western Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: The Arts. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

Students with disability

The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: The Arts. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Adjustments to the practical delivery of movement-based activities will be necessary to ensure some students with a physical disability can access, participate in, and achieve on the same basis as their peers. Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning, and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: The Arts are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses

their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

Gifted and talented students

Teachers can use the Western Australian Curriculum: The Arts flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich students' learning by providing students with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher-order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: The Arts, and/or from local, state and territory teaching and learning materials.

Ways of Teaching

The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience members and develop students' skills in critical and creative thinking. As students make in the Arts, they actively respond to their developing work and the works of others; as students respond in the Arts, they draw on the knowledge and skills acquired through their experience in making artworks.

Teachers have the freedom to apply aspects of the strands, Making and Responding, to plan teaching programs. Through the combination of both, teachers can provide rich opportunities to extend students' knowledge, skills and capacity to analyse and reflect. Responding occurs throughout the creative learning process.

To engage students in the Arts, teachers typically create learning experiences which:

- use all aspects of perception: sensory, emotional, cognitive, physical and relational to make learning experiential for students
- develop skills in students through modelling, coaching, practising and reflecting
- enable students to work individually and collaboratively, using flexible grouping to accommodate their needs and strengths

- encourage students to take risks and extend their ideas
- foster participation in projects in a flexible, dynamic learning environment
- provide opportunities for students to experience the Arts in live or virtual settings
- explore significant and recognisable examples of the Arts from different times and cultures to develop in students an aesthetic and cultural appreciation of the Arts.

Many aspects of the Arts syllabus are recurring and teachers should provide ample opportunities through practice for revision and consolidation of previously introduced knowledge and skills. The diagram below presents one version of the creative learning process in the Arts.

Figure 1 is a visual representation of 'ways of teaching' in the Arts.

WAYS OF TEACHING

THE ARTS

The Arts have the capacity to cultivate dispositions such as imagination, creativity, curiosity, spontaneity, problem solving and reflexivity through integrated approaches to learning in The Arts. The knowledge and skills in The Arts syllabus are recurring and teachers need to provide ample opportunities through arts practice for revision and consolidation of previous learning and processes. The diagram represents one version of the creative learning process in The Arts. The diagram illustrates how students through reacting and responding, move back and forth within and through stages of their learning. For example, at the Feedback stage, students may move back to the Process and Skills Development if they had significant work to do before moving to the Summative stage.

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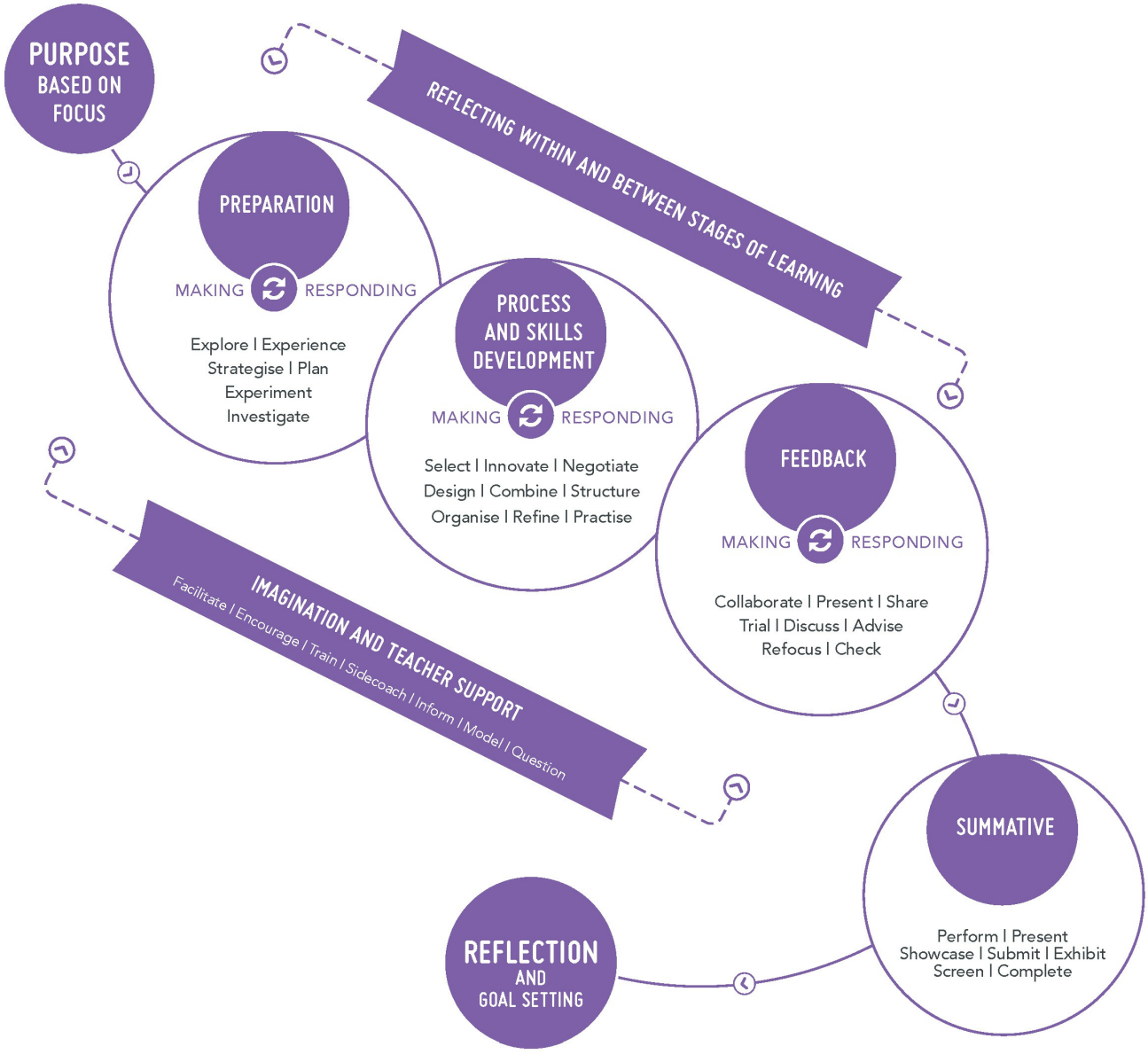

Figure 1:" Ways of teaching in The Arts

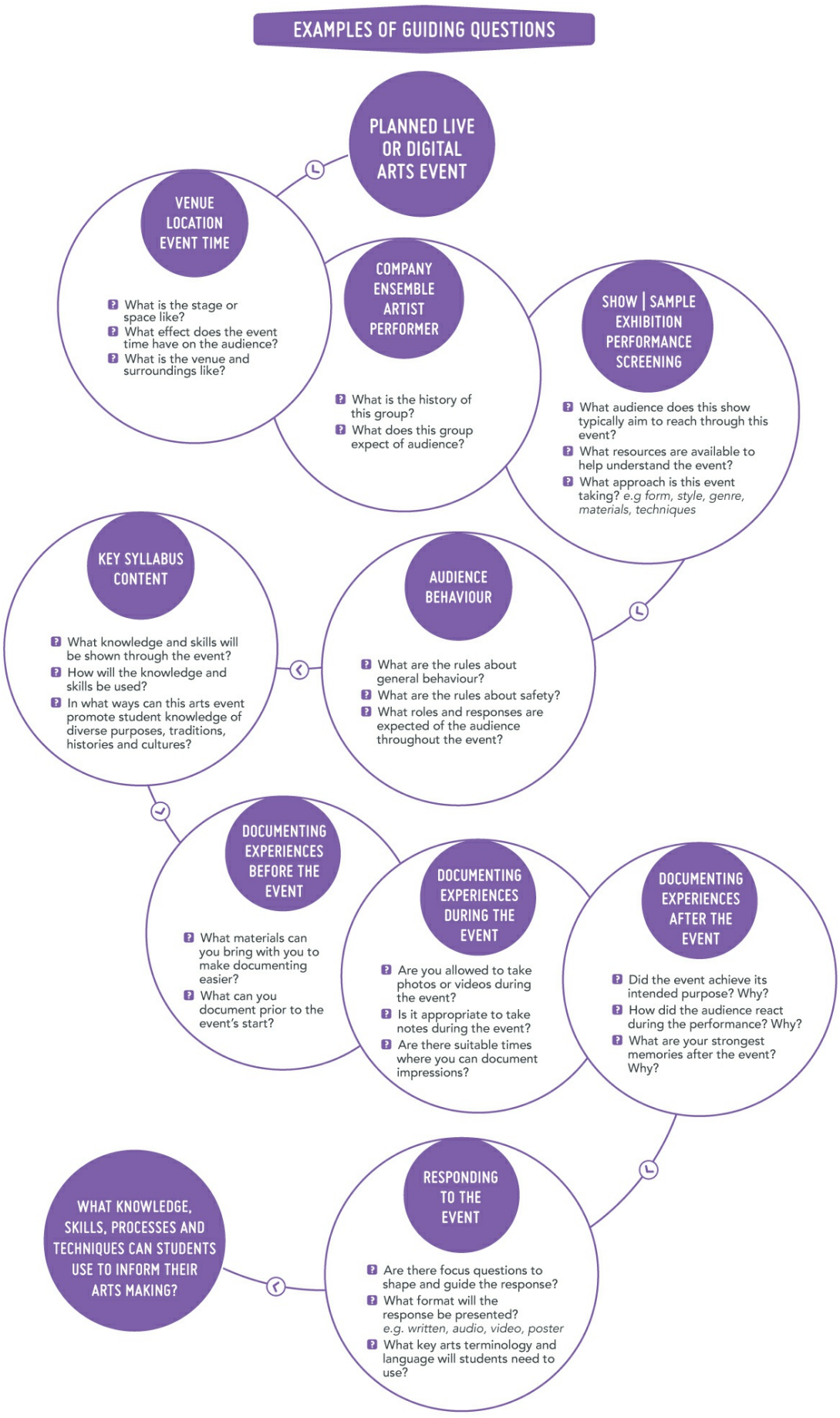

Figure 2:" Ways of teaching in The Arts

Safe working practices in the Arts are an essential aspect of the teaching and learning. These include providing or adapting an appropriate space to work; teaching students guiding principles to care for their voice and bodies; working safely with others and with specialist equipment; and appropriate warm-up procedures before class or a performance. Safe working practices also include the responsibility teachers and students have in the maintenance of safe social and emotional spaces for the Arts. Without this aspect of safe working practices, risk-taking becomes difficult for many students. To ensure the development of creative processes where students are willing to risk making mistakes in the Arts, teachers will need to establish and maintain a safe learning environment in the classroom.

Although Dance, Drama, Media Arts, Music, and Visual Arts are distinct subjects in the Arts, teachers may create opportunities for students to study and make artworks that feature a fusion of traditional art forms and practices to develop hybrid and/or cross-arts projects. This learning involves the exploration of traditional and contemporary arts practices, including those from different cultures that acknowledge community and cultural protocols. Such works might:

- combine performance, audio and/or visual aspects
- combine processes typical of the different Arts subjects
- involve other learning areas
- exist in physical, digital or virtual spaces
- combine traditional, contemporary and emerging media and materials
- be created individually or collaboratively.

Teachers in schools are the key to providing students with rich, sustained, rigorous learning in each of the subjects in The Arts. The Arts industry complements the provision of the Arts syllabus in schools through programs and partnerships. The industry increasingly provides specialist services for schools, as appropriate, through experiences such as visiting performances; demonstrations and exhibitions; artists in residence; professional development for teachers; and access for students and teachers to specialised facilities in galleries, concert halls, theatres and other arts venues.

Figure 2 is a visual representation of guiding questions whilst experiencing live or digital arts events.

For information on how to collect evidence to inform planning for ongoing learning experiences in the Arts, refer to 'Ways of Assessing'.

Ways of Teaching Video

Transcript

Ways of Assessing

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practices in The Arts.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline.* The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle
- reflective questions
- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?
- Do your assessments have a clear purpose?
- Do you design assessment tasks in a way that meets the dual purposes of formative and summative

assessment?

- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?
- How do you identify students' misconceptions or gaps in their learning?
- How do you identify the next skill or understanding a student, or group of students, needs to learn?
- What information do you collect to evaluate your own teaching?
- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?
- What range of evidence do you draw on when you report student performance and evaluate your teaching?

Refer to the *Judging Standards* tool in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/home/judging-standards) when reporting

against the Achievement Standards; giving assessment feedback; or explaining the differences

between one student's achievement and another's.

In the Arts, assessment tasks typically address the syllabus content in interconnected ways within relevant, meaningful contexts to students. Assessment tasks should identify the specific applications of knowledge and skills students will use, individually and/or in groups, to achieve clear, creative goals. This provides students with opportunities to find innovative ways to solve creative challenges.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Subject	Examples of assessment strategies	Examples of sources of evidence
Dance	**Movement skills:** students practise planned, movement-based exercises to develop a variety of technical dance skills and performance skills.	• teachers' observations • videos of students' performances/progress • reflective journals • planning documents • anecdotal evidence
	Choreographic skills: students create their own dance through completing task-based activities that engage in the use of the elements of Dance: body, energy, space and time (BEST), choreographic structures and choreographic devices.	

Subject	Examples of assessment strategies	Examples of sources of evidence
	Reflective practice: students reflect, either orally or in written form, using dance terminology, on their own work and the work of others. Reflections will include analysis of the use of BEST, choreographic devices and structures, and design concepts in dance works.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • digital presentations, including annotated photographs or videos • pro formas • mind maps and other brainstorming overviews
	Dance and contexts: students become familiar, in written or oral form, with historical, social and/or cultural contexts in which dance exists. This can be completed through investigation, where appropriate, and/or by viewing live or digital dance performances as audience members.	
Drama	**Improvised/devised drama:** based on stimuli, students engage in the development of original drama based on particular drama forms and styles and drama skills and conventions. May include the use of design and technology to support meaning.	• teachers' observations • videos of students' performances/progress • reflective journals • planning documents • anecdotal evidence • blocking notes on scripts • character profiles
	Scripted drama: based on complete scripts or script extracts (published or unpublished), students engage in the interpretation of drama texts. May include the use of design and technology to support meaning.	
	Reflective practice: students reflect, either orally or in written form, using drama terminology and language, on their own work and the work of others and the use of the elements of drama, and design and technology in drama.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • digital presentations, including annotated photographs or videos • pro formas • graphic organisers, floor plans, annotated illustrations
	Response analysis: students respond to, in written or oral form, using drama terminology and language, the application of elements of drama to create drama forms and styles and dramatic meaning; in particular drama performances (theatre) presented to students live or via digital format. May also include discussion about the role of design and technology.	

