

English

Australian Curriculum Achievement Standard

Foundation Year Achievement Standard

Receptive modes (listening, reading and viewing)

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

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

Productive modes (speaking, writing and creating)

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

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

Year 1 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

| English Units | Semester 1 | | | | Semester 2 | | | | |
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| | Unit i | Unit ii | Unit iii | Unit iv | Unit v | Unit vi | | | |
| Comprehension Strategies | Exploring emotions in picture books Students identify emotive content and justify interpretations of stories Assessment: Prep – Orally talk about a favourite story Year 1 – Spoken presentation about character’s emotions | Creating and presenting a retell Students retell a familiar story and present to a familiar audience. Assessment: Prep – Orally retell a story Year 1 - Present a poster/multimodal presentation of a retell Year 1 – Short answer reading comprehension | Exploring Australian texts Students listen to and respond to questions about an Australian story and create a retell about a character. Assessment: Prep – Orally retell a story Year 1 – Write an imaginative retell Year 1 – Listening comprehension short answer questions | Exploring poetry Students explore poetry and express personal responses and thoughts. Students create and present an imaginative reconstruction of a poem or rhyme. Assessment: Prep – Create and recite a rhyme Year 1 – Create and recite a rhyme | Examining stories and informative texts Students explore animal characters and create an informative text about a character in literary text. Assessment: Prep – Create an informative text Prep – Reading comprehension Year 1 – Create an informative text Year 1 – Reading comprehension | Creating persuasive imaginative texts Students create a spoken response (prep) and an innovation (yr 1) of a persuasive imaginative text. Student will publish their work digitally. Assessment: Prep: Spoken personal response Year 1 – Written innovation on a text | | | |
| | | Unit i | Unit ii | Unit iii | Unit iv | Unit v | Unit vi | | |
| | | Predicting Making connections (text self) Self-monitoring Inferring (Skimming and scanning) Visualising | Summarising Inferring (skimming and scanning) Self-monitoring Visualising Activating prior knowledge | Making connections Predicting Inferring (skimming and scanning) Summarising Questioning | Activating prior knowledge Making connections Visualising Predicting Summarising | Activating prior knowledge Making connections (text-text) Synthesising Skimming and scanning Questioning | Synthesising Text connections Questioning (QAR) Predicting | | |
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | |
| Spelling Prep Year 1 | Letters of the alphabet Short vowels Initial blends | Letters of the alphabet Final blends Diphthongs | Consonant blends Silent e | Consonant digraphs Digraphs Plurals | Short vowels Homophones Silent e | Long vowels Days of the week/seasons | Word families Plurals Adding ‘er’ Adding ‘ing’ | Word families Colours Compound words | |

| | | Contractions Short /e/ | Long vowel patterns Digraphs | Ambiguous vowels | 'r' influenced vowels Past tense | Ambiguous vowels Diphthongs Blends | | |
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| | <p>Prep Year Achievement Standard</p> <p>By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.</p> <p>Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.</p> <p>Year 1 Achievement Standard</p> <p>By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.</p> <p>Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.</p> | | | | | | | |
| <p>Maths Students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations</p> <p>Year 1 Prep</p> | <p>C2C Unit 1: Students develop understandings of:</p> <p>Patterns and algebra — Prep students will identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy & describe simple patterns, identify patterns within counting sequences. Year 1 students will investigate & describe repeating & growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent & record counting sequences, describing number patterns</p> <p>Measurement — Prep students will sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects. Year 1 students will sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.</p> <p>Number and place value — Prep students will recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, represent quantities, visualise arrangements to five, match numerals to quantities, count forwards & backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after & next in a sequence, order quantities & numerals. Year 1 students will recall</p> | | | | | | | |

