AC9AMU2E01

explore where, why and how people across , communities and/or other contexts experience music

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Elaborations

• listening to and talking about music■that features instruments and/or voices/vocalisations from diverse contexts and , and sharing observations about the music, such as identifying the instruments used or identifying the purpose the music was composed for; identifying and learning songs for special occasions (for example, birthday songs) or exploring how music is used to enhance the action or mood in a game they on a digital device or a cartoon they watch (for example, "How is the music telling me that everyone is happy or that the rainforest is sad?")

• exploring ways that people in their local community are making and experiencing music; for example, identifying■ways of being a musician such as singer, songwriter, composer, instrumentalist, sound engineer or digital music producer; being a listener or audience member (at home, in places designed especially for music performance and/or in physical or virtual public spaces); making a class list of places where they experience music each day and noting who the performers/composers are and their responses to the music (for example, responding to questions such as, "Which music makes you want to sing along?", "Why don't we know who composed this music?" and "Does that matter?")

• identifying opportunities for engaging with music in their daily life by being a composer, performer or audience; for example, singing when no-one else can hear you, singing in a group, writing and recording songs using available digital devices and apps, listening to music, improvising chants/raps to make everyday tasks more interesting, noticing how music is used in screen-based products such as games, cartoons or e-books

• discussing where, how and why they and their peers or family members experience music, and their music preferences; for example, compiling a playlist that combines their favourite music from the different generations in a family or creating a school playlist

• practising active listening skills; for example, moving with the beat and clapping rhythmic ideas or being aware of pitch and volume when they are singing/vocalising and/or playing instruments

Students learn to:

explore where, why and how people across cultures, communities and/or other con music

(AC9AMU2E01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Navigating intercultural contexts

• Adapt in intercultural exchanges

Speaking and listening

• Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Analysing

• Interpret concepts and problems
Inquiring
• Develop questions
Reflecting on culture and cultural diversity
• Reflect on the relationship between cultures and identities
Analysing
• Interpret concepts and problems
Inquiring
• Identify, process and evaluate information
Inquiring
• Identify, process and evaluate information
Reflecting on culture and cultural diversity
• Reflect on the relationship between cultures and identities
Number sense and algebra
• Number patterns and algebraic thinking
Resources
Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9AMU2E01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• listen to, and share opinions and reflections on, familiar topics and intercultural experiences
• identify opinions on familiar topics and intercultural experiences, recognising reasons for
different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how
people's thinking and behaviour may be influenced by a range of factors

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9AMU2E01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify cultural practices that are important to themselves, family and friends, and describe
what they experience
• explore examples of cultural practices that draw themselves, family and friends together,
identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the
community, sharing how belonging grows

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9AMU2E01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify how people show respect in intercultural exchanges
• consider different responses to intercultural exchanges, practising ways to show respect and
develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges
influence thinking and behaviour

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9AMU2E01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• contributes simple ideas and opinions to class or small group discussions
• shows signs of active listening, by sustaining attention across a short, spoken text
• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
• uses appropriate language or dialect to interact with speakers of the same language
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think
about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and
disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMU2E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9AMU2E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information
and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o
relationship between cultures and identities

Content description

AC9AMU2E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify cultural practices that are important to themselves, family and friends, and describe what they experience
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMU2E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AMU2E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed reflect their curiosity about the world
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9AMU2E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify cultural practices that are important to themselves, family and friends, and describe what they experience
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMU2E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9AMU2E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
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• identify and explore relevant information from a range of sources, including visual information
and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9AMU2E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information
and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o
relationship between cultures and identities

Content description

AC9AMU2E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify cultural practices that are important to themselves, family and friends, and describe
what they experience
• explore examples of cultural practices that draw themselves, family and friends together,
identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the
community, sharing how belonging grows

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9AMU2E01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this
content.

Recognises patterns

• identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour
sequence of a traffic light)
• identifies "same" and "different" in comparisons
• copies simple patterns using shapes and objects
• identifies numbers in standard pattern configurations without needing to count individual items
(e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

• identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)

• continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3 1,2,3, 1,2,3, 1,2,3 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3)

• identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials

• determines a missing element within a pattern involving shapes, physical or virtual materials

• conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Continuing and generalising patterns

• represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern using physical materials such as toothpicks, then summarises the number of toothpicks used as 4 , 7 , 10 , 13 4, 7, 10, 13 4 , 7 , 1 0 , 1 3 ...)