Subject	Examples of assessment strategies	Examples of sources of evidence
Media Arts	**Media production:** students develop skills in all phases of media production, from pre-production and media production, to post-production. Students develop practical skills through the experience of producing in various media forms, styles and genres.	• presentation of concept briefs • plans, storyboards, scripts • edits • production journals • audio and/or visual productions • teachers' observations • anecdotal evidence
	Reflective practices: students reflect on their own and others', media productions using media terminology. This includes reflecting on group work and problem-solving strategies about media codes and conventions for the purpose of the production and the intended audience.	• short responses • extended responses • class discussions • informal and formal presentations • self evaluations of production • teachers' observations • anecdotal evidence
	Media Arts and Contexts: students investigate, where appropriate, in oral or written form, the influence of the media, media history, and the contexts that shape the media. Points of view and values that shape productions and audience readings may also be considered.	• short responses • extended responses • class discussions • informal and formal presentations • reflective viewing journals • teachers' observation • anecdotal evidence
Music	**Aural and theory:** students complete aural and theory tasks identifying and applying the elements of music. They develop music literacy and listening skills through practical and written activities.	• teachers' observations • videos of student performance/progress • checklists • reflective journals • planning documents • anecdotal evidence • worksheets and test papers
	Composing and arranging: students complete short tasks that reinforce learning concepts, or extended works that incorporate stylistic features and conventions in structured composition activities. Students can use invented and conventional notation, appropriate music terminology and technology, working individually or collaboratively.	

Subject	Examples of assessment strategies	Examples of sources of evidence
	Analysis and context: students complete aural and visual analysis tasks using scores and recordings or by listening to live performances. They identify, compare and evaluate the use of music elements, contextual and stylistic characteristics and/or cultural and historical features in a range of musical examples.	• short responses • extended responses • class discussions • informal and formal presentations • reflective journals • teachers' observations • anecdotal evidence • checklists
	Performance: students sing and/or play instruments to reinforce an aural or theoretical principle; communicate a compositional idea; or create and/or improvise musical ideas. Performance may be a solo or ensemble activity where students practise, rehearse and refine technical and expressive skills, and develop stylistic awareness.	• teachers' observations • videos of students' performances/progress • checklists • reflective journals • planning documents • anecdotal evidence
Visual Arts	**Production:** students engage in the development of a resolved artwork to develop their skills and technical abilities for the relevant chosen medium and to demonstrate their creativity and knowledge of the visual conventions.	• portfolios • resolved artworks • photographs • teachers' observations • anecdotal notes
	Analysis: students analyse, in written or oral form, using visual arts terminology, their own artwork and the artwork of others, based on selected frameworks.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • reflective journals • teachers' observations • anecdotal evidence • checklists
	Reflective practice: students reflect, in written or oral form, on their own artwork and the artwork of others, using the elements and principles of design, to refine and resolve artworks.	
	Artists and contexts: students explore the social, cultural and/or historical contexts of artists through investigation, where age appropriate.	

General Capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Arts. The general capabilities are not assessed unless they are identified within the content.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently, for learning and communicating in and out of school, and for participating effectively in society. Students use literacy when listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts. Literacy involves students using and modifying language for different purposes in a range of contexts.

In the Arts, students use literacy along with the kinetic, symbolic, verbal and visual languages of the five Arts subjects. This enables students to develop, apply and communicate their knowledge and skills as artists and as audiences. Through making and responding, students enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret and evaluate their own, and others', artworks.

Each Arts subject requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Students understand that the terminologies of the Arts vary according to context and they develop their ability to use language dynamically and flexibly. They use their literacy skills to access knowledge, make meaning, express thoughts, emotions and ideas, as well as interact with, and challenge, others.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Arts, students select and use relevant numeracy knowledge and skills to plan, design, make, interpret, analyse and evaluate artworks. Across the Arts subjects, students can recognise and use numbers to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D and 3D shapes; scale and proportion, to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles.

Through making and responding across the Arts, students use numeracy skills to choreograph and perform dance; build, rehearse, sequence and time plays; plan, direct and edit media texts; compose, produce and record music; and design, construct and display art. Students work with a range of numerical concepts to organise, analyse and create representations of data relevant to their own, or others', artworks, such as diagrams, charts, tables, graphs and motion capture.

Information and communication technology (ICT) capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students learning to make the most of the digital technologies available to them; adapting to new ways of doing things as technologies evolve; and limiting the risks to themselves and others in a digital environment.

In the Arts, ICT capability enables students to engage with digital and virtual technologies when making and responding to artworks. Students can, for example, use interactive multimedia platforms, communication and editing software, and virtual tools and environments, to design, create and share their artworks. They can enhance their ICT capability as they generate ideas and explore concepts and possibilities by exploiting available technologies.

Students learn to apply social and ethical protocols and practices in a digital environment, particularly in relation to the appropriate acknowledgment of intellectual property and the safeguarding of personal security when using ICT. They use digital technologies to locate, access, select and evaluate information, work collaboratively; share and exchange information; and communicate with a variety of audiences.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking is integral to activities that require students to think broadly and deeply. Students will use skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

In the Arts, critical and creative thinking is integral to making and responding to artworks. In creating artworks, students draw on their curiosity, imagination and thinking skills to pose questions and explore ideas, spaces, materials and technologies. They generate, design and analyse art forms, consider possibilities and processes, and make choices that assist them to take risks and express their ideas, concepts, thoughts and feelings creatively. In responding to the Arts, students learn to analyse traditional and contemporary artworks and identify possible meanings and connections with self and community. They consider and analyse artists' motivations and intentions and possible influencing factors and biases. They reflect critically and creatively, both individually and collectively, on the thinking and design processes that underpin arts making. They offer and receive effective feedback about past and present artworks and performances, and communicate and share their thinking, visualisation and innovations to a variety of audiences.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices, including recognising and regulating emotions; developing empathy for others and understanding relationships; establishing and building positive relationships; making responsible decisions; working effectively in teams; handling challenging situations constructively; and developing leadership skills.

In the Arts, personal and social capability assists students to work, both individually and collaboratively, to make and respond to artworks. Arts learning provides students with regular opportunities to recognise, name and express their emotions while developing art form-specific skills and techniques. As they think about ideas and concepts in their own and others' artworks, students identify and assess personal strengths, interests and challenges. As art makers, performers and audience members, students develop and apply personal skills and dispositions, such as self-discipline, goal setting and working independently, and show initiative, confidence, resilience and adaptability. They learn to empathise with the emotions, needs and situations of others, to appreciate diverse perspectives, and to understand and negotiate different types of relationships. When working with others, students develop and practise social skills that assist them to communicate effectively, work collaboratively, make considered group decisions and show leadership.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

In the Arts, students develop and apply ethical understanding when they encounter or create artworks that require ethical consideration, such as work that is controversial, involves a moral dilemma or presents a biased point of view. They explore how ethical principles affect the behaviour and judgment of artists involved in issues and events. Students apply the skills of reasoning, empathy and imagination, and consider and make judgments about actions and motives. They speculate on how life experiences affect and influence people's decision making and whether various positions held are reasonable.

Students develop their understanding of values and ethical principles as they use an increasing range of critical thinking skills to explore ideas, concepts, beliefs and practices. When interpreting and evaluating artworks and their meaning, students consider the intellectual, moral and property rights of others.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable

and changing nature of culture. The capability involves students learning about, and engaging with, diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Arts, intercultural understanding assists students to move beyond known worlds to explore new ideas, media and practices from diverse local, national, regional and global cultural contexts. Intercultural understanding enables students to explore the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. Students might explore forms and structures, use of materials, technologies, techniques and processes, or treatment of concepts, ideas, themes and characters. They develop and act with intercultural understanding in making artworks that explore their own cultural identities and those of others, interpreting and comparing their experiences and worlds, and seeking to represent increasingly complex relationships.

Students are encouraged to demonstrate empathy for others and open-mindedness to perspectives that differ from their own and to appreciate the diversity of cultures and contexts in which artists and audiences live. Through engaging with artworks from diverse cultural sources, students are challenged to consider accepted roles, images, objects, sounds, beliefs and practices in new ways.

Cross-Curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for The Arts. The cross-curriculum priorities are not assessed unless they are identified within the core content.

Aboriginal and Torres Strait Islander histories and cultures

In the Western Australian Curriculum: The Arts, Aboriginal and Torres Strait Islander histories and cultures enrich understanding of the diversity of arts practices in Australia. Exploration of the Aboriginal and Torres Strait Islander histories and cultures provides a rich opportunity to build a greater understanding of Australian history as well as fostering mutual understanding and respect between cultures. The study of Aboriginal and Torres Strait Islander histories and cultures for making and responding should be undertaken by teachers and students in ways that are culturally sensitive and responsible through the support of relevant elders and communities.

Asia and Australia's engagement with Asia

In the Western Australian Curriculum: The Arts, the Asia region represents a highly diverse spectrum of cultures, traditions and peoples with a third of the world's population located immediately north of Australia. Engaging in a respectful exploration of particular traditions from countries like China, India, South Korea and Japan, for example, will enable students to understand more deeply the values and histories of our near neighbours with whom it shares important interrelationships. The study of the Arts from the Asia region provides further opportunities for

partnerships with relevant practitioners to develop arts practices.

Sustainability

In the Western Australian Curriculum: The Arts, the sustainability priority provides engaging and thought-provoking contexts in which to explore the nature of art-making and responding.

The sustainability priority enables the exploration of the role of the Arts in maintaining and transforming cultural practices, social systems and the relationships of people to their environment. Through making and responding in the Arts, students consider issues of sustainability in relation to the resource use and traditions in each of the Arts subjects. The Arts provides opportunities for students to express and develop world views, and to appreciate the need for collaboration within and between communities to implement more sustainable patterns of living.

Drama

Pre-primary year Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

Year Level Description

In Pre-primary, learning in Drama builds on the dispositions of learning developed in the early years.

Students, through purposeful play, respond to stimuli to create drama and develop improvisation skills. They are introduced to the elements of voice and movement to create drama, offering and accepting ideas as they improvise, using simple stories.

Students experience drama as performers and audience members, engaging in both spontaneous and structured play to communicate stories; they explore the purpose of drama.

As they make and respond to drama, students explore the different places where drama can be seen or heard in the community.

Making

IDEAS

Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027)

Literacy

Responding

Audience behaviour (being attentive, responding appropriately) when viewing drama (ACADRR030)

Personal and social capability

Intercultural understanding

Critical and creative thinking

SKILLS

Exploration and experimentation of two (2) elements of drama:

- voice (loud, soft)
- movement (big, small)

to create drama (ACADRM028)

Literacy

Critical and creative thinking

Personal and social capability

Simple stories based on stimuli and available technologies (ACADRM029)

Literacy

Critical and creative thinking

Personal and social capability

Development of improvisation skills (accepting offers) to develop dramatic action (ACADRM028)

Literacy

Critical and creative thinking

Personal and social capability

PERFORMANCE

Performance of improvised drama that communicate ideas to an audience (ACADRM029)

Literacy

Critical and creative thinking

Personal and social capability

Performance skills (facing the audience) when sharing drama with peers (ACADRM029)

Different places and occasions where drama is seen or heard in the community (ACADRR030)

Literacy

Critical and creative thinking

Personal and social capability

Intercultural understanding

Personal responses to drama they view and make (ACADRR030)

Literacy

Critical and creative thinking

Personal and social capability

Intercultural understanding

Personal and social capability

Achievement standard

At Standard, students respond to stimuli with simple drama ideas. They use voice and/or movement based on stimuli for an audience. Students follow some game routines and exercises to create drama ideas. They consciously face the audience using some performance skills in drama.

Students outline feelings about uses of voice, movement and other aspects in their own drama and the drama of others. They outline briefly different places and occasions where drama is seen or heard in the community.

Media Arts

Rationale

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The term 'creativity' plays a critical role in all arts subjects. For the Western Australian Curriculum, the following explanation of the creative process is useful:

> *[There are] … four characteristics of creative processes. First, they always involve thinking or behaving imaginatively. Second, overall this imaginative activity is purposeful: that is, it is directed to achieving an objective. Third, these processes must generate something original. Fourth, the outcome must be of value in relation to the objective. We therefore define creativity as: Imaginative activity fashioned so as to produce outcomes that are both original and of value. Robinson, K. (1999) National Advisory Committee on Creative and Cultural Education: "All Our Futures: Creativity, Culture and Education".* p. 30

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

Dance

Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using movement as the medium for personal, social, emotional, physical and cultural communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Drama

Drama is the expression and exploration of personal, emotional, social and cultural worlds, through role and situation, that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they engage with and analyse their own and others' stories and points of view.

In making and staging drama, they learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama presentations. Students develop a sense of curiosity and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Media Arts

Media Arts enables students to analyse past technologies, and use existing and emerging technologies as they explore imagery, text and sound to create meaning. Students participate in, experiment with, and interpret cultures, media genres and styles, and different communication practices.

Students learn to be critically aware of ways that media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and themselves. They learn to interpret, analyse and develop media practices through their experiences in making media arts. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Music

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music, individually and collaboratively, draws on their own traditions and life experiences. These experiences help them to appreciate and meaningfully engage with music practices and traditions of other times, places, cultures and contexts.

Visual Arts

Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds.

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Visual Arts supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.

Aims

Dance

Dance knowledge and skills ensure that, individually and collaboratively, students:

- develop confidence to become innovative and creative dancers to communicate meaning through body awareness, technical dance skills and performance skills
- apply the elements of dance and choreographic skills through group processes to create dance that communicates meaning to an audience
- develop aesthetic, artistic and cultural appreciation of dance in past and contemporary contexts as choreographers, performers and audience members
- develop respect for, and knowledge of, the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Drama

Drama knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence, empathy and self-awareness to explore, depict and celebrate human experience, take risks and extend their own creativity through drama
- knowledge of how to analyse, apply and control the elements, skills, techniques, processes, conventions, forms

and styles of drama in traditional and contemporary drama to engage and create meaning for audiences
- knowledge of the role of group processes and design and technology in the creative process of devising and interpreting drama to make meaning for audiences
- knowledge of traditional and contemporary drama through responding as critical and active participants and audience members.

Media Arts

Media Arts knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them
- aesthetic knowledge developed through exploration of imagery, text and sound to express ideas, concepts and stories using effective teamwork strategies to produce media artwork
- creative and critical thinking skills to explore different perspectives in media as producers and consumers
- awareness of their active participation in local and global media cultures, including using safe media practices when publishing online materials.

Music

Music knowledge and skills ensure that, individually and collaboratively, students:

- develop the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- develop skills and techniques to actively listen, analyse, improvise, compose and perform music
- interpret and apply the elements of music, engaging with a diverse array of musical experiences as performers and audience members
- develop aesthetic appreciation and respect for their own and others' music practices and traditions across different times, places, cultures and contexts.

Visual Arts

Visual Arts knowledge and skills ensure that, individually and collaboratively, students:

- demonstrate confidence, curiosity, imagination and enjoyment when engaged in visual arts making
- apply visual arts techniques, materials, processes and technologies to create artworks through the design and inquiry process
- apply visual language and critical creative thinking skills when creating and responding to artwork
- develop aesthetic, artistic and cultural appreciation of visual arts in past and contemporary contexts, both as artists and art critics.

Organisation

Content Structure

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects from Pre-primary to the end of Year 8. It is a requirement that students study a performance subject and a visual subject.

In Years 9 and 10 the study of the Arts is optional.

In the Arts, it is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.

Each of the five Arts subject is organised into two interrelated strands: Making and Responding.

