CURRICULUM AND ASSESSMENT OVERVIEW 2023

YEAR FIVE

ENGLISH YEAR LEVEL DESCRIPTION

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

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

ENGLISH ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)
By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)
Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

		SEMESTER ONE			SEMESTER TWO		
ENGLISH	CURRICULUM KNOWLEDGE	**Examining and creating fantasy texts** In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response.	**Exploring narrative through novels and film** In this unit, students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film.	**Examining characters in animated film** In this unit students listen to, read, view and interpret a range of multimodal texts including comics, cartoons and animations. They produce a digital multimodal short story exploring a character's behaviour when faced with an ethical dilemma.	**Examining media texts** In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts.	**Appreciating poetry** In this unit, students listen to, read and view a range of poetry, including, anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.	**Responding to poetry** In this unit students listen to, read and view a range of poetry, including narrative poems, to create a transformation of narrative poem to a digital multimodal narrative.
		8 weeks	**4 weeks**	**4 weeks**	**8 weeks**	**4 weeks**	**4 weeks**
	ASSESSMENT	**Summative task -** **Imaginative response** Students write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting.	**Summative task -** **Written comparison** Students write a comparison of a novel and its film adaptation and state a preference.	**Summative task -** **Digital multimodal short story** Students create a digital multimodal short story that focuses on the behaviours of two main characters when faced with an ethical dilemma.	**Summative task –** **Comprehend a feature article** Students interpret and analyse information from a feature article. **Summative task - Multimodal feature article** Students select information and create a multimodal feature article that presents a particular point of view about an issue.	**Summative task -** **Written comparison** Students write a comparison of a novel and its film adaptation and state a preference.	**Summative task -** **Digital multimodal narrative** Students create a digital multimodal transformation of a narrative poem.

MATHEMATICS ACHIEVEMENT STANDARD

By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students interpret different data sets.

Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

MATHEMATICS — CURRICULUM KNOWLEDGE

SEMESTER ONE

Number and place value –
- make connections between factors and multiples
- identify numbers that have 2, 3, 5 or 10 as factors
- represent multiplication using the split and compensate strategy
- choose appropriate procedures to represent the split and compensate strategy of multiplication
- use a written strategy for addition and subtraction
- round and estimate to check the reasonableness of answers
- explore mental computation strategies for division
- solve problems using mental computation strategies and informal recording methods
- compare and evaluate strategies that are appropriate to different problems, make generalisations.

Fractions and decimals –
- use models to represent fractions
- count on and count back using unit fractions
- identify and compare unit fractions using a range of representations and solve problems using unit fractions
- Add and subtract simple fractions with the same denominator

Using units of measurement –
- investigate time concepts and the measurement of time
- read and represent 24-hour time
- measure dimensions
- estimate and measure the perimeters of rectangles
- investigate metric units of area measurement
- estimate and calculate area of rectangles

Number and place value –
- round and estimate to check the reasonableness of answers
- explore and apply mental computation strategies for multiplication and division
- solve multiplication and division problems with no remainders
- solve problems using mental computation strategies and informal recording methods
- compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples

Fractions and decimals –
- make connections between fractional numbers and the place value system; and represent, compare and order decimals

Patterns and algebra –
- create and continue patterns involving whole numbers, fractions and decimals
- explore strategies to find unknown quantities

Shape –
- apply the properties of three-dimensional objects to make connections with a variety of two-dimensional representations of three-dimensional objects
- represent three-dimensional objects with two-dimensional representations

Location and transformation –
- investigate and create reflection and rotation symmetry
- describe and create transformations using symmetry
- transform shapes through enlargement and describe the features of transformed shapes

SEMESTER TWO

Number and place value –
- round and estimate to check an answer is reasonable
- use written strategies to add and subtract
- use an array to multiply one-digit and two-digit numbers
- use divisibility rules to divide
- solve problems involving computation and apply computation to money problems
- add and subtract using mental and written strategies including the right-to-left strategy
- multiply whole number
- divide by a one-digit whole number with and without remainders

Fractions and decimals –
- make connections between fractions and decimals
- compare and order decimals

Money and financial mathematics –
- investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.