• describes rules for replicating or continuing growing patterns where the difference between each successive term is the same (e.g. to determine the next number in the pattern 3 , 6 , 9 , 12 3, 6, 9, 12 3 , 6 , 9 , 1 2 … you add 3 3 3 ; for 20 , 15 , 10 20, 15, 10 2 0 , 1 5 , 1 0 … the rule is described as each term is generated by subtracting 5 5 5 from the previous term)

Relational thinking

• uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to 5 + 3 5 + 3 5 + 3 , responds 6 + 2 6 + 2 6 + 2 and then writes 5 + 3 = 6 + 2 5 + 3 = 6 + 2 5 + 3 = 6 + 2

• solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g. 3 + 3\space + \space 3 + ? = 5 = 5 = 5 and knowing 5 − 3 = 2 5 \space− \space3 = 2 5 − 3 = 2 then ? must be 2 2 2)

Resource – Music Examples of knowledge and skills

Music

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Music. The examples provide a suggested sequence for the introduction and development of knowledge and skills.

Introduction

The examples focus on:

• the practices of listening, composing and performing
• approaches to exploring and responding to music across cultures, times, places and other contexts
• the elements of music
• safe music practice.

The appendix provides information about rhythmic values and notation, pitch naming and notation, terms used to describe dynamics and expression, and information about notation systems.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:

• make decisions about the order and pace with which they introduce and develop knowledge and skills
• support differentiation and meeting the needs of students with diverse learning needs
• plan Arts learning across a range of delivery contexts such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Music learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their music practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.
Download
Explore more

AC9AMU2E02

explore examples of music composed and/or performed by First Nations Australians

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Elaborations

• identifying where and how they can experience music composed and/or performed by First Nations Australians, such as via mainstream music platforms (live performance, video, television, radio, streaming), music for ceremonies at their school, in their community, or as part of state and national events

• exploring the diverse music represented in music composed and performed by First Nations■Australians; for example, listening to music■that is available through mainstream media; music performed at a local festival, by street performers, by choirs and/or orchestras; or music created or performed for events such as openings of cultural or community events or as part of a Welcome to Country, and asking questions such as "What instruments and voices can I hear?", "How is this music communicating message/s■about ?" or focusing exclusively on the music (the sound): "How is this music similar or different to other music I listen to?"

• exploring how the are used to create specific effects in screen-based or theatrical works that communicate First Nations Australian ; for example, viewing cartoons or animations that retell traditional stories and using Viewpoints to ask questions such as "How is texture being used to create tension in this part of the story?", "How is melody being used to represent characters in this story?", "How are tempo and dynamics being used to communicate the mood or feeling?"

Students learn to:

explore examples of music composed and/or performed by First Nations Australian

(AC9AMU2E02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Develop empathy

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Navigating intercultural contexts

• Consider responses to intercultural contexts

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Navigating intercultural contexts

• Adapt in intercultural exchanges

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.
• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

• The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing■systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development■and management of Country/Place.

Resources

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9AMU2E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice their own feelings, and the feelings of others, during familiar intercultural experiences
• describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
• describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9AMU2E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify ways in which cultures, including their own, interact
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses contexts

Content description

AC9AMU2E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice how they, and their family members, respond in unfamiliar intercultural contexts
• describe how past intercultural experiences affect how they understand and respond to new experiences
• examine the influence of past intercultural experiences on what they learn about themselves and others

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect relationship between cultures and identities

Content description

AC9AMU2E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify cultural practices that are important to themselves, family and friends, and describe what they experience
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9AMU2E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify how people show respect in intercultural exchanges
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