Making

Making in each Arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively. Students develop knowledge and skills to plan, produce, present, design and perform in each arts subject independently and collaboratively. Students work from an idea, an intention, particular resources, an imaginative impulse, or an external stimulus.

Part of making involves students considering their work in the Arts from a range of points of view, including that of the audience. Students reflect on the development and completion of making in the Arts.

Responding

Responding in each Arts subject involves students reflecting, analysing, interpreting and evaluating in the Arts. Students learn to appreciate and investigate the Arts through contextual study. Learning through making is interrelated with, and dependent upon, responding. Students learn by reflecting on their making and responding to the making of others. The points of view students hold, shift according to different experiences in the Arts.

Students consider the Arts' relationships with audiences. They reflect on their own experiences as audience members and begin to understand how the Arts represent ideas through expression, symbolic communication and cultural traditions and rituals. Students think about how audiences receive, debate and interpret the meanings of the Arts.

Relationships between the strands

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills as practitioners, performers and audience members and develop students' skills in critical and creative thinking. As students make in the Arts, they actively respond to their developing work and the works of others; as students respond to the Arts, they draw on the knowledge and skills acquired through their experiences to inform their

making.

Year level descriptions

Year level descriptions provide an overview of the key concepts addressed, along with core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

For the five Arts subjects, the year level description includes forms, genres, styles, contexts, materials, practices and/or elements relevant to each Arts subject that informs approaches to teaching and learning in the Arts.

Content description

Content descriptions set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standard.

Achievement standards

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

Glossary

A glossary is provided to support a common understanding of key terms and concepts included in the core content.

Student Diversity

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Western Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: The Arts. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western

Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

Students with disability

The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: The Arts. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Adjustments to the practical delivery of movement-based activities will be necessary to ensure some students with a physical disability can access, participate in, and achieve on the same basis as their peers. Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning, and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: The Arts are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

Gifted and talented students

Teachers can use the Western Australian Curriculum: The Arts flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich students' learning by providing students with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher-order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: The Arts, and/or from local, state and territory teaching and learning materials.

Ways of Teaching

The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience members and develop students' skills in critical and creative thinking. As students make in the Arts, they actively respond to their developing work and the works of others; as students respond in the Arts, they draw on the knowledge and skills acquired through their experience in making artworks.

Teachers have the freedom to apply aspects of the strands, Making and Responding, to plan teaching programs. Through the combination of both, teachers can provide rich opportunities to extend students' knowledge, skills and capacity to analyse and reflect. Responding occurs throughout the creative learning process.

To engage students in the Arts, teachers typically create learning experiences which:

- use all aspects of perception: sensory, emotional, cognitive, physical and relational to make learning experiential for students
- develop skills in students through modelling, coaching, practising and reflecting
- enable students to work individually and collaboratively, using flexible grouping to accommodate their needs and strengths
- encourage students to take risks and extend their ideas
- foster participation in projects in a flexible, dynamic learning environment
- provide opportunities for students to experience the Arts in live or virtual settings
- explore significant and recognisable examples of the Arts from different times and cultures to develop in

students an aesthetic and cultural appreciation of the Arts.

Many aspects of the Arts syllabus are recurring and teachers should provide ample opportunities through practice for revision and consolidation of previously introduced knowledge and skills. The diagram below presents one version of the creative learning process in the Arts.

Figure 1 is a visual representation of 'ways of teaching' in the Arts.

WAYS OF TEACHING

THE ARTS

The Arts have the capacity to cultivate dispositions such as imagination, creativity, curiosity, spontaneity, problem solving and reflexivity through integrated approaches to learning in The Arts. The knowledge and skills in The Arts syllabus are recurring and teachers need to provide ample opportunities through arts practice for revision and consolidation of previous learning and processes. The diagram represents one version of the creative learning process in The Arts. The diagram illustrates how students through reacting and responding, move back and forth within and through stages of their learning. For example, at the Feedback stage, students may move back to the Process and Skills Development if they had significant work to do before moving to the Summative stage.

ACHIEVED BY

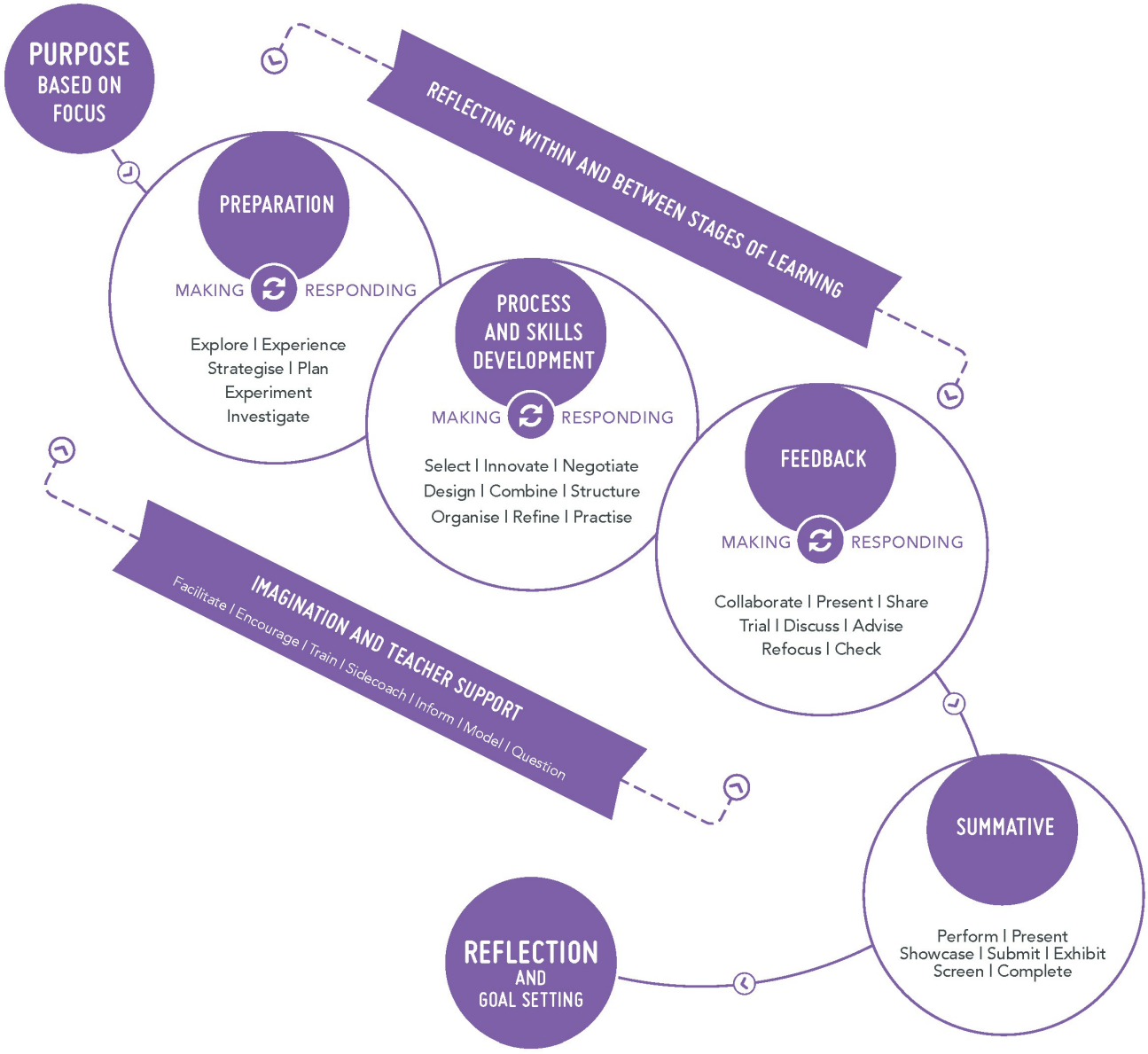

Figure 1:" Ways of teaching in The Arts

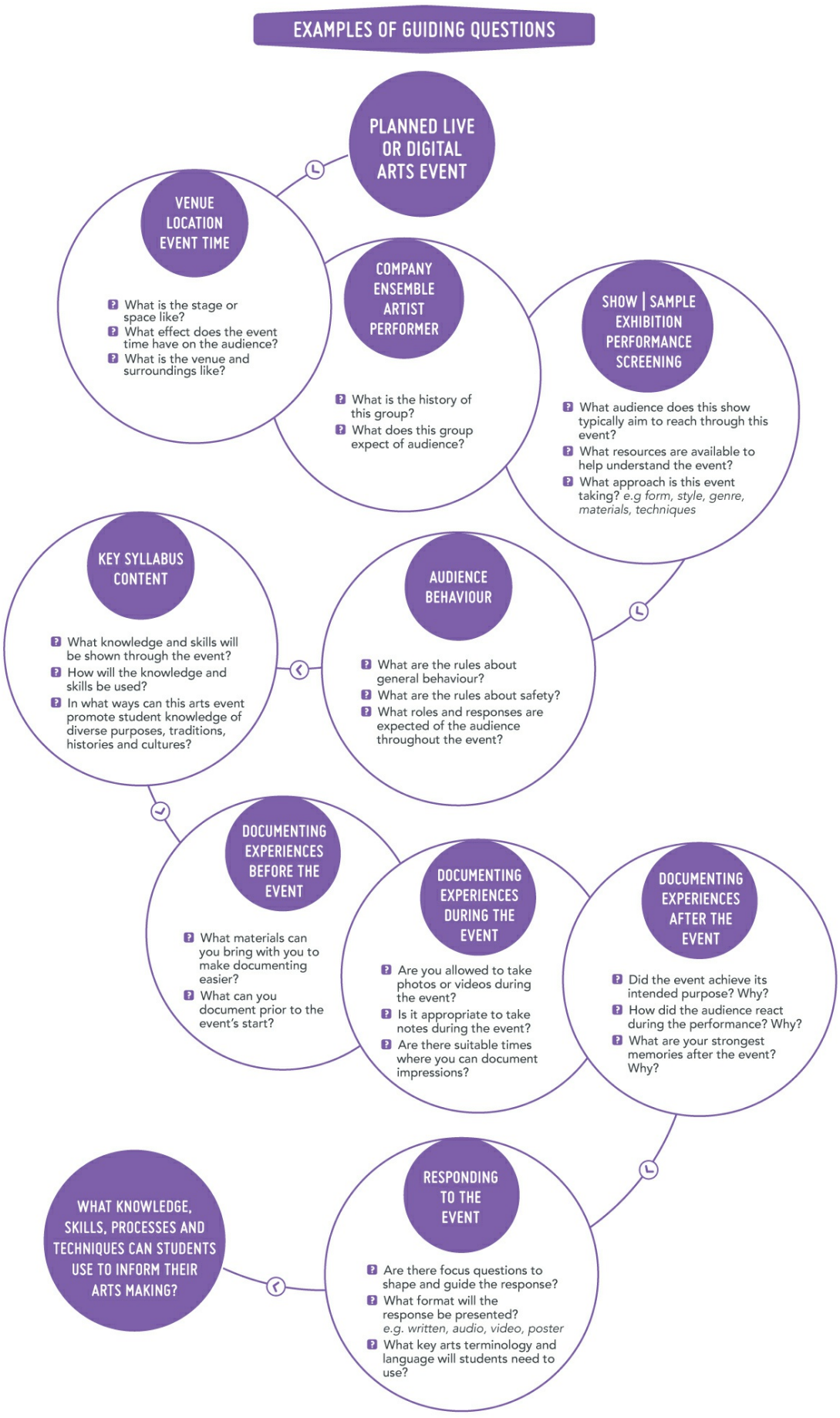

Figure 2:" Ways of teaching in The Arts

Safe working practices in the Arts are an essential aspect of the teaching and learning. These include providing or adapting an appropriate space to work; teaching students guiding principles to care for their voice and bodies; working safely with others and with specialist equipment; and appropriate warm-up procedures before class or a performance. Safe working practices also include the responsibility teachers and students have in the maintenance of safe social and emotional spaces for the Arts. Without this aspect of safe working practices, risk-taking becomes difficult for many students. To ensure the development of creative processes where students are willing to risk making mistakes in the Arts, teachers will need to establish and maintain a safe learning environment in the classroom.

Although Dance, Drama, Media Arts, Music, and Visual Arts are distinct subjects in the Arts, teachers may create opportunities for students to study and make artworks that feature a fusion of traditional art forms and practices to develop hybrid and/or cross-arts projects. This learning involves the exploration of traditional and contemporary arts practices, including those from different cultures that acknowledge community and cultural protocols. Such works might:

- combine performance, audio and/or visual aspects
- combine processes typical of the different Arts subjects
- involve other learning areas
- exist in physical, digital or virtual spaces
- combine traditional, contemporary and emerging media and materials
- be created individually or collaboratively.

Teachers in schools are the key to providing students with rich, sustained, rigorous learning in each of the subjects in The Arts. The Arts industry complements the provision of the Arts syllabus in schools through programs and partnerships. The industry increasingly provides specialist services for schools, as appropriate, through experiences such as visiting performances; demonstrations and exhibitions; artists in residence; professional development for teachers; and access for students and teachers to specialised facilities in galleries, concert halls, theatres and other arts venues.

Figure 2 is a visual representation of guiding questions whilst experiencing live or digital arts events.

For information on how to collect evidence to inform planning for ongoing learning experiences in the Arts, refer to 'Ways of Assessing'.

Ways of Teaching Video

Transcript

Ways of Assessing

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practices in The Arts.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline.* The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle
- reflective questions
- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?
- Do your assessments have a clear purpose?
- Do you design assessment tasks in a way that meets the dual purposes of formative and summative

assessment?

- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?
- How do you identify students' misconceptions or gaps in their learning?
- How do you identify the next skill or understanding a student, or group of students, needs to learn?
- What information do you collect to evaluate your own teaching?
- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?
- What range of evidence do you draw on when you report student performance and evaluate your teaching?

Refer to the *Judging Standards* tool in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/home/judging-standards) when reporting

against the Achievement Standards; giving assessment feedback; or explaining the differences

between one student's achievement and another's.

In the Arts, assessment tasks typically address the syllabus content in interconnected ways within relevant, meaningful contexts to students. Assessment tasks should identify the specific applications of knowledge and skills students will use, individually and/or in groups, to achieve clear, creative goals. This provides students with opportunities to find innovative ways to solve creative challenges.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Subject	Examples of assessment strategies	Examples of sources of evidence
Dance	**Movement skills:** students practise planned, movement-based exercises to develop a variety of technical dance skills and performance skills.	• teachers' observations • videos of students' performances/progress • reflective journals • planning documents • anecdotal evidence
	Choreographic skills: students create their own dance through completing task-based activities that engage in the use of the elements of Dance: body, energy, space and time (BEST), choreographic structures and choreographic devices.	

