AC9ADRFE01

explore how and why the arts are important for people and communities

•

•

Elaborations

• exploring how facial expressions, gestures and other ways of moving, and using voice or language, can communicate emotions and feelings in ; for example, characters in portraits, cartoons, songs, chants or dances from different times and

• identifying and/or learning social or cultural dances that have meaning for people and communities, taking care to observe relevant protocols; for example, working with community representatives or using accredited resources

• using to explore ideas or understandings they observe or perceive in a text or image (print or screen); for example, exploring questions such as "What is happening?", "What will happen next?"

• identifying artworks and experiences in their lives, such as songs they sing, dances or drama they watch or perform, animations, computer games or music videos, public art, 2D, 3D or screen-based works they encounter at school or in community settings and sharing ideas and feelings about the works with peers and teachers

• singing songs that are used for celebrations, such as school songs, anthems, sports teams' songs, birthday songs and songs that help teach content or concepts from other learning areas, such as health messages

• exploring how illustrations/images in a text (fiction or non-fiction, print or screen) help to communicate narrative or information about characters, settings and/or mood

• listening to First Nations Australians talk about the importance of the arts for connecting to people, culture and Country/ ; for example, using resources created or co-created by First Nations Australians

Students learn to:

explore how and why the arts are important for people and communities

(AC9ADRFE01)

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

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 .

Engaging with cultural and linguistic diversity

• Communicate responsively

Navigating intercultural contexts

• Consider responses to intercultural contexts

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Analysing

• Interpret concepts and problems

Reflecting

• Think about thinking (metacognition)

Self-awareness

• Emotional awareness

Engaging with cultural and linguistic diversity

• Develop empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Community awareness

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Examine cultural perspectives and world views

Inquiring

• Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

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.

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9ADRFE01

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

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

AC9ADRFE01

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9ADRFE01

Learning progression extract

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

• shares simple ideas with peers

• responds to questions in class discussion using non-verbal responses (e.g. nodding)

- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- 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

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9ADRFE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

Content description

AC9ADRFE01

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

Snapshot – Develop multiple perspectives

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

Content description

AC9ADRFE01

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

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

AC9ADRFE01

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9ADRFE01

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

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9ADRFE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify thinking and learning strategies used when completing activities and drawing conclusions
• identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions

Snapshot – Emotional awareness

Personal and Social capability: Self-awareness: Emotional awareness

Content description

AC9ADRFE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify a range of emotions across different situations
• identify their own emotional responses
• describe the emotional responses of themselves and others

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9ADRFE01

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

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

AC9ADRFE01

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

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9ADRFE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify different groups within their community
• describe the ways they are connected, and can contribute to their community groups
• describe how they contribute to their communities and how others care for and assist them

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9ADRFE01

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

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views

Content description

AC9ADRFE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify what family and friends value in familiar intercultural contexts
• describe how people express agreement or disagreement about what they value within familiar intercultural contexts

Snapshot – Identify, process and evaluate information

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

Content description

AC9ADRFE01

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9ADRFE01

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

Resource – Dance Examples of knowledge and skills

Dance

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Dance in relation to the elements of dance and the dance practices: choreography, performance and responding.

Introduction

The overview shows the relationship between the dance essentials and the dance practices. The examples provide a suggested sequence for the introduction and development of knowledge and skills. They focus on:

• using the body and fundamental movement skills to develop movement vocabulary
• exploring the elements of dance: space, time, dynamics and relationships
• exploring purposes, contexts and structures for dance
• safe dance practice
• skills for choreography and performance
• approaches to exploring and responding to dance as artist and as audience.

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 Dance learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their dance 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

Resource – Drama Examples of knowledge and skills

Page not found

We can't find this page. Sorry for the inconvenience.

Please use search to find another page or browse from the home page .

Resource – Media Arts Examples of knowledge and skills

Media Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Media Arts in relation to production processes and media arts concepts, and provide a suggested sequence for their introduction and development.