AC9AMU2D01

develop listening skills and skills for singing and playing instruments

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•

Elaborations

• experimenting with their speaking and singing voices/vocalisation to create a range of expressive effects; for example, varying dynamics or exploring different ways of sliding, scooping or bending, snapping, blending or creating a mood or atmosphere
• playing music games or taking part in skill-development activities to develop skills for listening, composing and performing; for example, movement/body percussion games that develop skills relating to pulse, beat and rhythm
• improvising on pitch and rhythm patterns to develop skills relevant to different ; for example, echo clapping, calling and response singing
• participating in singing games/activities that involve pitch awareness or matching pitch; listening to features of music such as dynamics or articulation and replicating or varying what they hear; playing games that involve repeating or extending a given idea such as a melodic or rhythmic pattern
• developing listening skills for specific purposes, such as listening to count-ins, to become confident about tempo; being quiet when listening to live music (and learning when applause or comment is expected during a performance); listening to ensure their voice/vocalisation/part is blended with other voices/being projected at about the same dynamic level when singing or playing in a group
• exploring and improvising ways to create and vary sounds using a range of sound sources, such as voice/vocalisation, classroom instruments, found/environmental/repurposed objects (buckets, leaves, etc.) or digital instruments; for example, exploring how they can vary sounds using such as dynamics, articulation or tone colour, the effects they can create by combining voices and instruments or combining sounds and silences, and asking questions such as, "Which way of playing/singing sounds best?", "What is the way I want it to sound?"
• developing understanding of what matching pitch means; for example, by using a digital tuner or closing eyes and gradually adjusting to match a partner's pitch
• practising techniques for singing songs and playing classroom instruments

Students learn to:

develop listening skills and skills for singing and playing instruments

(AC9AMU2D01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Consider alternatives
• Put ideas into action

Self-awareness

• Reflective practice

Self-management

• Perseverance and adaptability

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Consider alternatives
• Put ideas into action

Generating

• Consider alternatives
• Put ideas into action

Generating

• Consider alternatives
• Put ideas into action

Generating

• Put ideas into action

Social management

• Collaboration

Social management

• Communication

• Collaboration

Generating

• Consider alternatives

• Put ideas into action

Inquiring

• Develop questions

Managing and operating

• Select and operate tools

Social management

• Collaboration

Generating

• Put ideas into action

Self-management

• Perseverance and adaptability

Resources

Work Samples

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider alternatives by suggesting a different way to approach a given task or problem

• consider alternatives and explore different or creative ways to approach a task or problem

• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action through trial-and-error experiences

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify how their choices affect the development of personal abilities and achievements

• describe what they have discovered about themselves by engaging with feedback

• build on personal abilities and achievements using feedback and self-assessment

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by suggesting a different way to approach a given task or problem
• consider alternatives and explore different or creative ways to approach a task or problem
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Consider alternatives
Critical and Creative Thinking: Generating: Consider alternatives
Content description
AC9AMU2D01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by suggesting a different way to approach a given task or problem
• consider alternatives and explore different or creative ways to approach a task or problem
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

Snapshot – Put ideas into action
Critical and Creative Thinking: Generating: Put ideas into action
Content description
AC9AMU2D01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Develop questions
Critical and Creative Thinking: Inquiring: Develop questions
Content description
AC9AMU2D01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed reflect their curiosity about the world
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Select and operate tools
Digital Literacy: Managing and operating: Select and operate tools
Content description
AC9AMU2D01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help

Snapshot – Collaboration
Personal and Social capability: Social management: Collaboration
Content description
AC9AMU2D01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities

• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AMU2D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
• demonstrate perseverance and adaptability with unfamiliar tasks
• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Resource – Music Examples of knowledge and skills

Music

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Music. The examples provide a suggested sequence for the introduction and development of knowledge and skills.
Introduction
The examples focus on:
• the practices of listening, composing and performing
• approaches to exploring and responding to music across cultures, times, places and other contexts
• the elements of music
• safe music practice.

The appendix provides information about rhythmic values and notation, pitch naming and notation, terms used to describe dynamics and expression, and information about notation systems.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:
• make decisions about the order and pace with which they introduce and develop knowledge and skills
• support differentiation and meeting the needs of students with diverse learning needs
• plan Arts learning across a range of delivery contexts such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Music learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their music practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.