Subject	Examples of assessment strategies	Examples of sources of evidence
	Reflective practice: students reflect, either orally or in written form, using dance terminology, on their own work and the work of others. Reflections will include analysis of the use of BEST, choreographic devices and structures, and design concepts in dance works.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • digital presentations, including annotated photographs or videos • pro formas • mind maps and other brainstorming overviews
	Dance and contexts: students become familiar, in written or oral form, with historical, social and/or cultural contexts in which dance exists. This can be completed through investigation, where appropriate, and/or by viewing live or digital dance performances as audience members.	
Drama	**Improvised/devised drama:** based on stimuli, students engage in the development of original drama based on particular drama forms and styles and drama skills and conventions. May include the use of design and technology to support meaning.	• teachers' observations • videos of students' performances/progress • reflective journals • planning documents • anecdotal evidence • blocking notes on scripts • character profiles
	Scripted drama: based on complete scripts or script extracts (published or unpublished), students engage in the interpretation of drama texts. May include the use of design and technology to support meaning.	
	Reflective practice: students reflect, either orally or in written form, using drama terminology and language, on their own work and the work of others and the use of the elements of drama, and design and technology in drama.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • digital presentations, including annotated photographs or videos • pro formas • graphic organisers, floor plans, annotated illustrations
	Response analysis: students respond to, in written or oral form, using drama terminology and language, the application of elements of drama to create drama forms and styles and dramatic meaning; in particular drama performances (theatre) presented to students live or via digital format. May also include discussion about the role of design and technology.	

Subject	Examples of assessment strategies	Examples of sources of evidence
Media Arts	**Media production:** students develop skills in all phases of media production, from pre-production and media production, to post-production. Students develop practical skills through the experience of producing in various media forms, styles and genres.	• presentation of concept briefs • plans, storyboards, scripts • edits • production journals • audio and/or visual productions • teachers' observations • anecdotal evidence
	Reflective practices: students reflect on their own and others', media productions using media terminology. This includes reflecting on group work and problem-solving strategies about media codes and conventions for the purpose of the production and the intended audience.	• short responses • extended responses • class discussions • informal and formal presentations • self evaluations of production • teachers' observations • anecdotal evidence
	Media Arts and Contexts: students investigate, where appropriate, in oral or written form, the influence of the media, media history, and the contexts that shape the media. Points of view and values that shape productions and audience readings may also be considered.	• short responses • extended responses • class discussions • informal and formal presentations • reflective viewing journals • teachers' observation • anecdotal evidence
Music	**Aural and theory:** students complete aural and theory tasks identifying and applying the elements of music. They develop music literacy and listening skills through practical and written activities.	• teachers' observations • videos of student performance/progress • checklists • reflective journals • planning documents • anecdotal evidence • worksheets and test papers
	Composing and arranging: students complete short tasks that reinforce learning concepts, or extended works that incorporate stylistic features and conventions in structured composition activities. Students can use invented and conventional notation, appropriate music terminology and technology, working individually or collaboratively.	

Subject	Examples of assessment strategies	Examples of sources of evidence
	Analysis and context: students complete aural and visual analysis tasks using scores and recordings or by listening to live performances. They identify, compare and evaluate the use of music elements, contextual and stylistic characteristics and/or cultural and historical features in a range of musical examples.	• short responses • extended responses • class discussions • informal and formal presentations • reflective journals • teachers' observations • anecdotal evidence • checklists
	Performance: students sing and/or play instruments to reinforce an aural or theoretical principle; communicate a compositional idea; or create and/or improvise musical ideas. Performance may be a solo or ensemble activity where students practise, rehearse and refine technical and expressive skills, and develop stylistic awareness.	• teachers' observations • videos of students' performances/progress • checklists • reflective journals • planning documents • anecdotal evidence
Visual Arts	**Production:** students engage in the development of a resolved artwork to develop their skills and technical abilities for the relevant chosen medium and to demonstrate their creativity and knowledge of the visual conventions.	• portfolios • resolved artworks • photographs • teachers' observations • anecdotal notes
	Analysis: students analyse, in written or oral form, using visual arts terminology, their own artwork and the artwork of others, based on selected frameworks.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • reflective journals • teachers' observations • anecdotal evidence • checklists
	Reflective practice: students reflect, in written or oral form, on their own artwork and the artwork of others, using the elements and principles of design, to refine and resolve artworks.	
	Artists and contexts: students explore the social, cultural and/or historical contexts of artists through investigation, where age appropriate.	

General Capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Arts. The general capabilities are not assessed unless they are identified within the content.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently, for learning and communicating in and out of school, and for participating effectively in society. Students use literacy when listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts. Literacy involves students using and modifying language for different purposes in a range of contexts.

In the Arts, students use literacy along with the kinetic, symbolic, verbal and visual languages of the five Arts subjects. This enables students to develop, apply and communicate their knowledge and skills as artists and as audiences. Through making and responding, students enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret and evaluate their own, and others', artworks.

Each Arts subject requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Students understand that the terminologies of the Arts vary according to context and they develop their ability to use language dynamically and flexibly. They use their literacy skills to access knowledge, make meaning, express thoughts, emotions and ideas, as well as interact with, and challenge, others.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Arts, students select and use relevant numeracy knowledge and skills to plan, design, make, interpret, analyse and evaluate artworks. Across the Arts subjects, students can recognise and use numbers to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D and 3D shapes; scale and proportion, to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles.

Through making and responding across the Arts, students use numeracy skills to choreograph and perform dance; build, rehearse, sequence and time plays; plan, direct and edit media texts; compose, produce and record music; and design, construct and display art. Students work with a range of numerical concepts to organise, analyse and create representations of data relevant to their own, or others', artworks, such as diagrams, charts, tables, graphs and motion capture.

Information and communication technology (ICT) capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students learning to make the most of the digital technologies available to them; adapting to new ways of doing things as technologies evolve; and limiting the risks to themselves and others in a digital environment.

In the Arts, ICT capability enables students to engage with digital and virtual technologies when making and responding to artworks. Students can, for example, use interactive multimedia platforms, communication and editing software, and virtual tools and environments, to design, create and share their artworks. They can enhance their ICT capability as they generate ideas and explore concepts and possibilities by exploiting available technologies.

Students learn to apply social and ethical protocols and practices in a digital environment, particularly in relation to the appropriate acknowledgment of intellectual property and the safeguarding of personal security when using ICT. They use digital technologies to locate, access, select and evaluate information, work collaboratively; share and exchange information; and communicate with a variety of audiences.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking is integral to activities that require students to think broadly and deeply. Students will use skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

In the Arts, critical and creative thinking is integral to making and responding to artworks. In creating artworks, students draw on their curiosity, imagination and thinking skills to pose questions and explore ideas, spaces, materials and technologies. They generate, design and analyse art forms, consider possibilities and processes, and make choices that assist them to take risks and express their ideas, concepts, thoughts and feelings creatively. In responding to the Arts, students learn to analyse traditional and contemporary artworks and identify possible meanings and connections with self and community. They consider and analyse artists' motivations and intentions and possible influencing factors and biases. They reflect critically and creatively, both individually and collectively, on the thinking and design processes that underpin arts making. They offer and receive effective feedback about past and present artworks and performances, and communicate and share their thinking, visualisation and innovations to a variety of audiences.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices, including recognising and regulating emotions; developing empathy for others and understanding relationships; establishing and building positive relationships; making responsible decisions; working effectively in teams; handling challenging situations constructively; and developing leadership skills.

In the Arts, personal and social capability assists students to work, both individually and collaboratively, to make and respond to artworks. Arts learning provides students with regular opportunities to recognise, name and express their emotions while developing art form-specific skills and techniques. As they think about ideas and concepts in their own and others' artworks, students identify and assess personal strengths, interests and challenges. As art makers, performers and audience members, students develop and apply personal skills and dispositions, such as self-discipline, goal setting and working independently, and show initiative, confidence, resilience and adaptability. They learn to empathise with the emotions, needs and situations of others, to appreciate diverse perspectives, and to understand and negotiate different types of relationships. When working with others, students develop and practise social skills that assist them to communicate effectively, work collaboratively, make considered group decisions and show leadership.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

In the Arts, students develop and apply ethical understanding when they encounter or create artworks that require ethical consideration, such as work that is controversial, involves a moral dilemma or presents a biased point of view. They explore how ethical principles affect the behaviour and judgment of artists involved in issues and events. Students apply the skills of reasoning, empathy and imagination, and consider and make judgments about actions and motives. They speculate on how life experiences affect and influence people's decision making and whether various positions held are reasonable.

Students develop their understanding of values and ethical principles as they use an increasing range of critical thinking skills to explore ideas, concepts, beliefs and practices. When interpreting and evaluating artworks and their meaning, students consider the intellectual, moral and property rights of others.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable

and changing nature of culture. The capability involves students learning about, and engaging with, diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Arts, intercultural understanding assists students to move beyond known worlds to explore new ideas, media and practices from diverse local, national, regional and global cultural contexts. Intercultural understanding enables students to explore the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. Students might explore forms and structures, use of materials, technologies, techniques and processes, or treatment of concepts, ideas, themes and characters. They develop and act with intercultural understanding in making artworks that explore their own cultural identities and those of others, interpreting and comparing their experiences and worlds, and seeking to represent increasingly complex relationships.

Students are encouraged to demonstrate empathy for others and open-mindedness to perspectives that differ from their own and to appreciate the diversity of cultures and contexts in which artists and audiences live. Through engaging with artworks from diverse cultural sources, students are challenged to consider accepted roles, images, objects, sounds, beliefs and practices in new ways.

Cross-Curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for The Arts. The cross-curriculum priorities are not assessed unless they are identified within the core content.

Aboriginal and Torres Strait Islander histories and cultures

In the Western Australian Curriculum: The Arts, Aboriginal and Torres Strait Islander histories and cultures enrich understanding of the diversity of arts practices in Australia. Exploration of the Aboriginal and Torres Strait Islander histories and cultures provides a rich opportunity to build a greater understanding of Australian history as well as fostering mutual understanding and respect between cultures. The study of Aboriginal and Torres Strait Islander histories and cultures for making and responding should be undertaken by teachers and students in ways that are culturally sensitive and responsible through the support of relevant elders and communities.

Asia and Australia's engagement with Asia

In the Western Australian Curriculum: The Arts, the Asia region represents a highly diverse spectrum of cultures, traditions and peoples with a third of the world's population located immediately north of Australia. Engaging in a respectful exploration of particular traditions from countries like China, India, South Korea and Japan, for example, will enable students to understand more deeply the values and histories of our near neighbours with whom it shares important interrelationships. The study of the Arts from the Asia region provides further opportunities for

partnerships with relevant practitioners to develop arts practices.

Sustainability

In the Western Australian Curriculum: The Arts, the sustainability priority provides engaging and thought-provoking contexts in which to explore the nature of art-making and responding.

The sustainability priority enables the exploration of the role of the Arts in maintaining and transforming cultural practices, social systems and the relationships of people to their environment. Through making and responding in the Arts, students consider issues of sustainability in relation to the resource use and traditions in each of the Arts subjects. The Arts provides opportunities for students to express and develop world views, and to appreciate the need for collaboration within and between communities to implement more sustainable patterns of living.

Media Arts

Pre-primary year Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 6. It is a requirement that students study a performance subject and a visual subject.

Year Level Description

In Pre-primary, learning in Media Arts builds on the dispositions developed in the early years.

Students engage with purposeful play in structured activities to explore, and become familiar with, signs and symbols that have meaning and purpose.

They explore and experiment with the technical codes and conventions of media to produce media work that communicates a message.

As students make and respond to media work, they explore the images that communicate messages in the community.

Making

IDEAS

Exploration and experimentation with images, with or without text, to communicate messages (ACAMAM054)

Literacy

Responding

Responses to images that communicate messages in the community and use different features to capture an audience (ACAMAR057)

Literacy

Critical and creative thinking

Personal and social capability

Critical and creative thinking

Intercultural understanding

Familiarisation of signs and symbols, including logos and icons, that have meaning and purpose (ACAMAM054)

Literacy

Critical and creative thinking

Intercultural understanding

SKILLS

Exploration and experimentation with the codes and conventions of media:

- technical (capturing, selecting and arranging images)
- symbolic (objects, colour)

to produce media work (ACAMAM055)

Literacy

Information and Communication Technology (ICT) capability

PRODUCTION

Production of images and/or signs and symbols in a media work to communicate a message for a purpose (ACAMAM056)

Literacy

Information and Communication Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Intercultural understanding

Personal responses to media work they view and produce (ACAMAR057)

Literacy

Critical and creative thinking

Personal and social capability

Intercultural understanding

Achievement standard

At Standard, students produce media work that communicates meaning. They select or capture mostly relevant images, also using signs and symbols to give meaning to their messages.

Students identify the features used in media work to communicate messages and capture an audience. They share their opinion about media work viewed and produced.

Music

Rationale

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The term 'creativity' plays a critical role in all arts subjects. For the Western Australian Curriculum, the following explanation of the creative process is useful:

> *[There are] … four characteristics of creative processes. First, they always involve thinking or behaving imaginatively. Second, overall this imaginative activity is purposeful: that is, it is directed to achieving an objective. Third, these processes must generate something original. Fourth, the outcome must be of value in relation to the objective. We therefore define creativity as: Imaginative activity fashioned so as to produce outcomes that are both original and of value. Robinson, K. (1999) National Advisory Committee on Creative and Cultural Education: "All Our Futures: Creativity, Culture and Education".* p. 30

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

Dance

Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using movement as the medium for personal, social, emotional, physical and cultural communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Drama

Drama is the expression and exploration of personal, emotional, social and cultural worlds, through role and situation, that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they engage with and analyse their own and others' stories and points of view.

In making and staging drama, they learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama presentations. Students develop a sense of curiosity and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Media Arts

Media Arts enables students to analyse past technologies, and use existing and emerging technologies as they explore imagery, text and sound to create meaning. Students participate in, experiment with, and interpret cultures, media genres and styles, and different communication practices.

Students learn to be critically aware of ways that media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and themselves. They learn to interpret, analyse and develop media practices through their experiences in making media arts. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Music

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music, individually and collaboratively, draws on their own traditions and life experiences. These experiences help them to appreciate and meaningfully engage with music practices and traditions of other times, places, cultures and contexts.

Visual Arts

Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds.

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Visual Arts supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.

Aims

Dance

Dance knowledge and skills ensure that, individually and collaboratively, students:

- develop confidence to become innovative and creative dancers to communicate meaning through body awareness, technical dance skills and performance skills
- apply the elements of dance and choreographic skills through group processes to create dance that communicates meaning to an audience
- develop aesthetic, artistic and cultural appreciation of dance in past and contemporary contexts as choreographers, performers and audience members
- develop respect for, and knowledge of, the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Drama

Drama knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence, empathy and self-awareness to explore, depict and celebrate human experience, take risks and extend their own creativity through drama
- knowledge of how to analyse, apply and control the elements, skills, techniques, processes, conventions, forms and styles of drama in traditional and contemporary drama to engage and create meaning for audiences
- knowledge of the role of group processes and design and technology in the creative process of devising and interpreting drama to make meaning for audiences
- knowledge of traditional and contemporary drama through responding as critical and active participants and audience members.

Media Arts

Media Arts knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them
- aesthetic knowledge developed through exploration of imagery, text and sound to express ideas, concepts and stories using effective teamwork strategies to produce media artwork
- creative and critical thinking skills to explore different perspectives in media as producers and consumers
- awareness of their active participation in local and global media cultures, including using safe media practices when publishing online materials.