Introduction

Media arts concepts are the 6 concepts fundamental to Media Arts. They are media technologies, representations, audiences, institutions, media languages and relationships. Together, the media arts concepts provide a framework for students to engage with and create media arts works in existing or emerging forms and to consider media arts practices. The media arts concepts, although discussed independently, are interrelated. Students engage with each of the concepts at varying levels of depth in all bands.

In the media arts, production processes include 3 key stages during the creation of media arts

works: pre-production, production and post-production. Other stages in a production process such as development and/or distribution may be considered, particularly in Years 7–10 as appropriate.

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 Media Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their media arts 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

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

Resource – Visual Arts Examples of knowledge and skills

Visual Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Visual Arts in relation to visual conventions, visual arts processes and visual arts practices, and provide a suggested sequence for their introduction and development.

Introduction

Visual conventions are traditional, cultural and/or stylistic ways of working in visual arts, craft and design. They reflect agreed expectations for various art forms such as painting or sculpture. Visual conventions are impacted by factors such as the time and culture they were created in and the choice of materials. They include the elements and principles of art/design.

Visual arts processes are the processes used to create artworks. They include methods, tools, techniques and technologies relevant to the selected visual arts form. Visual arts processes involve working with 2D, 3D or 4D visual arts forms.

Visual arts practices are the ways that artists go about their work. They include exploring ideas for artworks, working with ideas and responding to artworks.

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 Visual Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their visual arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are included alongside the examples of knowledge and skills. These may be asked by teachers and students when they are learning about or with the visual arts knowledge or skill.

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

AC9ADRFD01

use , imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas

•

•

Elaborations

• playing with the tactile qualities of a range of (rough, smooth, spikey, gooey) and exploring how they feel about these qualities to develop ideas for a visual artwork, dance or soundscape; for example, using art , movement and/or voice to depict or embody the tactile qualities they have discovered; moving their body to communicate the smooth or rough qualities of a stone or ball
• imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the characters; for example, working in groups and using to imagine possibilities about characters and situations or asking questions such as "What happens next?"
• identifying and describing shapes, colours and lines they observe in their environment and exploring ways to use these shapes creatively; for example, imagining and trialling ways to use geometric and organic shapes and collage techniques to represent a familiar object such as a face; improvising movements that trace a series of shapes such as circle, rectangle and triangle; improvising a melody that follows the contour of the shape or working collaboratively to form frozen or still images of each shape
• playing games to develop subject-specific practices such as pitch, beat and/or rhythm recognition;

exploring ways that body parts, zones and bases can be moved safely and expressively; taking on the point of view of a fictional character in

• responding to the emotions they experience while listening to different pieces of music and using movement to share their response; for example, using scarves and movement, or creating visual images using such as crayons or paint

• improvising rhythmic patterns for clapping or stamping or inventing new movements for familiar action songs, and interpreting these visually by using such as shapes, lines and/or colours and such as paper and pencil or string

• exploring their speaking and singing voices and discovering ways to use their voices/vocalisation to communicate ideas and feelings

• improvising movements to explain the steps in a process, and then using a camera to capture a series of images or a photographic story that can be displayed in the classroom to remind everybody about the process

Students learn to:

use play, imagination, arts knowledge, processes and/or skills to discover possibilit ideas

(AC9ADRFD01)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities

Reflecting

• Transfer knowledge

Self-management

• Goal setting

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

• Create possibilities

Inquiring

• Develop questions

Navigating intercultural contexts

• Respond to biases, stereotypes, prejudices and discrimination

Generating

• Put ideas into action

Measurement and geometry

• Understanding geometric properties

Social management

• Collaboration

Self-awareness

• Emotional awareness

Generating

• Create possibilities

• Put ideas into action

Self-awareness

• Personal awareness

Creating and exchanging

• Create, communicate and collaborate

Managing and operating

• Select and operate tools

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADRFD01

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9ADRFD01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• connect ideas and information between familiar learning experiences
• use ideas and information from a previous experience to inform similar learning experiences