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| | <p>counting sequence to and from 100, describe growing patterns, investigate the two's number sequence, represent 2-digit numbers, investigate parts and whole of quantities, show standard and flexible partitioning of 'teen' numbers, investigate subtraction, represent and solve simple addition and subtraction problems</p> <p>Location and direction — Prep students will use positional language to describe location, identify positional opposites, represent locations with models & images. Year 1 students will explore & describe location, investigate & describe position, direction & movement, interpret directions.</p> |
| | <p>C2C Unit 2: Students develop understandings of:</p> <p>Measurement — Prep students will compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations. Year 1 students will describe the duration of an hour, explore & tell time to the hour.</p> <p>Shape — Prep students will compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes. Year 1 students will investigate the features three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects.</p> <p>Number and place value — Prep students will recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts. Year 1 students will represent & record the tens number sequence, investigate quantities & equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, connect addition & subtraction, represent, record & solve simple addition and subtraction problems.</p> <p>Location and transformation — Prep students will identify and describe pathways, give and follow movement directions, represent movement paths, describe locations. Year 1 students will explore & describe location, investigate & describe position, direction & movement, interpret directions.</p> <p>Patterns and algebra — Prep students will copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number. Year 1 students will investigate & describe repeating & growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent & record counting sequences, describing number patterns</p> <p>Fractions and decimals — Year 1 students will investigate wholes and halves, partition to make equal parts.</p> <p>Money and financial mathematics — Year 1 students will explore features of Australian coins.</p> |
| | <p>C2C Unit 3: Students develop understandings of:</p> <p>Measurement — Prep students will make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events. Year 1 students will describe durations in time, tell time to the half hour and compare, measure and record lengths and capacity.</p> <p>Number and place value — Prep students will compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole. Year 1 students will recall, represent and record the ones, twos, fives & tens number sequence, identify number patterns, count collections, represent & record two-digit numbers, standard place value partitioning of two-digit numbers, identifying digit values, exploring doubling & halving, positioning & locating numbers on linear representations, representing, recording & solving simple subtraction problems.</p> <p>Patterns and algebra — Prep students will identify, copy, continue and describe growing patterns, describe equal quantities. Year 1 students will recall the ones, twos</p> |

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| | <p>and tens counting sequences, explore number patterns, represent the fives number sequence</p> <p>Data representations and interpretation — Prep students will identify questions, answer yes/no questions, use data displays to answer simple questions. Year 1 students will ask suitable questions to collect data, gather & organise data.</p> <p>Money and financial mathematics — Year 1 students will recognise, describe, & order Australian coins according to their value.</p> <p>Location and transformation — Year 1 students will give & follow directions, investigate position, direction and movement.</p> |
| | <p>C2C Unit 4</p> <p>Students develop understandings of:</p> <p>Number and place value — Prep students will represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process. Year 1 students will use standard and nonstandard partitioning of two-digit numbers, count in number patterns, model numbers with a range of materials, develop and refine mental strategies for addition and subtraction problems, represent part unknown.</p> <p>Measurement — Prep students will directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects. Year 1 students will compare and sequence familiar events in time.</p> <p>Location and transformation — Prep students will describe position, describe direction. Year 1 students will give & follow directions, investigate position, direction and movement.</p> <p>Data representation and interpretation — Prep students will generate yes/no questions, identify and interpret data collected. Year 1 students will ask suitable questions to collect, organise and represent data.</p> <p>Chance — Year 1 students will classify events based on chance.</p> <p>Fractions and decimals — Year 1 students will identify a half.</p> |
| Science | <p>Prep Year Achievement Standard</p> <p>By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.</p> <p>Students share and reflect on observations, and ask and respond to questions about familiar objects and events.</p> <p>Year 1 Achievement Standard</p> <p>By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.</p> <p>Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.</p> |

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| | <p>Biological Sciences The Living World</p> <ul style="list-style-type: none"> Identify needs of living things Describe how living things change Understand that the needs of living things are met by their habitat <p>Assessment: Prep: Living things need Year 1: Habitats</p> | <p>Chemical Sciences Mastering Materials</p> <ul style="list-style-type: none"> Investigate properties of materials Identify materials and purposes of objects Investigate how materials can be changed and combined to affect their purposes <p>Assessment: Prep: Make a wind ornament Year 1: Don't rock the boat</p> | <p>Earth and Space Sciences The Earth and Us</p> <ul style="list-style-type: none"> Investigate landscapes Explore phenomena including weather Compare and describe changes that occur in sky <p>Assessment: Prep: Collection of work Year 1: Multimodal presentation</p> | <p>Physical Sciences Toy World</p> <ul style="list-style-type: none"> Use senses to observe movement of objects Investigate sources of light and sound Gather information about factors influencing movement through hands-on investigation <p>Assessment Prep: Toy design Year 1: Toy design</p> |
| Design and Technologies | <p>Achievement standard: Years Prep to 2</p> <p>By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.</p> <p>With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps students demonstrate safe use of tools and equipment when producing designed solutions.</p> | | | |
| | | <p>Materials and Technologies Specialists: It's Showtime!</p> <ul style="list-style-type: none"> Explore the characteristics and properties of materials and components that are used to produce designed solutions <p>Assessment: Design and make a puppet with moving parts to use in a puppet show.</p> | | <p>Engineering principles and systems</p> <ul style="list-style-type: none"> Explore how technologies use forces to create movement in products <p>Assessment: Design and make a spinning toy for a small child that is fun and easy to use</p> |
| Digital Technologies | <p>Achievement standard: Foundation to Year 2</p> <p>By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.</p> <p>Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments</p> | | | |
| | <p>Unit 1 Computers: Handy Helpers (P-2)</p> | | | |
| | <p>Students will:</p> | | | |