Music

Music knowledge and skills ensure that, individually and collaboratively, students:

- develop the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- develop skills and techniques to actively listen, analyse, improvise, compose and perform music
- interpret and apply the elements of music, engaging with a diverse array of musical experiences as performers and audience members
- develop aesthetic appreciation and respect for their own and others' music practices and traditions across different times, places, cultures and contexts.

Visual Arts

Visual Arts knowledge and skills ensure that, individually and collaboratively, students:

- demonstrate confidence, curiosity, imagination and enjoyment when engaged in visual arts making
- apply visual arts techniques, materials, processes and technologies to create artworks through the design and inquiry process
- apply visual language and critical creative thinking skills when creating and responding to artwork
- develop aesthetic, artistic and cultural appreciation of visual arts in past and contemporary contexts, both as artists and art critics.

Organisation

Content Structure

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects from Pre-primary to

the end of Year 8. It is a requirement that students study a performance subject and a visual subject.

In Years 9 and 10 the study of the Arts is optional.

In the Arts, it is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.

Each of the five Arts subject is organised into two interrelated strands: Making and Responding.

Making

Making in each Arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively. Students develop knowledge and skills to plan, produce, present, design and perform in each arts subject independently and collaboratively. Students work from an idea, an intention, particular resources, an imaginative impulse, or an external stimulus.

Part of making involves students considering their work in the Arts from a range of points of view, including that of the audience. Students reflect on the development and completion of making in the Arts.

Responding

Responding in each Arts subject involves students reflecting, analysing, interpreting and evaluating in the Arts. Students learn to appreciate and investigate the Arts through contextual study. Learning through making is interrelated with, and dependent upon, responding. Students learn by reflecting on their making and responding to the making of others. The points of view students hold, shift according to different experiences in the Arts.

Students consider the Arts' relationships with audiences. They reflect on their own experiences as audience members and begin to understand how the Arts represent ideas through expression, symbolic communication and cultural traditions and rituals. Students think about how audiences receive, debate and interpret the meanings of the Arts.

Relationships between the strands

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills as practitioners, performers and audience members and develop students' skills in critical and creative thinking. As students make in the Arts, they actively respond to their developing work and the works of others; as students respond to the Arts, they draw on the knowledge and skills acquired through their experiences to inform their making.

Year level descriptions

Year level descriptions provide an overview of the key concepts addressed, along with core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will

involve integration of content from across the strands.

For the five Arts subjects, the year level description includes forms, genres, styles, contexts, materials, practices and/or elements relevant to each Arts subject that informs approaches to teaching and learning in the Arts.

Content description

Content descriptions set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standard.

Achievement standards

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

Glossary

A glossary is provided to support a common understanding of key terms and concepts included in the core content.

Student Diversity

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Western Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: The Arts. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

Students with disability

The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: The Arts. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Adjustments to the practical delivery of movement-based activities will be necessary to ensure some students with a physical disability can access, participate in, and achieve on the same basis as their peers. Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning, and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: The Arts are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

Gifted and talented students

Teachers can use the Western Australian Curriculum: The Arts flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich students' learning by providing students with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher-order cognitive skills of the critical and creative thinking capability);

and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: The Arts, and/or from local, state and territory teaching and learning materials.

Ways of Teaching

The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience members and develop students' skills in critical and creative thinking. As students make in the Arts, they actively respond to their developing work and the works of others; as students respond in the Arts, they draw on the knowledge and skills acquired through their experience in making artworks.

Teachers have the freedom to apply aspects of the strands, Making and Responding, to plan teaching programs. Through the combination of both, teachers can provide rich opportunities to extend students' knowledge, skills and capacity to analyse and reflect. Responding occurs throughout the creative learning process.

To engage students in the Arts, teachers typically create learning experiences which:

- use all aspects of perception: sensory, emotional, cognitive, physical and relational to make learning experiential for students
- develop skills in students through modelling, coaching, practising and reflecting
- enable students to work individually and collaboratively, using flexible grouping to accommodate their needs and strengths
- encourage students to take risks and extend their ideas
- foster participation in projects in a flexible, dynamic learning environment
- provide opportunities for students to experience the Arts in live or virtual settings
- explore significant and recognisable examples of the Arts from different times and cultures to develop in students an aesthetic and cultural appreciation of the Arts.

Many aspects of the Arts syllabus are recurring and teachers should provide ample opportunities through practice for revision and consolidation of previously introduced knowledge and skills. The diagram below presents one version of the creative learning process in the Arts.

Figure 1 is a visual representation of 'ways of teaching' in the Arts.

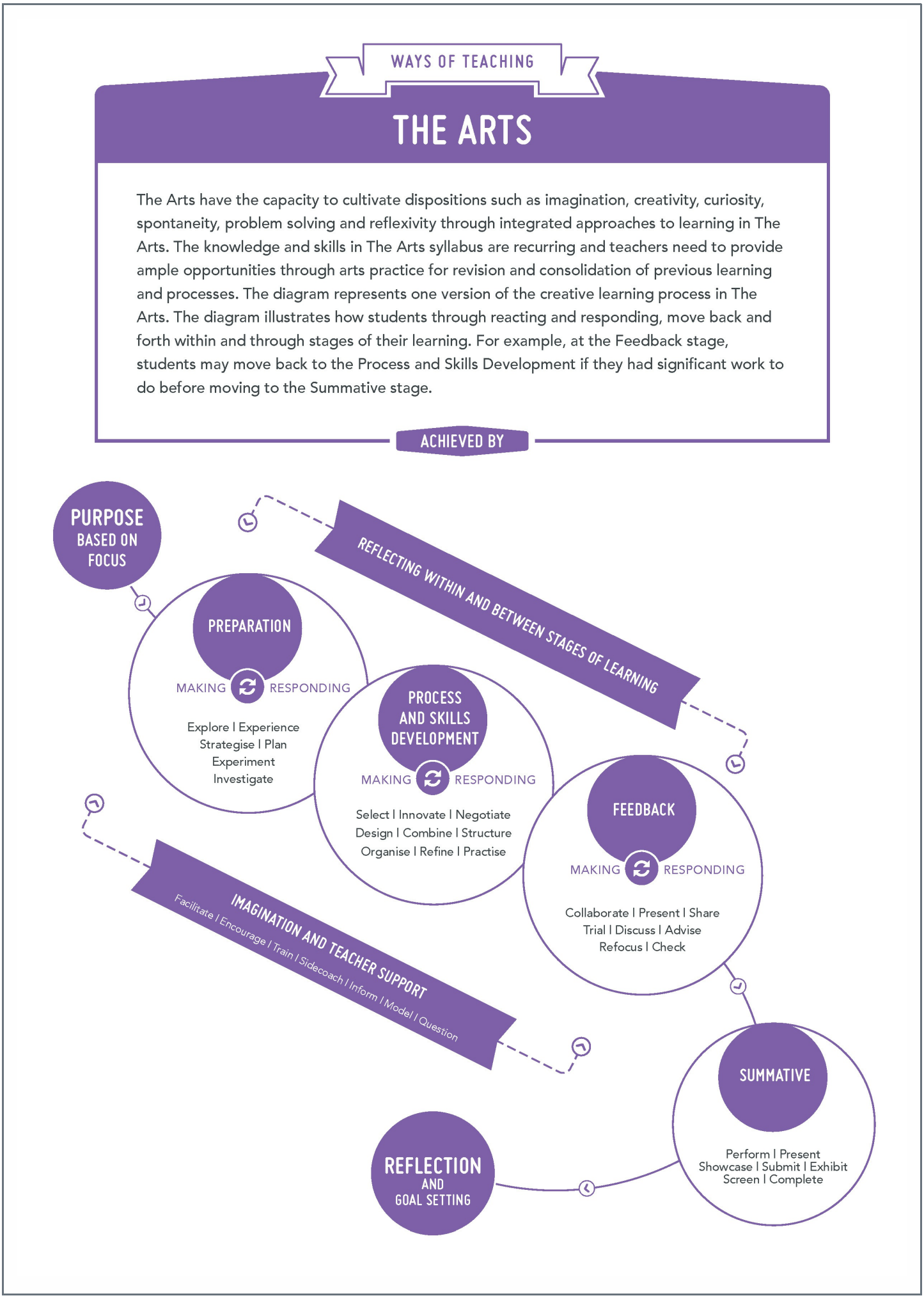

Figure 1:" Ways of teaching in The Arts

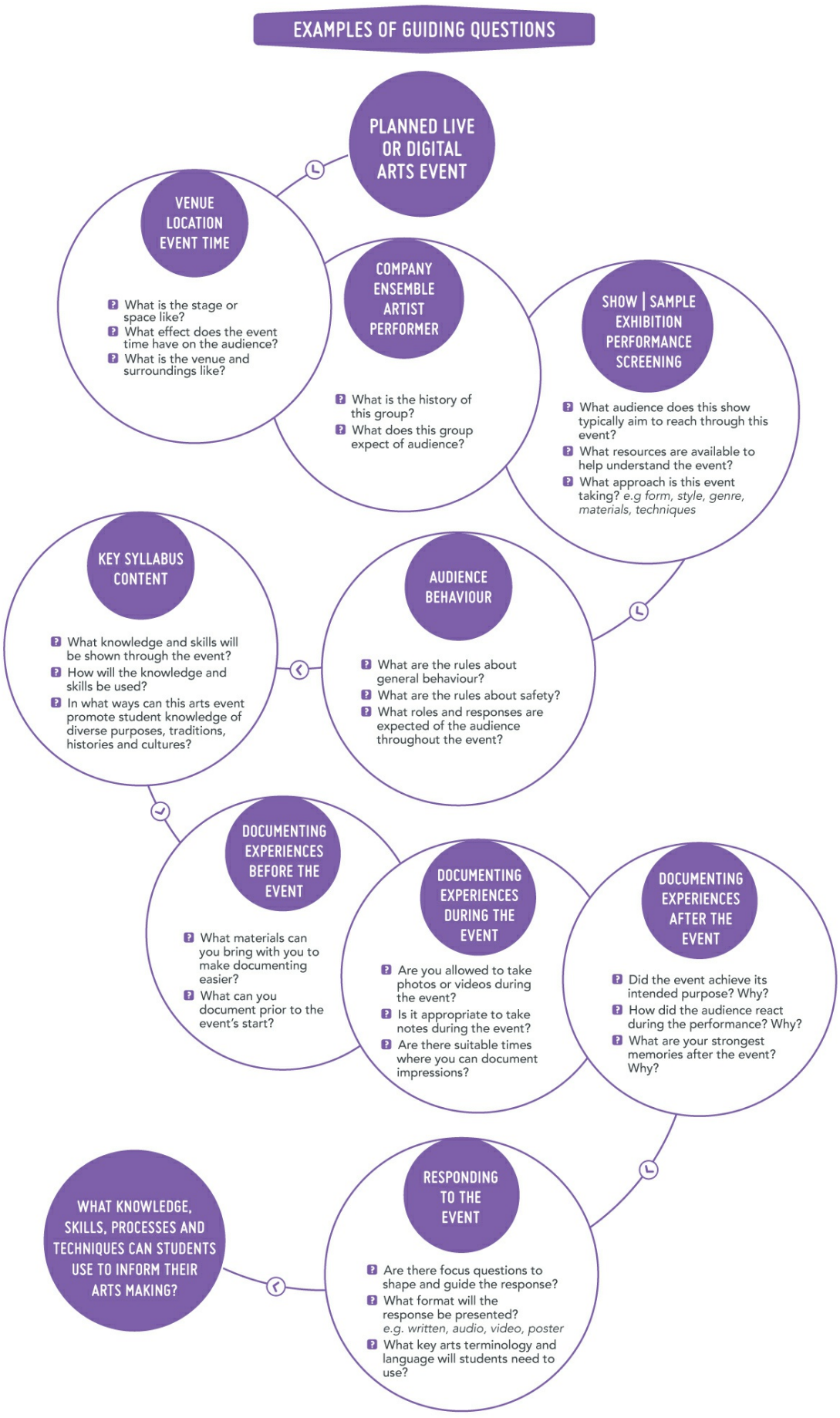

Figure 2:" Ways of teaching in The Arts

Safe working practices in the Arts are an essential aspect of the teaching and learning. These include providing or adapting an appropriate space to work; teaching students guiding principles to care for their voice and bodies; working safely with others and with specialist equipment; and appropriate warm-up procedures before class or a performance. Safe working practices also include the responsibility teachers and students have in the maintenance of safe social and emotional spaces for the Arts. Without this aspect of safe working practices, risk-taking becomes difficult for many students. To ensure the development of creative processes where students are willing to risk making mistakes in the Arts, teachers will need to establish and maintain a safe learning environment in the classroom.

Although Dance, Drama, Media Arts, Music, and Visual Arts are distinct subjects in the Arts, teachers may create opportunities for students to study and make artworks that feature a fusion of traditional art forms and practices to develop hybrid and/or cross-arts projects. This learning involves the exploration of traditional and contemporary arts practices, including those from different cultures that acknowledge community and cultural protocols. Such works might:

- combine performance, audio and/or visual aspects
- combine processes typical of the different Arts subjects
- involve other learning areas
- exist in physical, digital or virtual spaces
- combine traditional, contemporary and emerging media and materials
- be created individually or collaboratively.

Teachers in schools are the key to providing students with rich, sustained, rigorous learning in each of the subjects in The Arts. The Arts industry complements the provision of the Arts syllabus in schools through programs and partnerships. The industry increasingly provides specialist services for schools, as appropriate, through experiences such as visiting performances; demonstrations and exhibitions; artists in residence; professional development for teachers; and access for students and teachers to specialised facilities in galleries, concert halls, theatres and other arts venues.

Figure 2 is a visual representation of guiding questions whilst experiencing live or digital arts events.

For information on how to collect evidence to inform planning for ongoing learning experiences in the Arts, refer to 'Ways of Assessing'.

Ways of Teaching Video

Transcript

Ways of Assessing

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practices in The Arts.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline.* The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle
- reflective questions
- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?
- Do your assessments have a clear purpose?
- Do you design assessment tasks in a way that meets the dual purposes of formative and summative

assessment?

- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?
- How do you identify students' misconceptions or gaps in their learning?
- How do you identify the next skill or understanding a student, or group of students, needs to learn?
- What information do you collect to evaluate your own teaching?
- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?
- What range of evidence do you draw on when you report student performance and evaluate your teaching?

Refer to the *Judging Standards* tool in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/home/judging-standards) when reporting

against the Achievement Standards; giving assessment feedback; or explaining the differences

between one student's achievement and another's.

In the Arts, assessment tasks typically address the syllabus content in interconnected ways within relevant, meaningful contexts to students. Assessment tasks should identify the specific applications of knowledge and skills students will use, individually and/or in groups, to achieve clear, creative goals. This provides students with opportunities to find innovative ways to solve creative challenges.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Subject	Examples of assessment strategies	Examples of sources of evidence
Dance	**Movement skills:** students practise planned, movement-based exercises to develop a variety of technical dance skills and performance skills.	• teachers' observations • videos of students' performances/progress • reflective journals • planning documents • anecdotal evidence
	Choreographic skills: students create their own dance through completing task-based activities that engage in the use of the elements of Dance: body, energy, space and time (BEST), choreographic structures and choreographic devices.	