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9ADRFD01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• learn a range of strategies to participate in class activities
• co-create goals to assist learning when working independently or collaboratively
• collaboratively develop goals to improve learning

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADRFD01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADRFD01

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

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9ADRFD01

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

Snapshot – Respond to biases, stereotypes, prejudices and discrimination

Intercultural Understanding: Navigating intercultural contexts: Respond to biases prejudices and discrimination

Content description

AC9ADRFD01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify examples of acceptance and inclusion within friendship groups
• discuss examples of stereotypical statements used in familiar intercultural exchanges, reflecting on their feelings and responses

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADRFD01

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

Snapshot – Understanding geometric properties

Numeracy: Measurement and geometry: Understanding geometric properties

Content description

AC9ADRFD01

Learning progression extract

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

Familiar shapes and objects

• uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)
• locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)
• names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

Angles

• identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

Features of shapes and objects

• identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)
• sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 3 3 sides; a sphere is round like a ball)

Transformations

• identifies features of shapes and objects of different sizes and in different orientations in the environment (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)
• explains that the shape or object does not change when presented in different orientations (e.g. a

square remains a square when rotated)

Angles

• identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 4 4 angles in a square)

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9ADRFD01

Continuum extract

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

• engage with peers and other community members

• engage with others and participate in group play, tasks and activities

• participate cooperatively in groups on common tasks and activities

Snapshot – Emotional awareness

Personal and Social capability: Self-awareness: Emotional awareness

Content description

AC9ADRFD01

Continuum extract

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

• identify a range of emotions across different situations

• identify their own emotional responses

• describe the emotional responses of themselves and others

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADRFD01

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADRFD01

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

Snapshot – Personal awareness

Personal and Social capability: Self-awareness: Personal awareness

Content description

AC9ADRFD01

Continuum extract

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

• identify their likes, dislikes, strengths, abilities and interests when showing a personal preference

• identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices

• describe personal qualities and how these contribute to growth

Snapshot – Create, communicate and collaborate

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

Content description

AC9ADRFD01

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9ADRFD01

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

Resource – Dance Examples of knowledge and skills

Dance

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Dance in relation to the elements of dance and the dance practices: choreography, performance and responding.

Introduction

The overview shows the relationship between the dance essentials and the dance practices. The examples provide a suggested sequence for the introduction and development of knowledge and skills. They focus on:

• using the body and fundamental movement skills to develop movement vocabulary

• exploring the elements of dance: space, time, dynamics and relationships

• exploring purposes, contexts and structures for dance

• safe dance practice

• skills for choreography and performance

• approaches to exploring and responding to dance as artist and as audience.

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 Dance learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their dance 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

Resource – Drama Examples of knowledge and skills

Page not found

We can't find this page. Sorry for the inconvenience.

Please use search to find another page or browse from the home page .

Resource – Media Arts Examples of knowledge and skills

Media Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Media Arts in relation to production processes and media arts concepts, and provide a suggested sequence for their introduction and development.
Introduction
Media arts concepts are the 6 concepts fundamental to Media Arts. They are media technologies, representations, audiences, institutions, media languages and relationships. Together, the media arts concepts provide a framework for students to engage with and create media arts works in existing or emerging forms and to consider media arts practices. The media arts concepts, although discussed independently, are interrelated. Students engage with each of the concepts at varying levels of depth in all bands.

In the media arts, production processes include 3 key stages during the creation of media arts works: pre-production, production and post-production. Other stages in a production process such as development and/or distribution may be considered, particularly in Years 7–10 as appropriate.

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 Media Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their media arts 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

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

Resource – Visual Arts Examples of knowledge and skills

Visual Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Visual Arts in relation to visual conventions, visual arts processes and visual arts practices, and provide a suggested sequence for their introduction and development.
Introduction
Visual conventions are traditional, cultural and/or stylistic ways of working in visual arts, craft and design. They reflect agreed expectations for various art forms such as painting or sculpture. Visual conventions are impacted by factors such as the time and culture they were created in and the choice of materials. They include the elements and principles of art/design.