Patterns and algebra –
- create, continue and identify the rule for patterns involving the addition and subtraction of fractions
- use number sentences to find unknown quantities involving multiplication and division

Using units of measurement –
- choose appropriate units for length, area, capacity and mass
- measure length, area, capacity and mass
- problem-solve and reason when applying measurement to answer a question

Number and place value –
- apply mental and written strategies to solve addition, subtraction, multiplication and division problems
- identify and use factors and multiples
- apply computation skills
- use estimation and rounding to check reasonableness
- solve problems involving addition, subtraction, multiplication and division
- use efficient mental and written strategies to solve problems

Fractions and decimals –
- apply decimal skills
- recognise that the place value system can be extended beyond hundredths
- compare order and represent decimals
- locate decimals on a number line
- extend the number system to thousandths and beyond

Money and financial mathematics –
- create simple budgets
- calculate with money
- identify the GST component of invoices and receipts
- make financial decisions

Using units of measurement –
- read and represent 24-hour time
- convert between 12-hour and 24-hour time

Location and transformation –
- explore maps and grids
- use a grid to locate and describe locations
- describe positions using landmarks and directional language

Geometric reasoning –
- estimate and measure angles
- construct angles using a protractor

		Chance – • identify and describe possible outcomes • describe equally likely outcomes • represent probabilities of outcomes using fractions • conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game **Data representation and interpretation –** • build an understanding of data • develop the skill of defining numerical and categorical data • generate sample questions • explain why data is either numerical or categorical • develop an understanding of why data is collected • choose appropriate methods to record data • interpret data • generalise by composing summary statements about data	**Geometric reasoning –** • identify the components of angles • compare and estimate the size of angles to establish benchmarks • construct and measure angles **Data representation and interpretation –** • explore methods of data representations to construct and interpret data displays reason with data.	**Location and transformation –** • explore mapping conventions • interpret simple maps • use alphanumeric grids to locate landmarks and plot point • describe symmetry • create symmetrical designs and enlarge shapes.	**Chance –** • list possible outcomes of chance experiments • describe and order chance events • express probability on a numerical continuum • compare predictions with actual data • apply probability to games of chance make predictions in chance experiments **Data representation and interpretation –** • explore types of data investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion)
	ASSESSMENT	**Summative task – Digging into data** Students classify and interpret data and pose questions to gather data. **Summative task – Solving simple multiplication, division and fraction problems** Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. Students locate, represent, compare and order fractions and add and subtract fractions with the same denominator.	**Summative task – Applying shape, angle and transformation concepts** Students measure and construct angles, and make connections between three-dimensional objects and their two-dimensional representations.	**Summative task – Calculating measurements** To choose appropriate units of measurement for length, area, volume, capacity and mass. To calculate the perimeter and area of rectangles. **Summative task – Continuing patterns, calculating with money and numbers** To continue patterns by adding and subtracting fractions and decimals, and identify and explain strategies for finding unknown quantities in number sentences involving the four operations. To apply a range of computation strategies to solve problems and to plan and calculate simple budgets.	**Summative task – Calculating time and identifying factors and multiples** Students convert between 12-hour and 24-hour time. Students identify and describe factors and multiples of whole numbers. **Summative task – Describing chance and probability** Students mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes.

SCIENCE ACHIEVEMENT STANDARD
By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOLWDGE	**Survival in the environment** Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment.	**Now you see it** Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height.	**Our place in the solar system** Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people.	**Matter matters** Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways.
	ASSESSMENT	**Summative task - Creating a creature** *Poster/multi-modal presentation* Students analyse how the form of living things enables them to function in their environments. Students use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.	**Summative task - Exploring the transfer of light** *Experimental investigation* Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. Students describe how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.	**Summative task - Exploring the solar system** *Poster/multi-modal presentation* Students describe key features of the solar system. Students describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.	**Summative task - Investigating evaporation and explaining solids, liquids and gases** *Experimental investigation* Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings using multimodal texts.