Subject	Examples of assessment strategies	Examples of sources of evidence
	Reflective practice: students reflect, either orally or in written form, using dance terminology, on their own work and the work of others. Reflections will include analysis of the use of BEST, choreographic devices and structures, and design concepts in dance works.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • digital presentations, including annotated photographs or videos • pro formas • mind maps and other brainstorming overviews
	Dance and contexts: students become familiar, in written or oral form, with historical, social and/or cultural contexts in which dance exists. This can be completed through investigation, where appropriate, and/or by viewing live or digital dance performances as audience members.	
Drama	**Improvised/devised drama:** based on stimuli, students engage in the development of original drama based on particular drama forms and styles and drama skills and conventions. May include the use of design and technology to support meaning.	• teachers' observations • videos of students' performances/progress • reflective journals • planning documents • anecdotal evidence • blocking notes on scripts • character profiles
	Scripted drama: based on complete scripts or script extracts (published or unpublished), students engage in the interpretation of drama texts. May include the use of design and technology to support meaning.	
	Reflective practice: students reflect, either orally or in written form, using drama terminology and language, on their own work and the work of others and the use of the elements of drama, and design and technology in drama.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • digital presentations, including annotated photographs or videos • pro formas • graphic organisers, floor plans, annotated illustrations
	Response analysis: students respond to, in written or oral form, using drama terminology and language, the application of elements of drama to create drama forms and styles and dramatic meaning; in particular drama performances (theatre) presented to students live or via digital format. May also include discussion about the role of design and technology.	

Subject	Examples of assessment strategies	Examples of sources of evidence
Media Arts	**Media production:** students develop skills in all phases of media production, from pre-production and media production, to post-production. Students develop practical skills through the experience of producing in various media forms, styles and genres.	• presentation of concept briefs • plans, storyboards, scripts • edits • production journals • audio and/or visual productions • teachers' observations • anecdotal evidence
	Reflective practices: students reflect on their own and others', media productions using media terminology. This includes reflecting on group work and problem-solving strategies about media codes and conventions for the purpose of the production and the intended audience.	• short responses • extended responses • class discussions • informal and formal presentations • self evaluations of production • teachers' observations • anecdotal evidence
	Media Arts and Contexts: students investigate, where appropriate, in oral or written form, the influence of the media, media history, and the contexts that shape the media. Points of view and values that shape productions and audience readings may also be considered.	• short responses • extended responses • class discussions • informal and formal presentations • reflective viewing journals • teachers' observation • anecdotal evidence
Music	**Aural and theory:** students complete aural and theory tasks identifying and applying the elements of music. They develop music literacy and listening skills through practical and written activities.	• teachers' observations • videos of student performance/progress • checklists • reflective journals • planning documents • anecdotal evidence • worksheets and test papers
	Composing and arranging: students complete short tasks that reinforce learning concepts, or extended works that incorporate stylistic features and conventions in structured composition activities. Students can use invented and conventional notation, appropriate music terminology and technology, working individually or collaboratively.	

Subject	Examples of assessment strategies	Examples of sources of evidence
	Analysis and context: students complete aural and visual analysis tasks using scores and recordings or by listening to live performances. They identify, compare and evaluate the use of music elements, contextual and stylistic characteristics and/or cultural and historical features in a range of musical examples.	• short responses • extended responses • class discussions • informal and formal presentations • reflective journals • teachers' observations • anecdotal evidence • checklists
	Performance: students sing and/or play instruments to reinforce an aural or theoretical principle; communicate a compositional idea; or create and/or improvise musical ideas. Performance may be a solo or ensemble activity where students practise, rehearse and refine technical and expressive skills, and develop stylistic awareness.	• teachers' observations • videos of students' performances/progress • checklists • reflective journals • planning documents • anecdotal evidence
Visual Arts	**Production:** students engage in the development of a resolved artwork to develop their skills and technical abilities for the relevant chosen medium and to demonstrate their creativity and knowledge of the visual conventions.	• portfolios • resolved artworks • photographs • teachers' observations • anecdotal notes
	Analysis: students analyse, in written or oral form, using visual arts terminology, their own artwork and the artwork of others, based on selected frameworks.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • reflective journals • teachers' observations • anecdotal evidence • checklists
	Reflective practice: students reflect, in written or oral form, on their own artwork and the artwork of others, using the elements and principles of design, to refine and resolve artworks.	
	Artists and contexts: students explore the social, cultural and/or historical contexts of artists through investigation, where age appropriate.	

General Capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Arts. The general capabilities are not assessed unless they are identified within the content.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently, for learning and communicating in and out of school, and for participating effectively in society. Students use literacy when listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts. Literacy involves students using and modifying language for different purposes in a range of contexts.

In the Arts, students use literacy along with the kinetic, symbolic, verbal and visual languages of the five Arts subjects. This enables students to develop, apply and communicate their knowledge and skills as artists and as audiences. Through making and responding, students enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret and evaluate their own, and others', artworks.

Each Arts subject requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Students understand that the terminologies of the Arts vary according to context and they develop their ability to use language dynamically and flexibly. They use their literacy skills to access knowledge, make meaning, express thoughts, emotions and ideas, as well as interact with, and challenge, others.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Arts, students select and use relevant numeracy knowledge and skills to plan, design, make, interpret, analyse and evaluate artworks. Across the Arts subjects, students can recognise and use numbers to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D and 3D shapes; scale and proportion, to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles.

Through making and responding across the Arts, students use numeracy skills to choreograph and perform dance; build, rehearse, sequence and time plays; plan, direct and edit media texts; compose, produce and record music; and design, construct and display art. Students work with a range of numerical concepts to organise, analyse and create representations of data relevant to their own, or others', artworks, such as diagrams, charts, tables, graphs and motion capture.

Information and communication technology (ICT) capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students learning to make the most of the digital technologies available to them; adapting to new ways of doing things as technologies evolve; and limiting the risks to themselves and others in a digital environment.

In the Arts, ICT capability enables students to engage with digital and virtual technologies when making and responding to artworks. Students can, for example, use interactive multimedia platforms, communication and editing software, and virtual tools and environments, to design, create and share their artworks. They can enhance their ICT capability as they generate ideas and explore concepts and possibilities by exploiting available technologies.

Students learn to apply social and ethical protocols and practices in a digital environment, particularly in relation to the appropriate acknowledgment of intellectual property and the safeguarding of personal security when using ICT. They use digital technologies to locate, access, select and evaluate information, work collaboratively; share and exchange information; and communicate with a variety of audiences.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking is integral to activities that require students to think broadly and deeply. Students will use skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

In the Arts, critical and creative thinking is integral to making and responding to artworks. In creating artworks, students draw on their curiosity, imagination and thinking skills to pose questions and explore ideas, spaces, materials and technologies. They generate, design and analyse art forms, consider possibilities and processes, and make choices that assist them to take risks and express their ideas, concepts, thoughts and feelings creatively. In responding to the Arts, students learn to analyse traditional and contemporary artworks and identify possible meanings and connections with self and community. They consider and analyse artists' motivations and intentions and possible influencing factors and biases. They reflect critically and creatively, both individually and collectively, on the thinking and design processes that underpin arts making. They offer and receive effective feedback about past and present artworks and performances, and communicate and share their thinking, visualisation and innovations to a variety of audiences.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices, including recognising and regulating emotions; developing empathy for others and understanding relationships; establishing and building positive relationships; making responsible decisions; working effectively in teams; handling challenging situations constructively; and developing leadership skills.

In the Arts, personal and social capability assists students to work, both individually and collaboratively, to make and respond to artworks. Arts learning provides students with regular opportunities to recognise, name and express their emotions while developing art form-specific skills and techniques. As they think about ideas and concepts in their own and others' artworks, students identify and assess personal strengths, interests and challenges. As art makers, performers and audience members, students develop and apply personal skills and dispositions, such as self-discipline, goal setting and working independently, and show initiative, confidence, resilience and adaptability. They learn to empathise with the emotions, needs and situations of others, to appreciate diverse perspectives, and to understand and negotiate different types of relationships. When working with others, students develop and practise social skills that assist them to communicate effectively, work collaboratively, make considered group decisions and show leadership.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

In the Arts, students develop and apply ethical understanding when they encounter or create artworks that require ethical consideration, such as work that is controversial, involves a moral dilemma or presents a biased point of view. They explore how ethical principles affect the behaviour and judgment of artists involved in issues and events. Students apply the skills of reasoning, empathy and imagination, and consider and make judgments about actions and motives. They speculate on how life experiences affect and influence people's decision making and whether various positions held are reasonable.

Students develop their understanding of values and ethical principles as they use an increasing range of critical thinking skills to explore ideas, concepts, beliefs and practices. When interpreting and evaluating artworks and their meaning, students consider the intellectual, moral and property rights of others.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable

and changing nature of culture. The capability involves students learning about, and engaging with, diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Arts, intercultural understanding assists students to move beyond known worlds to explore new ideas, media and practices from diverse local, national, regional and global cultural contexts. Intercultural understanding enables students to explore the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. Students might explore forms and structures, use of materials, technologies, techniques and processes, or treatment of concepts, ideas, themes and characters. They develop and act with intercultural understanding in making artworks that explore their own cultural identities and those of others, interpreting and comparing their experiences and worlds, and seeking to represent increasingly complex relationships.

Students are encouraged to demonstrate empathy for others and open-mindedness to perspectives that differ from their own and to appreciate the diversity of cultures and contexts in which artists and audiences live. Through engaging with artworks from diverse cultural sources, students are challenged to consider accepted roles, images, objects, sounds, beliefs and practices in new ways.

Cross-Curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for The Arts. The cross-curriculum priorities are not assessed unless they are identified within the core content.

Aboriginal and Torres Strait Islander histories and cultures

In the Western Australian Curriculum: The Arts, Aboriginal and Torres Strait Islander histories and cultures enrich understanding of the diversity of arts practices in Australia. Exploration of the Aboriginal and Torres Strait Islander histories and cultures provides a rich opportunity to build a greater understanding of Australian history as well as fostering mutual understanding and respect between cultures. The study of Aboriginal and Torres Strait Islander histories and cultures for making and responding should be undertaken by teachers and students in ways that are culturally sensitive and responsible through the support of relevant elders and communities.

Asia and Australia's engagement with Asia

In the Western Australian Curriculum: The Arts, the Asia region represents a highly diverse spectrum of cultures, traditions and peoples with a third of the world's population located immediately north of Australia. Engaging in a respectful exploration of particular traditions from countries like China, India, South Korea and Japan, for example, will enable students to understand more deeply the values and histories of our near neighbours with whom it shares important interrelationships. The study of the Arts from the Asia region provides further opportunities for

partnerships with relevant practitioners to develop arts practices.

Sustainability

In the Western Australian Curriculum: The Arts, the sustainability priority provides engaging and thought-provoking contexts in which to explore the nature of art-making and responding.

The sustainability priority enables the exploration of the role of the Arts in maintaining and transforming cultural practices, social systems and the relationships of people to their environment. Through making and responding in the Arts, students consider issues of sustainability in relation to the resource use and traditions in each of the Arts subjects. The Arts provides opportunities for students to express and develop world views, and to appreciate the need for collaboration within and between communities to implement more sustainable patterns of living.

Music

Pre-primary year Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

Year Level Description

In Pre-primary, learning in Music builds on the dispositions developed in the early years.

Students listen and respond to music through movement and play, using symbols and pictures to record and share their music ideas. They are introduced to the elements of rhythm, tempo, pitch, dynamics, form and timbre.

Students experience music as performers and audience members, engaging in improvisation to create and communicate music ideas.

As they make and respond to music, students have the opportunity to explore different places and special occasions where music is experienced.

Making

IDEAS

Improvisation with voice, movement and play to explore and create music ideas (ACAMUM080)

- Numeracy
- Critical and creative thinking

Responding

Audience behaviour (being an attentive listener) during performances (ACAMUR083)

- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

Use of symbols, pictures and movement and relevant technology to explore and share music ideas (ACAMUM082)

Numeracy

Critical and creative thinking

Personal and social capability

SKILLS

Development of aural skills by exploring the elements of music, including:

- rhythm (sound, silence; long, short; steady beat)
- tempo (fast, slow)
- pitch (high, low; pitch direction; distinguish between speaking and singing voice)
- dynamics (loud, soft)
- form (same, different; echo patterns)
- timbre (exploration of sounds produced on percussion instruments)

to create music (ACAMUM080; ACAMUM082)

Critical and creative thinking

Personal and social capability

PERFORMANCE

Improvisation and practice of music (singing, playing, moving) for a specific purpose and a familiar audience (ACAMUM081)

Personal and social capability

Development of performance skills (singing chants, songs and rhymes, and playing classroom instruments in tune and in time) (ACAMUM082)

Personal and social capability

Different places and occasions where music is experienced (ACAMUR083)

Literacy

Critical and creative thinking

Personal and social capability

Intercultural understanding

Personal responses to music they listen to and make (ACAMUR083)

Literacy

Critical and creative thinking

Personal and social capability

Intercultural understanding

Achievement standard

At Standard, students improvise and share simple music ideas through singing, playing, moving and drawing, with some inconsistencies. They recognise beat, copy some modelled rhythms and identify some changes in tempo. Students recognise high, low and direction of pitch and, with some accuracy, sing simple pitch patterns across a narrow range of notes. They recognise loud and soft and repeated musical patterns. Students identify familiar classroom instruments.

Students listen and respond to familiar music with mostly appropriate movements, drawings or descriptions. They associate music with familiar places and occasions.

Visual Arts

Rationale

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The term 'creativity' plays a critical role in all arts subjects. For the Western Australian Curriculum, the following explanation of the creative process is useful:

> *[There are] … four characteristics of creative processes. First, they always involve thinking or behaving imaginatively. Second, overall this imaginative activity is purposeful: that is, it is directed to achieving an objective. Third, these processes must generate something original. Fourth, the outcome must be of value in relation to the objective. We therefore define creativity as: Imaginative activity fashioned so as to produce outcomes that are both original and of value. Robinson, K. (1999) National Advisory Committee on Creative and Cultural Education: "All Our Futures: Creativity, Culture and Education".* p. 30

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

Dance

Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using movement as the medium for personal, social, emotional, physical and cultural communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Drama

Drama is the expression and exploration of personal, emotional, social and cultural worlds, through role and situation, that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they engage with and analyse their own and others' stories and points of view.

In making and staging drama, they learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama presentations. Students develop a sense of curiosity and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Media Arts

Media Arts enables students to analyse past technologies, and use existing and emerging technologies as they explore imagery, text and sound to create meaning. Students participate in, experiment with, and interpret cultures, media genres and styles, and different communication practices.

Students learn to be critically aware of ways that media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and themselves. They learn to interpret, analyse and develop media practices through their experiences in making media arts. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Music

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music, individually and collaboratively, draws on their own traditions and life experiences. These experiences help them to appreciate and meaningfully engage with music practices and traditions of other times, places, cultures and contexts.

Visual Arts

Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds.

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Visual Arts supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.