Visual arts processes are the processes used to create artworks. They include methods, tools, techniques and technologies relevant to the selected visual arts form. Visual arts processes involve working with 2D, 3D or 4D visual arts forms.

Visual arts practices are the ways that artists go about their work. They include exploring ideas for artworks, working with ideas and responding to artworks.

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 Visual Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their visual arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are included alongside the examples of knowledge and skills. These may be asked by teachers and students when they are learning about or with the visual arts knowledge or skill.

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

AC9ADRFC01

create that communicate ideas

•

•

Elaborations

• creating in a range of forms to communicate ideas from lived personal or social experiences; for example, creating a dance or scenes showing favourite activities such as games; using digital devices to record their peers playing a game and creating a voice-over that describes what's happening; composing a song or chant about a favourite food or activity; drawing a home scene of people and animals

• creating works in response to inspiration from sources such as , imagination, observation, literature, artworks from their and communities or arts knowledge and skill development activities

• extending and varying known songs, chants or rhymes; for example, changing words, interpreting without using voice, adding movements/actions or improvising rhythm patterns as accompaniment

• manipulating objects, puppets, 2D images and/or available technologies to create or retell stories

• devising a chant/rap that a character from an animated series, a text or a fictional hero could use to communicate a health or sustainability message or to learn the steps in a process; recording the chant/rap using an available digital device and sharing live or via a school-managed space such as a learning management system

• repurposing and objects such as clothing or packing boxes as starting points for imagining and developing scenes and scenarios; for example, using packing boxes to create an imagined environment or vehicle

• considering as a class the characters and situations associated with a story and then re-imagining them by asking questions of the story, such as "What's up?", "What happens next?" or "What else might/could happen?" to support the development of their own socio-dramatic or miniature worlds

Students learn to:

create arts works that communicate ideas

(AC9ADRFC01)
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

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

• Create possibilities

• Put ideas into action

Practising digital safety and wellbeing

• Manage digital wellbeing

Generating

• Create possibilities

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Explore the influence of cultures on interactions

Generating

• Create possibilities

Generating

• Create possibilities

• Put ideas into action

Generating

• Create possibilities

• Put ideas into action

Futures

• Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

Generating

• Create possibilities

• Put ideas into action

Systems

• Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Inquiring

• Develop questions

Social management

• Communication

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADRFC01

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADRFC01

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9ADRFC01

Learning progression extract

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

• shares simple ideas with peers

• responds to questions in class discussion using non-verbal responses (e.g. nodding)

• listens without interrupting (see Listening)

• uses home language or dialect to interact with familiar peers and adults

• 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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADRFC01

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADRFC01

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

Snapshot – Manage digital wellbeing

Digital Literacy: Practising digital safety and wellbeing: Manage digital wellbeing

Content description

AC9ADRFC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- follow adult directions for the use of digital tools at school and home
- follow agreed rules for the healthy use of digital tools and apply them at school and home

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADRFC01

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

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

AC9ADRFC01

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9ADRFC01

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADRFC01

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADRFC01

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADRFC01

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADRFC01

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADRFC01

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADRFC01

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADRFC01

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

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9ADRFC01

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADRFC01

Continuum extract

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

• communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts

• develop positive communication skills by initiating, joining or contributing to conversations

• use a range of skills to enhance verbal and non-verbal communication

Resource – Dance Examples of knowledge and skills

Dance

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Dance in relation to the elements of dance and the dance practices: choreography, performance and responding.

Introduction

The overview shows the relationship between the dance essentials and the dance practices. The examples provide a suggested sequence for the introduction and development of knowledge and skills. They focus on:

• using the body and fundamental movement skills to develop movement vocabulary

• exploring the elements of dance: space, time, dynamics and relationships

• exploring purposes, contexts and structures for dance

• safe dance practice

• skills for choreography and performance

• approaches to exploring and responding to dance as artist and as audience.