AC9AMU2C01

select and combine when composing and practising music for performance

•

•

Elaborations

• contributing to decisions about how to interpret the , such as tempo (/time), dynamics and/or articulation when performing songs, chants, rhymes or instrumental music

• improvising and making decisions about how to combine sounds to create compositions; for example, combining pitch and rhythm patterns, improvising melodies and drone accompaniments, making decisions about instrumentation, articulation, texture and dynamics

• using voices and body percussion to create music that features contrasting examples of , such as sound/silence, fast/slow, long/short, high/low, loud/soft

• improvising patterns of body movement, such as clapping or stamping, to create accompaniments; for example, accompaniments for songs

• practising a repertoire of songs, chants and rhymes focusing on using such as tempo, dynamics or articulation to create expressive effects

• using signs and symbols to notate or document patterns or soundscapes and/or using an available device to record work in progress so that they can listen and make decisions about what to do next

• practising music using accessible technologies; for example, using recordings to make decisions about dynamics or tempo

• writing lyrics for a chant/rap and improvising to develop rhythmic patterns they can use to perform the lyrics; for example, combining unison sections (voices alone) with multi-part sections (voices and body percussion or instruments)

Students learn to:

select and combine elements of music when composing and practising music for pe

(AC9AMU2C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Create possibilities

• Put ideas into action

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Put ideas into action

Social management

• Collaboration

• Decision-making

Generating

• Put ideas into action

Social management

• Decision-making

Generating

• Put ideas into action

Generating

• Put ideas into action

Number sense and algebra

• Number patterns and algebraic thinking

Generating

• Put ideas into action
Creating and exchanging

• Create, communicate and collaborate
Managing and operating

• Select and operate tools
Number sense and algebra

• Number patterns and algebraic thinking
Managing and operating

• Select and operate tools
Generating

• Put ideas into action
Related content

This content description can be taught with the following content descriptions from other learning areas.
AC9M1A02
Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMU2C01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2C01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AMU2C01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2C01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- put ideas into action by experimenting with options and predicting possible results
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9AMU2C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9AMU2C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify choices that meet the needs of themselves and others when making decisions
- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2C01

Continuum extract

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- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
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Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9AMU2C01

Continuum extract

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- practise individual and group decision-making
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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their

effectiveness

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9AMU2C01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Recognises patterns

• identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)
• identifies "same" and "different" in comparisons
• copies simple patterns using shapes and objects
• identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

• identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)
• continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3 1,2,3, 1,2,3, 1,2,3 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3)
• identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials
• determines a missing element within a pattern involving shapes, physical or virtual materials
• conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Continuing and generalising patterns

• represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern using physical materials such as toothpicks, then summarises the number of toothpicks used as 4 , 7 , 10 , 13 4, 7, 10, 13 4 , 7 , 1 0 , 1 3 ...)
• describes rules for replicating or continuing growing patterns where the difference between each successive term is the same (e.g. to determine the next number in the pattern 3 , 6 , 9 , 12 3, 6, 9, 12 3 , 6 , 9 , 1 2 … you add 3 3 3 ; for 20 , 15 , 10 20, 15, 10 2 0 , 1 5 , 1 0 … the rule is described as each term is generated by subtracting 5 5 5 from the previous term)

Relational thinking

• uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to $5 + 3$ $5 + 3$ $5 + 3$, responds $6 + 2$ $6 + 2$ $6 + 2$ and then writes $5 + 3 = 6 + 2$ $5 + 3 = 6 + 2$ $5 + 3 = 6 + 2$
• solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g. $3 + \space + \space 3 + ? = 5 = 5 = 5$ and knowing $5 - 3 = 2$ $5 \space- \space3 = 2$ $5 - 3 = 2$ then ? must be 2 2 2)

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9AMU2C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to create content
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9AMU2C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9AMU2C01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Recognises patterns

• identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)
• identifies "same" and "different" in comparisons
• copies simple patterns using shapes and objects
• identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

• identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)
• continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3 1,2,3, 1,2,3, 1,2,3 1 , 2 , 3 , 1 , 2 , 3 , 1 , 2 , 3)

• identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials
• determines a missing element within a pattern involving shapes, physical or virtual materials
• conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Continuing and generalising patterns

• represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern using physical materials such as toothpicks, then summarises the number of toothpicks used as 4 , 7 , 10 , 13 4, 7, 10, 13 4 , 7 , 1 0 , 1 3 ...)
• describes rules for replicating or continuing growing patterns where the difference between each successive term is the same (e.g. to determine the next number in the pattern 3 , 6 , 9 , 12 3, 6, 9, 12 3 , 6 , 9 , 1 2 … you add 3 3 3 ; for 20 , 15 , 10 20, 15, 10 2 0 , 1 5 , 1 0 … the rule is described as each term is generated by subtracting 5 5 5 from the previous term)

Relational thinking

• uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to 5 + 3 5 + 3 5 + 3 , responds 6 + 2 6 + 2 6 + 2 and then writes 5 + 3 = 6 + 2 5 + 3 = 6 + 2 5 + 3 = 6 + 2
• solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g. 3 + 3\space + \space 3 + ? = 5 = 5 = 5 and knowing 5 − 3 = 2 5 \space− \space3 = 2 5 − 3 = 2 then ? must be 2 2 2)

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9AMU2C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to explore tasks and consolidate learning
• seek help when encountering a problem
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Resource – Music Examples of knowledge and skills

Music

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Music. The examples provide a suggested sequence for the introduction and development of knowledge and skills.
Introduction
The examples focus on:
• the practices of listening, composing and performing
• approaches to exploring and responding to music across cultures, times, places and other contexts
• the elements of music

• safe music practice.

The appendix provides information about rhythmic values and notation, pitch naming and notation, terms used to describe dynamics and expression, and information about notation systems.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:
• make decisions about the order and pace with which they introduce and develop knowledge and skills
• support differentiation and meeting the needs of students with diverse learning needs
• plan Arts learning across a range of delivery contexts such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Music learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their music practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.
Download
Explore more

AC9AMU2P01

sing and music in informal settings

•

•

Elaborations

• singing songs, performing chants/raps or playing instrumental music they have learnt or composed for an audience of peers and teachers
• following agreed decisions about how the music should sound; for example, using singing voice rather than speaking voice, holding beaters or instruments in ways that produce clear and clean sound, performing at the agreed tempo
• making decisions about how/where to sit/stand in a performance space; for example, deciding if they can see cues/signals from other performers or a conductor more easily if they are standing in curved or straight rows, or whether they can perform an instrumental part more accurately/comfortably when standing or sitting
• introducing a performance by writing text for a slide that shares information about the music with the audience; for example, the title of the music, the name of the composer and identifying where, when or why it was composed, and then projecting the slide before or during the performance
• listening intentionally and respectfully during performances and when invited, participating in the performance by using body percussion (clapping, tapping, stamping) or singing
• contributing to post-performance discussions; for example, sharing ideas about what the best part of the performance was or asking the performers questions such as, "How long have you been singing/playing as a group?" or "How did you get your instrument to …?"
Students learn to:

sing and play music in informal settings

(AC9AMU2P01)
General capabilities and cross-curriculum priorities
This content description connects to the following general capabilities and cross-curriculum priorities.
Generating
• Put ideas into action
Speaking and listening
• Interacting
Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Put ideas into action

Social management

• Collaboration

Social management

• Decision-making

Analysing

• Draw conclusions and provide reasons

Social management

• Decision-making

Social management

• Communication

• Collaboration

Social management

• Communication

Resources

Work Samples

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action through trial-and-error experiences
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9AMU2P01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• contributes simple ideas and opinions to class or small group discussions
• shows signs of active listening, by sustaining attention across a short, spoken text
• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
• uses appropriate language or dialect to interact with speakers of the same language
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU2P01

Continuum extract

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• put ideas into action through trial-and-error experiences
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9AMU2P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9AMU2P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify choices that meet the needs of themselves and others when making decisions
• practise individual and group decision-making
• describe factors that influence decision-making and predict outcomes of individual and group decisions

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9AMU2P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks and identify the reasons for choices made
• draw conclusions and make choices when completing tasks and explain the reasons for choices made
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9AMU2P01

Continuum extract

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• practise individual and group decision-making
• describe factors that influence decision-making and predict outcomes of individual and group decisions

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AMU2P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9AMU2P01

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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