Aims

Dance

Dance knowledge and skills ensure that, individually and collaboratively, students:

- develop confidence to become innovative and creative dancers to communicate meaning through body awareness, technical dance skills and performance skills
- apply the elements of dance and choreographic skills through group processes to create dance that communicates meaning to an audience
- develop aesthetic, artistic and cultural appreciation of dance in past and contemporary contexts as choreographers, performers and audience members
- develop respect for, and knowledge of, the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Drama

Drama knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence, empathy and self-awareness to explore, depict and celebrate human experience, take risks and extend their own creativity through drama
- knowledge of how to analyse, apply and control the elements, skills, techniques, processes, conventions, forms

and styles of drama in traditional and contemporary drama to engage and create meaning for audiences
- knowledge of the role of group processes and design and technology in the creative process of devising and interpreting drama to make meaning for audiences
- knowledge of traditional and contemporary drama through responding as critical and active participants and audience members.

Media Arts

Media Arts knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them
- aesthetic knowledge developed through exploration of imagery, text and sound to express ideas, concepts and stories using effective teamwork strategies to produce media artwork
- creative and critical thinking skills to explore different perspectives in media as producers and consumers
- awareness of their active participation in local and global media cultures, including using safe media practices when publishing online materials.

Music

Music knowledge and skills ensure that, individually and collaboratively, students:

- develop the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- develop skills and techniques to actively listen, analyse, improvise, compose and perform music
- interpret and apply the elements of music, engaging with a diverse array of musical experiences as performers and audience members
- develop aesthetic appreciation and respect for their own and others' music practices and traditions across different times, places, cultures and contexts.

Visual Arts

Visual Arts knowledge and skills ensure that, individually and collaboratively, students:

- demonstrate confidence, curiosity, imagination and enjoyment when engaged in visual arts making
- apply visual arts techniques, materials, processes and technologies to create artworks through the design and inquiry process
- apply visual language and critical creative thinking skills when creating and responding to artwork
- develop aesthetic, artistic and cultural appreciation of visual arts in past and contemporary contexts, both as artists and art critics.

Organisation

Content Structure

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects from Pre-primary to the end of Year 8. It is a requirement that students study a performance subject and a visual subject.

In Years 9 and 10 the study of the Arts is optional.

In the Arts, it is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.

Each of the five Arts subject is organised into two interrelated strands: Making and Responding.

Making

Making in each Arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively. Students develop knowledge and skills to plan, produce, present, design and perform in each arts subject independently and collaboratively. Students work from an idea, an intention, particular resources, an imaginative impulse, or an external stimulus.

Part of making involves students considering their work in the Arts from a range of points of view, including that of the audience. Students reflect on the development and completion of making in the Arts.

Responding

Responding in each Arts subject involves students reflecting, analysing, interpreting and evaluating in the Arts. Students learn to appreciate and investigate the Arts through contextual study. Learning through making is interrelated with, and dependent upon, responding. Students learn by reflecting on their making and responding to the making of others. The points of view students hold, shift according to different experiences in the Arts.

Students consider the Arts' relationships with audiences. They reflect on their own experiences as audience members and begin to understand how the Arts represent ideas through expression, symbolic communication and cultural traditions and rituals. Students think about how audiences receive, debate and interpret the meanings of the Arts.

Relationships between the strands

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills as practitioners, performers and audience members and develop students' skills in critical and creative thinking. As students make in the Arts, they actively respond to their developing work and the works of others; as students respond to the Arts, they draw on the knowledge and skills acquired through their experiences to inform their

making.

Year level descriptions

Year level descriptions provide an overview of the key concepts addressed, along with core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

For the five Arts subjects, the year level description includes forms, genres, styles, contexts, materials, practices and/or elements relevant to each Arts subject that informs approaches to teaching and learning in the Arts.

Content description

Content descriptions set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standard.

Achievement standards

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

Glossary

A glossary is provided to support a common understanding of key terms and concepts included in the core content.

Student Diversity

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Western Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: The Arts. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western

Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

Students with disability

The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: The Arts. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Adjustments to the practical delivery of movement-based activities will be necessary to ensure some students with a physical disability can access, participate in, and achieve on the same basis as their peers. Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning, and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Western Australian Curriculum: The Arts are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

Gifted and talented students

Teachers can use the Western Australian Curriculum: The Arts flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich students' learning by providing students with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher-order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: The Arts, and/or from local, state and territory teaching and learning materials.

Ways of Teaching

The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience members and develop students' skills in critical and creative thinking. As students make in the Arts, they actively respond to their developing work and the works of others; as students respond in the Arts, they draw on the knowledge and skills acquired through their experience in making artworks.

Teachers have the freedom to apply aspects of the strands, Making and Responding, to plan teaching programs. Through the combination of both, teachers can provide rich opportunities to extend students' knowledge, skills and capacity to analyse and reflect. Responding occurs throughout the creative learning process.

To engage students in the Arts, teachers typically create learning experiences which:

- use all aspects of perception: sensory, emotional, cognitive, physical and relational to make learning experiential for students
- develop skills in students through modelling, coaching, practising and reflecting
- enable students to work individually and collaboratively, using flexible grouping to accommodate their needs and strengths
- encourage students to take risks and extend their ideas
- foster participation in projects in a flexible, dynamic learning environment
- provide opportunities for students to experience the Arts in live or virtual settings
- explore significant and recognisable examples of the Arts from different times and cultures to develop in

students an aesthetic and cultural appreciation of the Arts.

Many aspects of the Arts syllabus are recurring and teachers should provide ample opportunities through practice for revision and consolidation of previously introduced knowledge and skills. The diagram below presents one version of the creative learning process in the Arts.

Figure 1 is a visual representation of 'ways of teaching' in the Arts.

WAYS OF TEACHING

THE ARTS

The Arts have the capacity to cultivate dispositions such as imagination, creativity, curiosity, spontaneity, problem solving and reflexivity through integrated approaches to learning in The Arts. The knowledge and skills in The Arts syllabus are recurring and teachers need to provide ample opportunities through arts practice for revision and consolidation of previous learning and processes. The diagram represents one version of the creative learning process in The Arts. The diagram illustrates how students through reacting and responding, move back and forth within and through stages of their learning. For example, at the Feedback stage, students may move back to the Process and Skills Development if they had significant work to do before moving to the Summative stage.

ACHIEVED BY

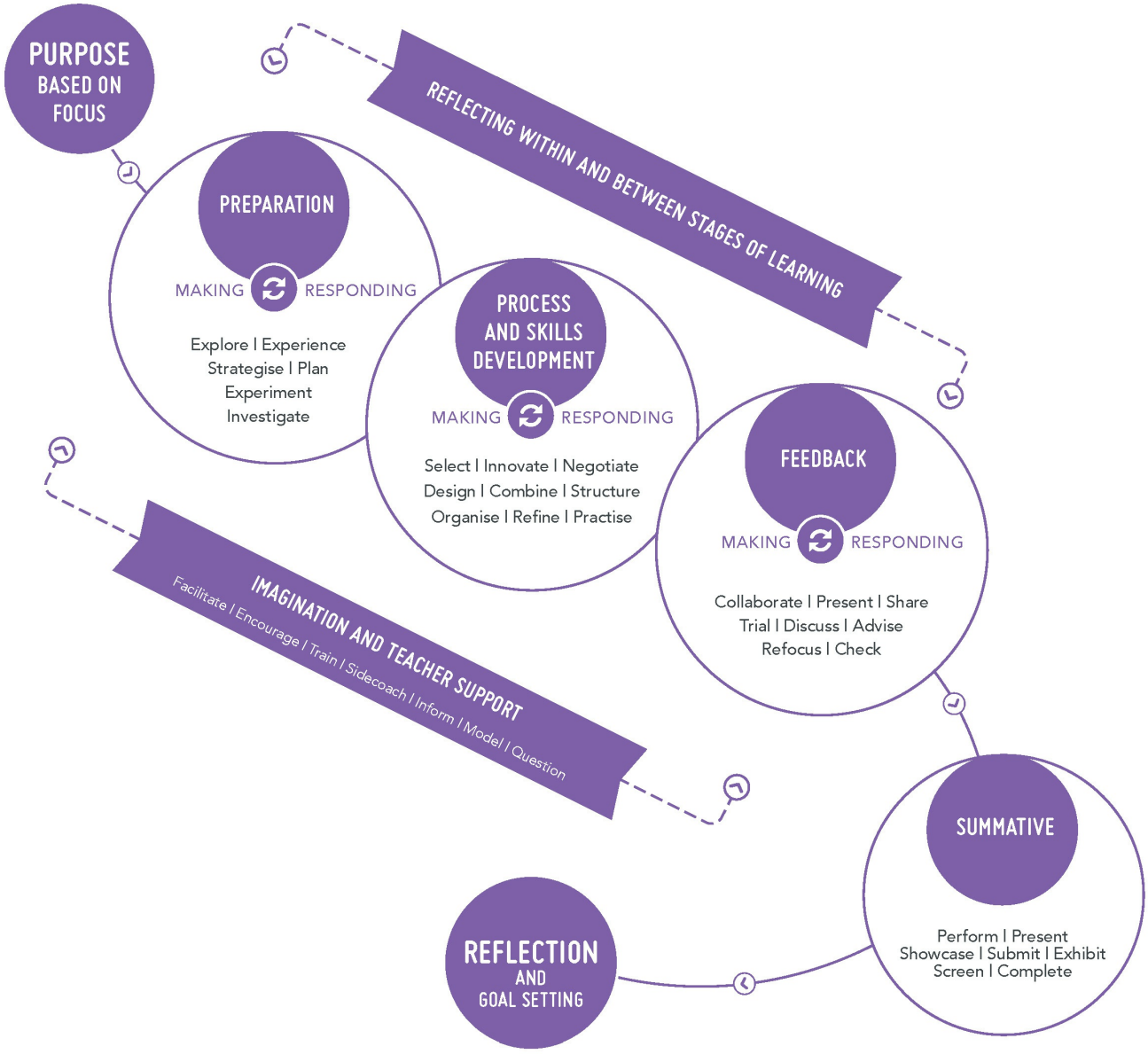

Figure 1:" Ways of teaching in The Arts

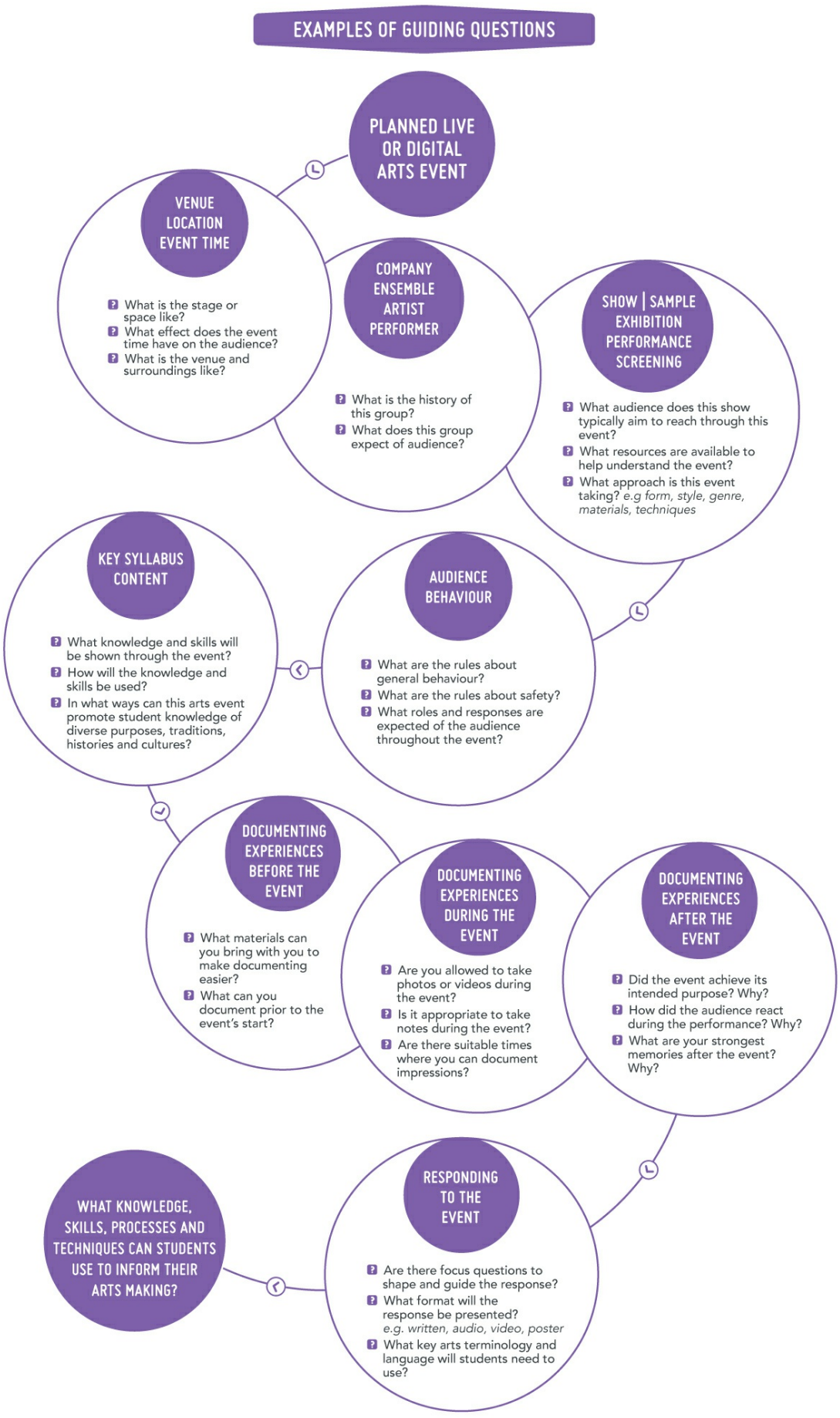

Figure 2:" Ways of teaching in The Arts

Safe working practices in the Arts are an essential aspect of the teaching and learning. These include providing or adapting an appropriate space to work; teaching students guiding principles to care for their voice and bodies; working safely with others and with specialist equipment; and appropriate warm-up procedures before class or a performance. Safe working practices also include the responsibility teachers and students have in the maintenance of safe social and emotional spaces for the Arts. Without this aspect of safe working practices, risk-taking becomes difficult for many students. To ensure the development of creative processes where students are willing to risk making mistakes in the Arts, teachers will need to establish and maintain a safe learning environment in the classroom.

Although Dance, Drama, Media Arts, Music, and Visual Arts are distinct subjects in the Arts, teachers may create opportunities for students to study and make artworks that feature a fusion of traditional art forms and practices to develop hybrid and/or cross-arts projects. This learning involves the exploration of traditional and contemporary arts practices, including those from different cultures that acknowledge community and cultural protocols. Such works might:

- combine performance, audio and/or visual aspects
- combine processes typical of the different Arts subjects
- involve other learning areas
- exist in physical, digital or virtual spaces
- combine traditional, contemporary and emerging media and materials
- be created individually or collaboratively.