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 Dance learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their dance 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

Resource – Drama Examples of knowledge and skills

Page not found

We can't find this page. Sorry for the inconvenience.

Please use search to find another page or browse from the home page .

Resource – Media Arts Examples of knowledge and skills

Media Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Media Arts in relation to production processes and media arts concepts, and provide a suggested sequence for their introduction and development.
Introduction
Media arts concepts are the 6 concepts fundamental to Media Arts. They are media technologies, representations, audiences, institutions, media languages and relationships. Together, the media arts concepts provide a framework for students to engage with and create media arts works in existing or emerging forms and to consider media arts practices. The media arts concepts, although discussed independently, are interrelated. Students engage with each of the concepts at varying levels of depth in all bands.

In the media arts, production processes include 3 key stages during the creation of media arts works: pre-production, production and post-production. Other stages in a production process such as development and/or distribution may be considered, particularly in Years 7–10 as appropriate.

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 Media Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their media arts 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
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
Resource – Visual Arts Examples of knowledge and skills

Visual Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Visual Arts in relation to visual conventions, visual arts processes and visual arts practices, and provide a suggested sequence for their introduction and development.
Introduction
Visual conventions are traditional, cultural and/or stylistic ways of working in visual arts, craft and design. They reflect agreed expectations for various art forms such as painting or sculpture. Visual conventions are impacted by factors such as the time and culture they were created in and the choice of materials. They include the elements and principles of art/design.

Visual arts processes are the processes used to create artworks. They include methods, tools, techniques and technologies relevant to the selected visual arts form. Visual arts processes involve working with 2D, 3D or 4D visual arts forms.

Visual arts practices are the ways that artists go about their work. They include exploring ideas for artworks, working with ideas and responding to artworks.

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 Visual Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their visual arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are included alongside the examples of knowledge and skills. These may be asked by teachers and students when they are learning about or with the visual arts knowledge or skill.

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

AC9ADRFP01

share their with audiences

•

•

Elaborations

• sharing their artworks with the class via a "gallery" or "performance walk"; for example, walking around the space looking at the works and using positive language to comment on the works and identify features such as similarities or differences, use of and , such as line
• performing songs, soundscapes or chants/raps, using music skills they have learnt and practised, such as listening to and aiming to match starting pitch, staying in time with the group or following the agreed plan; for example, following a graphic score when performing a soundscape
• taking images of class arts events (with permission from the people involved), creating an image sequence to document the occasion, and adding sound; for example, importing the images to a software program, sequencing the images, and using instruments and voices to create a soundscape to accompany the images
• talking about ideas such as themes, processes used to make the work, or features of the work such as patterns, pathways or lines; for example, talking with the teacher and explaining the important features of their work
• presenting retellings of stories to peers; for example, through using repurposed objects, toys or puppets they have made
• sharing their work with their teacher and responding to questions such as "What is going on in your work?", "Tell me the story of what is happening?", "What did you enjoy about making this work?"
• performing movement/dance sequences they have created for other groups in their class and introducing their work by describing their favourite moments in the sequence or explaining why they chose a particular movement
• using digital devices to record their arts explorations; for example, curating (selecting, ordering) a sequence of digital images (photos) to show the steps in a process; for example, images that show how they created new colours by mixing primary colours (using playdough or paint) and adding commentary that expresses their feelings, emotions and understandings
Students learn to:

share their arts works with audiences

(AC9ADRFP01)
General capabilities and cross-curriculum priorities
This content description connects to the following general capabilities and cross-curriculum

priorities.

Speaking and listening

• Interacting

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 .

