### Year 1 Level Description
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

### Achievement Standard
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. 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

<table>
<thead>
<tr>
<th>Unit 1: Explaining how a story works</th>
<th>Unit 2: Exploring characters in stories</th>
<th>Unit 3: Engaging with poetry</th>
<th>Unit 4: Examining the language of communication — questioning</th>
<th>Unit 5: Retelling cultural stories</th>
<th>Unit 6: Creating digital procedural texts</th>
</tr>
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<tbody>
<tr>
<td>Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.</td>
<td>Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</td>
<td>Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</td>
<td>Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.</td>
<td>Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.</td>
<td>Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language features and text structures of procedural texts in imaginative and informative contexts. Students create a digital presentation of a procedure from a literary context.</td>
</tr>
</tbody>
</table>

### Assessment:
- **Responding to imaginative texts**
  - Informative response — Written
  - Students comprehend and respond to imaginative texts (picture books).
- **Reading and comprehension**
  - Interview
  - Students demonstrate reading accuracy, fluency and comprehension of character development.
- **Character description**
  - Informative response — Written
  - Students create a character description using writing and images.
- **Comprehending poetry**
  - Written
  - Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning.
- **Poem recitation**
  - Oral
  - Students perform a recitation or reading of a poem for a familiar audience.
- **Create and present a character**
  - Informative response — Oral
  - Students create a new character for a familiar story and discuss choices in an interview.
- **Retell of a cultural story**
  - Poster/multimodal presentation
  - Students create and present a retelling of a traditional or cultural story.
- **Creating digital procedural texts**
  - Poster/multimodal procedure
  - Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.

### Raceview SS Curriculum Map 2017
### Year 1 Level Description:  
Three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. At this year level: Understanding includes connecting names, numerals and quantities, and partitioning numbers in various ways; **Fluency** includes counting number in sequences readily forward and backwards, locating numbers on a line, and naming the days of the week; **Problem Solving** includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, and using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer; **Reasoning** includes explaining direct and indirect comparisons of length using informal units, justifying representations of data, and explaining patterns that have been created.

### Achievement Standard:  
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 displays. 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.

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
</table>
| **Unit 1:** Number and place value  
- Count numbers  
- Represent the ones counting sequence to and from 100 from any starting point  
- Represent and record the tens counting sequence  
- Represent and order ‘teen’ numbers,  
- Represent and order ‘bus’ numbers,  
- Show standard partitioning of teen numbers  
- Flexibly partition teen numbers  
- Describe teen numbers referring to the ten and ones  
- Describe growth patterns,  
- Represent two-digit numbers,  
- Represent, record and solve simple addition and subtraction problems  
- Investigate parts and whole of quantities  
- Investigate subtraction  
- Explore commutativity  
- Using units of measurement  
- 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.  
- Chance  
- Describe the outcomes of familiar events  
- Data representation and interpretation  
- Ask a suitable question for gathering data  
- Gather, record and represent data  

**Unit 2:** Number and place value  
- Represent and record counting sequences  
- Represent and partition two-digit numbers  
- Represent and record the tens number sequence  
- Investigate quantities and equality  
- Model double facts  
- Identify and describe addition and subtraction situations  
- Apply addition strategies  
- Solve subtraction problems  
- Connect addition and subtraction  
- Represent, record and solve simple addition problems  

**Unit 3:** Number and place value  
- Recall, represent and, count collections  
- Position and locate numbers on linear representations  
- Represent and record two-digit numbers  
- Identify digit values  
- Flexibly partition two-digit numbers  
- Partition numbers into more than two parts  
- Adding single and two-digit numbers  
- Represent, explore doubling and halving  
- Record and solve simple addition and subtraction problems  