Teachers in schools are the key to providing students with rich, sustained, rigorous learning in each of the subjects in The Arts. The Arts industry complements the provision of the Arts syllabus in schools through programs and partnerships. The industry increasingly provides specialist services for schools, as appropriate, through experiences such as visiting performances; demonstrations and exhibitions; artists in residence; professional development for teachers; and access for students and teachers to specialised facilities in galleries, concert halls, theatres and other arts venues.

Figure 2 is a visual representation of guiding questions whilst experiencing live or digital arts events.

For information on how to collect evidence to inform planning for ongoing learning experiences in the Arts, refer to 'Ways of Assessing'.

Ways of Teaching Video

Transcript

Ways of Assessing

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practices in The Arts.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline.* The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle
- reflective questions
- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?
- Do your assessments have a clear purpose?
- Do you design assessment tasks in a way that meets the dual purposes of formative and summative

assessment?

- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?
- How do you identify students' misconceptions or gaps in their learning?
- How do you identify the next skill or understanding a student, or group of students, needs to learn?
- What information do you collect to evaluate your own teaching?
- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?
- What range of evidence do you draw on when you report student performance and evaluate your teaching?

Refer to the *Judging Standards* tool in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/home/judging-standards) when reporting

against the Achievement Standards; giving assessment feedback; or explaining the differences

between one student's achievement and another's.

In the Arts, assessment tasks typically address the syllabus content in interconnected ways within relevant, meaningful contexts to students. Assessment tasks should identify the specific applications of knowledge and skills students will use, individually and/or in groups, to achieve clear, creative goals. This provides students with opportunities to find innovative ways to solve creative challenges.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Subject	Examples of assessment strategies	Examples of sources of evidence
Dance	**Movement skills:** students practise planned, movement-based exercises to develop a variety of technical dance skills and performance skills.	• teachers' observations • videos of students' performances/progress • reflective journals • planning documents • anecdotal evidence
	Choreographic skills: students create their own dance through completing task-based activities that engage in the use of the elements of Dance: body, energy, space and time (BEST), choreographic structures and choreographic devices.	

Subject	Examples of assessment strategies	Examples of sources of evidence
	Reflective practice: students reflect, either orally or in written form, using dance terminology, on their own work and the work of others. Reflections will include analysis of the use of BEST, choreographic devices and structures, and design concepts in dance works.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • digital presentations, including annotated photographs or videos • pro formas • mind maps and other brainstorming overviews
	Dance and contexts: students become familiar, in written or oral form, with historical, social and/or cultural contexts in which dance exists. This can be completed through investigation, where appropriate, and/or by viewing live or digital dance performances as audience members.	
Drama	**Improvised/devised drama:** based on stimuli, students engage in the development of original drama based on particular drama forms and styles and drama skills and conventions. May include the use of design and technology to support meaning.	• teachers' observations • videos of students' performances/progress • reflective journals • planning documents • anecdotal evidence • blocking notes on scripts • character profiles
	Scripted drama: based on complete scripts or script extracts (published or unpublished), students engage in the interpretation of drama texts. May include the use of design and technology to support meaning.	
	Reflective practice: students reflect, either orally or in written form, using drama terminology and language, on their own work and the work of others and the use of the elements of drama, and design and technology in drama.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • digital presentations, including annotated photographs or videos • pro formas • graphic organisers, floor plans, annotated illustrations
	Response analysis: students respond to, in written or oral form, using drama terminology and language, the application of elements of drama to create drama forms and styles and dramatic meaning; in particular drama performances (theatre) presented to students live or via digital format. May also include discussion about the role of design and technology.	

Subject	Examples of assessment strategies	Examples of sources of evidence
Media Arts	**Media production:** students develop skills in all phases of media production, from pre-production and media production, to post-production. Students develop practical skills through the experience of producing in various media forms, styles and genres.	• presentation of concept briefs • plans, storyboards, scripts • edits • production journals • audio and/or visual productions • teachers' observations • anecdotal evidence
	Reflective practices: students reflect on their own and others', media productions using media terminology. This includes reflecting on group work and problem-solving strategies about media codes and conventions for the purpose of the production and the intended audience.	• short responses • extended responses • class discussions • informal and formal presentations • self evaluations of production • teachers' observations • anecdotal evidence
	Media Arts and Contexts: students investigate, where appropriate, in oral or written form, the influence of the media, media history, and the contexts that shape the media. Points of view and values that shape productions and audience readings may also be considered.	• short responses • extended responses • class discussions • informal and formal presentations • reflective viewing journals • teachers' observation • anecdotal evidence
Music	**Aural and theory:** students complete aural and theory tasks identifying and applying the elements of music. They develop music literacy and listening skills through practical and written activities.	• teachers' observations • videos of student performance/progress • checklists • reflective journals • planning documents • anecdotal evidence • worksheets and test papers
	Composing and arranging: students complete short tasks that reinforce learning concepts, or extended works that incorporate stylistic features and conventions in structured composition activities. Students can use invented and conventional notation, appropriate music terminology and technology, working individually or collaboratively.	

Subject	Examples of assessment strategies	Examples of sources of evidence
	Analysis and context: students complete aural and visual analysis tasks using scores and recordings or by listening to live performances. They identify, compare and evaluate the use of music elements, contextual and stylistic characteristics and/or cultural and historical features in a range of musical examples.	• short responses • extended responses • class discussions • informal and formal presentations • reflective journals • teachers' observations • anecdotal evidence • checklists
	Performance: students sing and/or play instruments to reinforce an aural or theoretical principle; communicate a compositional idea; or create and/or improvise musical ideas. Performance may be a solo or ensemble activity where students practise, rehearse and refine technical and expressive skills, and develop stylistic awareness.	• teachers' observations • videos of students' performances/progress • checklists • reflective journals • planning documents • anecdotal evidence
Visual Arts	**Production:** students engage in the development of a resolved artwork to develop their skills and technical abilities for the relevant chosen medium and to demonstrate their creativity and knowledge of the visual conventions.	• portfolios • resolved artworks • photographs • teachers' observations • anecdotal notes
	Analysis: students analyse, in written or oral form, using visual arts terminology, their own artwork and the artwork of others, based on selected frameworks.	• short responses • extended responses • interviews • class discussions • informal and formal presentations • reflective journals • teachers' observations • anecdotal evidence • checklists
	Reflective practice: students reflect, in written or oral form, on their own artwork and the artwork of others, using the elements and principles of design, to refine and resolve artworks.	
	Artists and contexts: students explore the social, cultural and/or historical contexts of artists through investigation, where age appropriate.	

General Capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Arts. The general capabilities are not assessed unless they are identified within the content.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently, for learning and communicating in and out of school, and for participating effectively in society. Students use literacy when listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts. Literacy involves students using and modifying language for different purposes in a range of contexts.

In the Arts, students use literacy along with the kinetic, symbolic, verbal and visual languages of the five Arts subjects. This enables students to develop, apply and communicate their knowledge and skills as artists and as audiences. Through making and responding, students enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret and evaluate their own, and others', artworks.

Each Arts subject requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Students understand that the terminologies of the Arts vary according to context and they develop their ability to use language dynamically and flexibly. They use their literacy skills to access knowledge, make meaning, express thoughts, emotions and ideas, as well as interact with, and challenge, others.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Arts, students select and use relevant numeracy knowledge and skills to plan, design, make, interpret, analyse and evaluate artworks. Across the Arts subjects, students can recognise and use numbers to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D and 3D shapes; scale and proportion, to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles.

Through making and responding across the Arts, students use numeracy skills to choreograph and perform dance; build, rehearse, sequence and time plays; plan, direct and edit media texts; compose, produce and record music; and design, construct and display art. Students work with a range of numerical concepts to organise, analyse and create representations of data relevant to their own, or others', artworks, such as diagrams, charts, tables, graphs and motion capture.

Information and communication technology (ICT) capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students learning to make the most of the digital technologies available to them; adapting to new ways of doing things as technologies evolve; and limiting the risks to themselves and others in a digital environment.

In the Arts, ICT capability enables students to engage with digital and virtual technologies when making and responding to artworks. Students can, for example, use interactive multimedia platforms, communication and editing software, and virtual tools and environments, to design, create and share their artworks. They can enhance their ICT capability as they generate ideas and explore concepts and possibilities by exploiting available technologies.

Students learn to apply social and ethical protocols and practices in a digital environment, particularly in relation to the appropriate acknowledgment of intellectual property and the safeguarding of personal security when using ICT. They use digital technologies to locate, access, select and evaluate information, work collaboratively; share and exchange information; and communicate with a variety of audiences.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking is integral to activities that require students to think broadly and deeply. Students will use skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

In the Arts, critical and creative thinking is integral to making and responding to artworks. In creating artworks, students draw on their curiosity, imagination and thinking skills to pose questions and explore ideas, spaces, materials and technologies. They generate, design and analyse art forms, consider possibilities and processes, and make choices that assist them to take risks and express their ideas, concepts, thoughts and feelings creatively. In responding to the Arts, students learn to analyse traditional and contemporary artworks and identify possible meanings and connections with self and community. They consider and analyse artists' motivations and intentions and possible influencing factors and biases. They reflect critically and creatively, both individually and collectively, on the thinking and design processes that underpin arts making. They offer and receive effective feedback about past and present artworks and performances, and communicate and share their thinking, visualisation and innovations to a variety of audiences.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices, including recognising and regulating emotions; developing empathy for others and understanding relationships; establishing and building positive relationships; making responsible decisions; working effectively in teams; handling challenging situations constructively; and developing leadership skills.

In the Arts, personal and social capability assists students to work, both individually and collaboratively, to make and respond to artworks. Arts learning provides students with regular opportunities to recognise, name and express their emotions while developing art form-specific skills and techniques. As they think about ideas and concepts in their own and others' artworks, students identify and assess personal strengths, interests and challenges. As art makers, performers and audience members, students develop and apply personal skills and dispositions, such as self-discipline, goal setting and working independently, and show initiative, confidence, resilience and adaptability. They learn to empathise with the emotions, needs and situations of others, to appreciate diverse perspectives, and to understand and negotiate different types of relationships. When working with others, students develop and practise social skills that assist them to communicate effectively, work collaboratively, make considered group decisions and show leadership.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

In the Arts, students develop and apply ethical understanding when they encounter or create artworks that require ethical consideration, such as work that is controversial, involves a moral dilemma or presents a biased point of view. They explore how ethical principles affect the behaviour and judgment of artists involved in issues and events. Students apply the skills of reasoning, empathy and imagination, and consider and make judgments about actions and motives. They speculate on how life experiences affect and influence people's decision making and whether various positions held are reasonable.

Students develop their understanding of values and ethical principles as they use an increasing range of critical thinking skills to explore ideas, concepts, beliefs and practices. When interpreting and evaluating artworks and their meaning, students consider the intellectual, moral and property rights of others.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable

and changing nature of culture. The capability involves students learning about, and engaging with, diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Arts, intercultural understanding assists students to move beyond known worlds to explore new ideas, media and practices from diverse local, national, regional and global cultural contexts. Intercultural understanding enables students to explore the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. Students might explore forms and structures, use of materials, technologies, techniques and processes, or treatment of concepts, ideas, themes and characters. They develop and act with intercultural understanding in making artworks that explore their own cultural identities and those of others, interpreting and comparing their experiences and worlds, and seeking to represent increasingly complex relationships.

Students are encouraged to demonstrate empathy for others and open-mindedness to perspectives that differ from their own and to appreciate the diversity of cultures and contexts in which artists and audiences live. Through engaging with artworks from diverse cultural sources, students are challenged to consider accepted roles, images, objects, sounds, beliefs and practices in new ways.

Cross-Curriculum Priorities

The cross-curriculum priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for The Arts. The cross-curriculum priorities are not assessed unless they are identified within the core content.

Aboriginal and Torres Strait Islander histories and cultures

In the Western Australian Curriculum: The Arts, Aboriginal and Torres Strait Islander histories and cultures enrich understanding of the diversity of arts practices in Australia. Exploration of the Aboriginal and Torres Strait Islander histories and cultures provides a rich opportunity to build a greater understanding of Australian history as well as fostering mutual understanding and respect between cultures. The study of Aboriginal and Torres Strait Islander histories and cultures for making and responding should be undertaken by teachers and students in ways that are culturally sensitive and responsible through the support of relevant elders and communities.

Asia and Australia's engagement with Asia

In the Western Australian Curriculum: The Arts, the Asia region represents a highly diverse spectrum of cultures, traditions and peoples with a third of the world's population located immediately north of Australia. Engaging in a respectful exploration of particular traditions from countries like China, India, South Korea and Japan, for example, will enable students to understand more deeply the values and histories of our near neighbours with whom it shares important interrelationships. The study of the Arts from the Asia region provides further opportunities for

partnerships with relevant practitioners to develop arts practices.

Sustainability

In the Western Australian Curriculum: The Arts, the sustainability priority provides engaging and thought-provoking contexts in which to explore the nature of art-making and responding.

The sustainability priority enables the exploration of the role of the Arts in maintaining and transforming cultural practices, social systems and the relationships of people to their environment. Through making and responding in the Arts, students consider issues of sustainability in relation to the resource use and traditions in each of the Arts subjects. The Arts provides opportunities for students to express and develop world views, and to appreciate the need for collaboration within and between communities to implement more sustainable patterns of living.

Visual Arts

Pre-Primary Year Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

Year Level Description

In Pre-primary, learning in Visual Arts builds on the dispositions developed in the early years.

Students explore personal experiences as an inspiration to create original artwork. They explore natural and man-made materials and are introduced to the visual elements of shape, colour, line and texture. Students investigate different tactile techniques when creating artwork.

Students begin to see themselves as artists as they display and share their artwork with others.

As students make and respond to artwork, they explore different places art is displayed in the local community.

Making

IDEAS

Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture (ACAVAM106)

Critical and creative thinking

Exploration of natural and man-made materials when

Responding

Appreciation of where and how artwork is displayed in the local community (ACAVAR109)

Literacy

Critical and creative thinking

Personal and social capability

Intercultural understanding

creating artwork (ACAVAM107)

Critical and creative thinking

SKILLS

Development of artistic skills through experimentation with:

- shape (familiar shapes; simple 2D shapes)
- colour (primary colours, secondary colours)
- line (curved, straight, wavy, zigzag)
- texture (familiar objects)

to create artwork (ACAVAM107)

Numeracy

Critical and creative thinking

Exploration of tactile techniques, such as block printing, clay work or collage (ACAVAM107)

Critical and creative thinking

PRODUCTION

Use of a variety of techniques, to create 2D and 3D artwork inspired by personal experiences, ready for display (ACAVAM108)

Critical and creative thinking

Personal and social capability

Sharing artwork with others (ACAVAM108)

Critical and creative thinking

Personal and social capability

Personal responses and feelings about artwork they view and make (ACAVAR109)

Literacy

Critical and creative thinking

Personal and social capability

Intercultural understanding

Achievement standard

At Standard, students apply their ideas, skills and techniques to making artwork. They express simple ideas, using

some visual art elements, and explore materials to express developing ideas about a given theme. Students consider shape, line, colour and texture when producing artwork. They create artwork exploring some tactile techniques.

Students identify some appropriate places in their personal environment for artwork to be displayed. They respond to artwork by giving personal opinions.