HUMANTIES AND SOCIAL SCIENCES ACHIEVEMENT STANDARD

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

		SEMESTER ONE		SEMESTER TWO		
HASS	CURRICULUM KNOLWDGE	**People and the environment** In this unit, students will explore the following inquiry question: *How do people and environments influence one another?*	**Managing Australian Communities** In this unit, students: • examine how Australian communities are affected by the interconnection between people, places and environments • investigate the importance of laws and regulations in managing people and environments in Australian communities • explore the influence of people on the human characteristics of places, including the organisation of space through zoning • recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management • investigate environmental challenges such as natural hazards and their effect on Australian communities • explore the principles involved in minimising the harmful effects of natural hazards • interpret data to evaluate the ways citizens responded to an Australian natural hazard • propose ways in which citizens can respond to natural hazards and describe the possible effects of actions.	**Communities in colonial Australia** In this unit, students: • examine key events related to the development of British colonies in Australia after 1800 • identify the economic, political and social reasons for colonial developments in Australia after 1800 • locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community • identify different viewpoints about the significance of individuals and groups in shaping the colonies • sequence significant events and developments that occurred during the development of colonial Australia using timelines.	**Participating in Australian communities** In this unit, students will explore the following key inquiry question: *How have people enacted their values and perceptions about their community, other people and places, past and present?*	**Consumer decision making in Australian communities** In this unit, students will: • examine how to distinguish between needs and wants • Identify why choices need to be made about how limited resources are used • Investigate how different types of resources are used by societies to satisfy needs and wants of present and future generations • describe a variety of factors influence consumer choices • identify and present findings about different strategies that can be used to help make informed personal consumer and financial choices.

	ASSESSMENT	**Summative task – People and the environment** Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.	**Summative task – Managing Australian Communities** Students identify how legal and environmental issues in Australian communities can be managed.	**Summative task – Communities in Colonial Australia (1800s)** Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?'	**Summative task – Participating in Australian Communities** Students investigate democratic values and processes in the school community.	**Summative task – Consumer decision-making in Australian Communities** Students explain how people in communities make decisions about the use of resources to meet their needs and wants.

HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD
By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOLWDGE	**Emotional interactions** Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well.	**Multicultural Australia** Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.	**Healthy habits** Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.	**Growing up** Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.
	ASSESSMENT	**Summative task –** Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, safety and wellbeing, and demonstrate skills to work collaboratively.	**Summative task -** Students will explain the influence of people and place on identities. Students examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.	**Summative task -** Students describe their own and others' contributions to health and wellbeing. Students access and interpret health information, and apply problem-solving skills to enhance their own and others' health and wellbeing.	**Summative task -** Students investigate developmental changes and transitions associated with growing up and access and interpret health information to create 'The development game'.

		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOLWDGE	Students begin to learn the specific observable patterns of Functional Movement Skills through practice, instruction and modelling. Students are given many opportunities to refine and master locomotor skills such as running, jumping, hopping, galloping, rolling, leaping and dodging. Students also learn about Aerobic fitness and endurance and practice their running technique ready for the Cross-Country Obstacle Course.	Students are introduced to the skills and sequences of individual and team athletics required for effective participation in modified track and field events. Working with the teacher they begin to set goals for skill improvement and achieving their personal best. In this unit, students develop the fundamental movement skills of running, jumping and throwing. Students: explore and develop running, jumping and throwing, techniques in a variety of situations and refine running, jumping and throwing techniques in athletics-based games and to solve movement challenges	Using a Game Sense approach students participate in modified Invasion games of Basketball, Oztag, Soccer and Basketball. Students: • begin to apply motor skills in a sport specific setting and practise these skills playing in small sided games in a round robin tournament. • discuss the rules of the games and begin to explore the concepts of attack and defence. • discuss the qualities of co-operative and competitive group behaviour and take on a team role of responsibility. • discuss strategies and tactics to improve game performance.	Using a Game Sense and SEPEP approach students participate in modified Net/Wall games. Students: • begin to apply motor skills in a sport specific setting and practise these skills playing in small sided games in a round robin tournament. • discuss the rules of the games and begin to explore the concepts of attack and defence. • discuss the qualities of co-operative and competitive group behaviour and take on a team role of responsibility. • discuss strategies and tactics to improve game performance.
	ASSESSMENT	**Summative task –** Students practise and refine fundamental movement skills to perform skills in a Gym Fun Rotation and combine fundamental movement skills and the elements of movement to create and perform movement sequences.	**Summative task –** Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing, sequences in authentic situations.	**Summative task –** Students: • understand and develop strategies for working cooperatively and apply rules fairly • develop and refine object control skills and apply concepts in game scenarios • demonstrate both offensive and defensive strategies in a game • apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges during games	**Summative task –** Students demonstrate fundamental movement skills, Object control, Striking. Students will design their own inclusive game including basic rules, scoring and fair play in one of the following categories Net/Wall, Invasion or Striking/Fielding