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| | <ul style="list-style-type: none"> • explore and describe how digital systems are used for particular purposes • collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning • describe, follow and apply a sequence of steps and decisions to solve problems • develop foundational skills in computational and systems thinking when solving problems • work with others to create and organise ideas and information in a safe online environment <p>Assessment:</p> <ul style="list-style-type: none"> • Students will identify common digital and information systems and explain the purposes of them in a voice recording. • Students will create a class profile, using digital systems to present data in a creative way to create meaning. • Students will design steps (algorithm) to direct a person or object (such as floor robot, character in a simple visual program or person) to navigate a path. | | | |
| HASS | <p>Foundation Year Achievement Standard</p> <p>By the end of Foundation Year, students <i>identify</i> important events in their own lives and <i>recognise</i> why some places are special to people. They <i>describe</i> the features of familiar places and <i>recognise</i> that places can be represented on maps and models. They <i>identify</i> how they, their families and friends know about their past and commemorate events that are important to them.</p> <p>Students <i>respond</i> to questions about their own past and places they belong to. They <i>sequence</i> familiar events in order. They observe the familiar features of places and <i>represent</i> these features and their location on pictorial maps and models. They reflect on their learning to <i>suggest</i> ways they can care for a familiar place. Students <i>relate</i> stories about their past and share and <i>compare</i> observations about familiar places.</p> <p>Year 1 Achievement Standard</p> <p>By the end of Year 1, students <i>identify</i> and <i>describe</i> important dates and changes in their own lives. They <i>explain</i> how some aspects of daily life have changed over recent time while others have remained the same. They <i>identify</i> and <i>describe</i> the features of places and their location at a local scale and <i>identify</i> changes to the features of places. They <i>recognise</i> that people <i>describe</i> the features of places differently and <i>describe</i> how places can be cared for.</p> <p>Students <i>respond</i> to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They <i>sequence</i> personal and family events in order and <i>represent</i> the location of different places and their features on labelled maps. They reflect on their learning to <i>suggest</i> ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to <i>describe</i> direction and location.</p> | | | |
| History (20 hours) | <p>Remembering the past</p> <ul style="list-style-type: none"> • What stories do people tell about the past? • How can stories of the past be told and shared? | <p>Comparing the past and the present</p> <ul style="list-style-type: none"> • What is my history and how do I know it? • How has family life changed or remained the same over time? | | |

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| | <ul style="list-style-type: none"> How do we describe the sequence of time? <p>Assessment:</p> <p>Prep: Task 1: Sequencing familiar events in order</p> <p>Task 2: Relating a story about a family event from the past</p> <p>Year 1: Task 1: Sequencing events in order using every day terms about the passing of time</p> <p>Task 2: Developing a historical narrative about significant family events from the past</p> | <ul style="list-style-type: none"> How can we show that the present is different from or similar to the past? <p>Assessment:</p> <p>Prep: Students identify similarities and differences between families and pose questions, and relate a story about their past.</p> <p>Year 1: Students pose questions about daily life in the past and then relate a story explaining aspects that have changed and remained the same.</p> | | |
| Geography | | | <p>Exploring the features of places</p> <ul style="list-style-type: none"> What are places like? What are the different features of places? How can we care for places? How can spaces within places be rearranged for different purposes? <p>Assessment:</p> <p>Prep: Students will represent observable features of places using maps and models and using everyday language to describe features, directions and locations.</p> <p>Task A – Modelling a familiar personal place</p> <p>Task B – Mapping a familiar personal place</p> <p>Year 1: Students will demonstrate their knowledge and skills in describing and representing features of local places.</p> <p>Task A – Features of places</p> | <p>How people are connected to places and how places can be cared for</p> <ul style="list-style-type: none"> What makes a place special? How can we look after the places we live in? What are the different features of places? How can we care for places? <p>Assessment:</p> <p>Prep: Research task. Students investigate why the classroom is a special place, reflect on why it is important to other people and suggest ways that it can be cared for.</p> <p>Year 1: Research task. Students will investigate a local place to identify the features of the place, activities that occur there, how the place changes and how it can be cared for.</p> |