Social management

• Communication

Self-management

• Perseverance and adaptability

Social management

• Communication

Managing and operating

• Manage content

• Select and operate tools

Analysing

• Evaluate actions and outcomes

Reflecting

• Think about thinking (metacognition)

Social management

• Communication

Generating

• Create possibilities

Systems

• Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Analysing

• Evaluate actions and outcomes

Reflecting

• Think about thinking (metacognition)

Social management

• Communication

Analysing

• Draw conclusions and provide reasons

Self-management

• Emotional regulation

Reflecting

• Think about thinking (metacognition)

Creating and exchanging

• Create, communicate and collaborate

Managing and operating

• Manage content

• Select and operate tools

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9ADRFP01

Learning progression extract

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

• shares simple ideas with peers

- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Perseverance and adaptability

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

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- persevere when attempting to complete tasks
- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Manage content

Digital Literacy: Managing and operating: Manage content

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- save and retrieve content in an app
- save and retrieve content with an agreed name

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9ADRFP01

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

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- evaluate whether they are satisfied with the outcome of tasks or actions
- evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify thinking and learning strategies used when completing activities and drawing conclusions
- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADRFP01

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

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- evaluate whether they are satisfied with the outcome of tasks or actions
- evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify thinking and learning strategies used when completing activities and drawing conclusions
- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9ADRFP01

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

Snapshot – Emotional regulation

Personal and Social capability: Self-management: Emotional regulation

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- recognise how emotions influence the way we feel and act
- express emotions in familiar settings, demonstrating consideration for others
- describe ways to moderate emotions in familiar contexts

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify thinking and learning strategies used when completing activities and drawing conclusions
• identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions

Snapshot – Create, communicate and collaborate

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

Content description

AC9ADRFP01

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

Snapshot – Manage content

Digital Literacy: Managing and operating: Manage content

Content description

AC9ADRFP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• save and retrieve content in an app
• save and retrieve content with an agreed name

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9ADRFP01

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

Resource – Dance Examples of knowledge and skills

Dance

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Dance in relation to the elements of dance and the dance practices: choreography, performance and responding.
Introduction
The overview shows the relationship between the dance essentials and the dance practices. The examples provide a suggested sequence for the introduction and development of knowledge and skills.
They focus on:
• using the body and fundamental movement skills to develop movement vocabulary
• exploring the elements of dance: space, time, dynamics and relationships
• exploring purposes, contexts and structures for dance
• safe dance practice
• skills for choreography and performance
• approaches to exploring and responding to dance as artist and as audience.
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 Dance learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their dance 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

Resource – Drama Examples of knowledge and skills

Page not found

We can't find this page. Sorry for the inconvenience.

Please use search to find another page or browse from the home page .

Resource – Media Arts Examples of knowledge and skills

Media Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Media Arts in relation to production processes and media arts concepts, and provide a suggested sequence for their introduction and development.

Introduction

Media arts concepts are the 6 concepts fundamental to Media Arts. They are media technologies, representations, audiences, institutions, media languages and relationships. Together, the media arts concepts provide a framework for students to engage with and create media arts works in existing or emerging forms and to consider media arts practices. The media arts concepts, although discussed independently, are interrelated. Students engage with each of the concepts at varying levels of depth in all bands.

In the media arts, production processes include 3 key stages during the creation of media arts works: pre-production, production and post-production. Other stages in a production process such as development and/or distribution may be considered, particularly in Years 7–10 as appropriate.

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 Media Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their media arts 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

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

Resource – Visual Arts Examples of knowledge and skills

Visual Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Visual Arts in relation to visual conventions, visual arts processes and visual arts practices, and provide a suggested sequence for their introduction and development.
Introduction
Visual conventions are traditional, cultural and/or stylistic ways of working in visual arts, craft and design. They reflect agreed expectations for various art forms such as painting or sculpture. Visual conventions are impacted by factors such as the time and culture they were created in and the choice of materials. They include the elements and principles of art/design.

Visual arts processes are the processes used to create artworks. They include methods, tools, techniques and technologies relevant to the selected visual arts form. Visual arts processes involve working with 2D, 3D or 4D visual arts forms.

Visual arts practices are the ways that artists go about their work. They include exploring ideas

for artworks, working with ideas and responding to artworks.

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 Visual Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their visual arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are included alongside the examples of knowledge and skills. These may be asked by teachers and students when they are learning about or with the visual arts knowledge or skill.

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