TECHNOLOGIES ACHIEVEMENT STANDARD

Design and Technologies

By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

Digital Technologies

By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types.

Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

		SEMESTER ONE DESIGN AND TECHNOLOGIES	SEMESTER TWO DIGITAL TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOLWDGE	**Design for nature** In this unit students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.	**Data changing our world** In this unit students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.
	ASSESSMENT	**Summative task – Design for nature: Portfolio** Students design and make a product that supports wildlife to coexist with humans in the school environment.	**Summative task – Data changing our world: Portfolio** Students explain how information systems meet needs. Students represent a variety of data types in digital systems. Students design and create an interactive spreadsheet and share information ethically.

THE ARTS ACHIEVEMENT STANDARD

Dance

By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.

Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

Drama

By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making.

Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.

Media Arts

By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places.

Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.

Music

By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.

Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

Visual Arts

By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making.

Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.

		SEMESTER ONE		SEMESTER TWO	
		Term 1	Term 2	Term 3	Term 4
THE ARTS	CURRICULUM KNOLWDGE	**Steam Punk 3D Art** Students will study Steampunk and create a sculpture inspired by the genre	**Dance through the Decades – History of dance** Students will explore dance moves from popular artists/groups through history via teacher-delivered and student-devised choreography	**Gold Rush News** Students will devise an individual and short group performance based on the Australian Gold Rush by creating a news report of a historical event from that era. They will explore the elements of drama including voice, movement, character and setting.	**Gold Rush News** Students will create a News Program focussed on the Australian Gold Rush era. They will use iMovie to create this.
	ASSESSMENT	**Summative task -** Assessment will gather evidence of the student's ability to: • use visual conventions and visual arts practices to express a personal view in their artworks • demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience	**Summative task -** Assessment will gather evidence of the student's ability to: • structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood • collaborate to make dances and perform with control, accuracy, projection and focus • students describe and discuss similarities and differences between dances they make, perform and view • discuss how they and others organise the elements of dance in dances depending on the purpose	**Summative task -** Assessment will gather evidence of the student's ability to: • work collaboratively as they use the elements of drama shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences • students explain how dramatic action and meaning is communicated in drama they make, perform and view • explain how drama from different cultures, times and places influences their own drama making	**Summative task -** Assessment will gather evidence of the student's ability to: work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting

		SEMESTER ONE		SEMESTER TWO	
		Term 1	Term 2	Term 3	Term 4
MUSIC	CURRICULUM KNOLWDGE	**Going to The Movies** In this unit, students make and respond to music exploring pieces of music that tell a story, portray a character and music that appears in film. **Songs of Australia** In this unit, students make music and respond to music exploring songs from the arrival of the first fleet, sea Shanties, explore songs, songs about Australians.	**Soundscapes** In this unit, students make and respond to music by exploring ways that music can evoke stories using indigenous song lines to make a soundscape of a Rainforest.	**Around the World with Music Música Viva-Life is an Echo** Of Japanese, Taiwanese, and Singaporean heritage the musicians of San Ureshi will illuminate the richness of their cultural backgrounds and performing on erhu, guzheng and percussion. Students will discover how to create space for and between themselves through music and learn how to respect one another through the arts.	**Ukulele Time** In this unit, students compose, perform and respond to music through playing the ukulele. Students explore solo and ensemble performances and the effects on listeners. **The Planets** In this unit students will explore musical elements such as dynamics through a guided listening experience.
	ASSESSMENT	**Summative task -** Explain how the elements of music create meaning in music written for film. 'The Motorist' – written sheet Class performance with instruments accompanying the movie with provided score. Australian Sea Shanty and historic songs. Students perform in groups and Australian song their choice accompanied by their own arrangement of instrumental ostinato Students respond to their own performance and arrangement.	**Summative task -** Compose a soundscape score for a rainforest soundtrack that conveys a particular mood, atmosphere or feeling using indigenous song line symbols. Perform the titled soundscape composition in an ensemble by playing tuned and untuned percussion instruments. perform music, demonstrating aural skills by singing and playing instruments with accurate pitch, rhythm and expression	**Summative task -** Compose and perform a piece of music on Garage Band and Chromatic Music incorporating instruments and elements of music from Asia.	**Summative task -** Perform a song from the unit vocally while self-accompanying in a small group using 1 to 3 chords learnt. Inanay song from Torres Strait Islands 'Mars' – in groups students chant an ostinato about 'Mars' and keep the 5-beat pattern. 'Jupiter' – listen, sing and discuss patriotic songs from different countries.

LANGUAGES ACHIEVEMENT STANDARD

By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as まい日、ときどき. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as そして、それから. They show concern for and interest in others by making enquiries such as だいじょうぶ？, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, 犬(いぬ), 小さい、雨(あめ). Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい　人　です。. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, へ、で、を、が and prepositions, for example, の 上(うえ)に, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective です。noun です/でした。 and present/past/negative verb forms, for example, のみます、たべます、見(み)ました、いきません. They use counter classifiers in response to questions such as いくら　です　か。なんびき？なんこ？. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.

Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を、へ、は, and です. They understand and apply the rules and phonetic changes related to counter classifiers, such as さんぜんえん、いっこ、はっぴき. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as パソコン、メール、パスタ, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず　ですね。いいえ。.

		SEMESTER ONE		SEMESTER TWO	
		Term 1	**Term 2**	**Term 3**	**Term 4**
LANGUAGES - JAPANESE	**CURRICULUM KNOLWDGE**	**Unit 1: How Do We Celebrate?** In Term 1, Years 5 and 6 students will be engaged in a comparative study of seasonal celebrations. They will focus on language structures including: sentence building, questioning, particles, and the use of adjectives and time.	**Unit 2: What is Character?** In this unit, students use language to create and describe action heroes to entertain others. Students will: • engage with a range of spoken and written imaginative texts about the representation of action heroes • reinterpret or create alternative versions of action heroes using different modes or contexts • design an action hero with their qualities portrayed in a comic strip • participate in intercultural experience to notice, compare and reflect on language and culture.	**Unit 3: How Do We Play?** In Term 3, students are learning the concept of play and its universality across cultures. They discuss group play activities and plan and demonstrate group games. Students translate game rules. They reflect on cultural values expressed through game play.	**Unit 4: Mini Chef** In term 4, students are learning about Japanese cuisine and eating habits. You will: • learn about the foods Japanese kids eat for lunch. • make your own おべんとう. • compare expressions and eating culture used at mealtimes in Japan and Australia.
	ASSESSMENT	**Summative task – How do we celebrate? Collection of work: writing, analysing** Students use written Chinese in an invitation by selecting familiar words in Pinyin or characters. Students recognise that languages change with time and notice how cultural differences may affect understanding.	**Summative task – What is character? Collection of work: writing, reflecting** Students create a hero, and describe the attributes and qualities that students admire. Students reflect upon how the created hero represents students' self-identity.	**Summative task – How do we play? Collection of work: writing, speaking, analysing** Students explain and play a game and reflect on the importance of pronouncing tones accurately.	**Summative task – Mini chef: Collection of work - speaking, reflecting** Students collaborate in following a recipe, by responding to familiar instructions and questions. Students identify Hanzi used in compound words and understand how they convey meaning. Students reflect on language and practices around meals.