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| | | | Task B – Locating and representing features | |
| Health and Physical Education | <p>Achievement Standard</p> <p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They recognise actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p>  | | | |
| | <p>Unit 1 I can do it!</p> <p>Students explore information about what makes them unique and their strengths and achievements.</p> <p>Assessment</p> <p>Collection of work</p> <p>Children will complete a series of tasks. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work.</p> <p>Assessment may gather evidence of the students ability to:</p> <ul style="list-style-type: none"> Identify personal strengths (prep) identify and describe the different emotions people experience recognise actions that help them to be safe (prep) identify different settings where they can be active and how to move and play safely (Prep) Describe their own strengths and achievements and those of others, | <p>Unit 2 I am growing and changing</p> <p>Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity.</p> <p>Students will also examine health messages related to the benefits of physical activity, nutrition and hygiene (Yr 1)</p> <p>Assessment</p> <p>Collection of work</p> <p>Children will complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work.</p> <p>Assessment may gather evidence of the students ability to:</p> <ul style="list-style-type: none"> recognise how they are growing and changing (prep) recognise actions that help them be healthy, safe and physically active (prep) | <p>Unit 3 Looking out for others</p> <p>Students will identify and describe different emotions people experience (prep). They recognise similarities and difference in individuals and groups and describe how these differences can be respected (yr 1). Students will explore and practice ways to interact with others in a variety of settings (prep & yr 1). They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong (yr 1).</p> <p>Assessment</p> <p>Interview</p> <p>Children will view stimulus pictures and respond verbally to questions.</p> <p>Assessment may gather evidence of the students ability to:</p> <ul style="list-style-type: none"> identify and describe the different emotions people experience (prep/yr 1) | <p>Unit 4 I am safe</p> <p>Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires (prep)</p> <p>In this unit students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task (Yr 1)</p> <p>Assessment</p> <p>Collection of work</p> <p>Children will complete a series of tasks relating to a single cohesive context. They will recognise actions that help keep them safe with medicines and poisons and in situations involving water and fire.</p> <p>Assessment may gather evidence of the students ability to:</p> |

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| | <p>and identify how these contribute to personal identities (Yr 1)</p> <ul style="list-style-type: none"> • Describe ways to include others to make them feel that they belong (Yr 1) • Explore actions that help make the classroom a healthy, safe and active place (Yr 1) • Identify and explore natural and built environments in the local community where physical activity can take place (Yr 1) | <ul style="list-style-type: none"> • Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (Yr 1) • Recognise situations and opportunities to promote health, safety and wellbeing (Yr 1) | <ul style="list-style-type: none"> • Describe ways to include others to make them feel that they belong (Yr 1) • Identify and practise emotional responses that account for own and others' feelings (Yr 1) | <ul style="list-style-type: none"> • recognise actions that help them be safe (prep/yr 1) • demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities (prep/ yr 1) • select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems (yr 1) |
| The Arts | <p>Achievement Standard: Years Prep to 2</p> <p>Dance</p> <p>By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.</p> <p>Drama</p> <p>By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.</p> <p>Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</p> <p>Media Arts</p> <p>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.</p> <p>Music</p> <p>By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p> <p>Visual Arts</p> <p>By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.</p> | | | |

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| Drama | | | | <p style="text-align: center;">My Place</p> <p>Students make and respond to drama by exploring the school/local community/imagined places as stimulus for process drama and dramatic play.</p> <p>Assessment: Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe what happens in drama they make, perform and view about the place/s they live in • identify some elements in drama and describe where and why there is drama in the world around them • make and present drama that explores the school/local community/imagined places using the elements of role, situation and focus in dramatic play, improvisation and process drama. • |
| Dance | | | <p style="text-align: center;">Dancing Season</p> <p>Students make and respond to dance by exploring connections with seasons in dance of their own and other cultures as stimulus.</p> <p>Assessment: Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe the effect of the elements in dance they make, perform and view and where and why people dance about the seasons | |

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| | | | <ul style="list-style-type: none"> • make and perform dance sequences using the elements of dance, that demonstrate fundamental movement skills to represent ideas about the seasons • perform dance safely to develop technical skills to communicate ideas about seasons to an audience. | |
| Media | <p align="center">Family Stories</p> <p>Students create media artworks to present a story about their family.</p> <p>Assessment:</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • communicate about media artworks they make • communicate about media artworks they view • communicate about where and why media artworks are made • make and share media artworks using story principles, composition, sound and technologies. | | | |
| Visual Arts | | <p align="center">What are you thinking?</p> <p>Students explore how changes in facial features, style and form communicate emotion in portraiture.</p> <p>Assessment:</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe artworks they make • describe artworks they view | | |

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| | | <ul style="list-style-type: none">• describe where and why artworks are made and presented• make artworks in different forms to express their ideas, observations and imagination• make artworks using different techniques and processes. | | |
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