**Unit 4:** Number and place value  
- Count collections beyond 100  
- Describe patterns created by skip counting  
- Skip count in 1s, 2s, 5s and 10s and identify missing elements  
- Identify standard place value partitions of two-digit numbers  
- Record numerals and number names for two-digit numbers  
- Position and locate two-digit numbers on a number line  
- Partition a number into more than two parts  
- Explain how the order of parts does not affect the total  
- Identify compatible numbers to 10 and use compatible numbers to ten to add  
- Describe addition and subtraction processes  
- Use addition facts to solve problems;  
- Subtract a multiple of ten from a two-digit number;  
- Identify unknown parts in addition and subtraction  
- Solve addition and subtraction problems  
- Mental strategies for addition and subtraction problems  
- Recall addition and subtraction number facts  

**Fractions and decimals**  
- Identify one half  

**Patterns and algebra**  
- Describe and represent growing patterns  
- Apply a pattern rule to continue a growing pattern  
- Describe patterns resulting from addition and subtraction  
- Represent addition and subtraction number patterns  

**Chance**  
- Identify the chance of events occurring  
- Predict outcomes of familiar events  

**Data representation and interpretation**  
- Ask suitable questions to collect data  
- Collect and represent data
<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Classifying outcomes</th>
<th>Written/Interview</th>
<th>Students classify outcomes of simple familiar events.</th>
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<tbody>
<tr>
<td>Assessment:</td>
<td>Using the language of direction</td>
<td>Observation</td>
<td>Students give and follow directions to familiar locations.</td>
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<tr>
<td></td>
<td>Describing two-dimensional shapes and three-dimensional objects</td>
<td>Interview</td>
<td>Students describe two-dimensional shapes and three-dimensional objects.</td>
</tr>
<tr>
<td></td>
<td>Investigating the value of Australian coins</td>
<td>Assignment/Project</td>
<td>Students use simple strategies to reason and solve a money inquiry question.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Measuring using informal units</td>
<td>Practical</td>
<td>Students measure and order objects based on length and capacity using informal units.</td>
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<tr>
<td></td>
<td>Explaining duration and telling time</td>
<td>Short answer questions</td>
<td>Students explain time durations and tell time to the half hour.</td>
</tr>
<tr>
<td></td>
<td>Understanding number sequences and recognising</td>
<td>Short answer questions</td>
<td>Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line and recognise Australian coins according to their value.</td>
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<tr>
<td></td>
<td>Australian coins</td>
<td>Portfolio</td>
<td>Students use simple strategies to reason and solve a number inquiry question.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Identifying one half</td>
<td>Short answer questions</td>
<td>Students identify representations of one half.</td>
</tr>
<tr>
<td></td>
<td>Making inferences from collected data</td>
<td>Short answer questions</td>
<td>Students collect data by asking questions, draw and describe data displays and make simple inferences.</td>
</tr>
<tr>
<td></td>
<td>Adding and subtracting counting strategies</td>
<td>Short answer questions</td>
<td>Students carry out simple addition and subtraction.</td>
</tr>
<tr>
<td></td>
<td>Investigating number facts</td>
<td>Portfolio</td>
<td>Students use simple strategies to reason and solve a number inquiry question.</td>
</tr>
</tbody>
</table>
**History Year 1 Level Description:** The Year 1 curriculum provides a study of present and past family life within the context of the students’ own world. The history content at this year level involves two strands: Historical Knowledge, and Understanding and Historical Skills. A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions. The key inquiry questions at this year level are:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

**Geography Year 1 Level Description:** Places have distinctive features; the concept of place through studies of what places are like and how their features have changed. The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 1 are articulated below.

- What are the different features of places?
- How can we care for places?
- How can spaces within a place be rearranged to suit different purposes?

**History Achievement Standard:** By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance. Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

**Geography Achievement Standard:** By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places. Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided.

They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

### Curriculum and Assessment Map 2017

**HUMANITIES AND SOCIAL SCIENCES - HISTORY/GEOGRAPHY**

#### TERM 1 - HISTORY

**Unit 1: At this moment in time**

**Inquiry Question/s:**
- How do we describe the sequence of time?

**Students:**
- understand concepts and terms used to describe the passing of time
- recognise events that happened in the past may be memorable or have personal significance
- view and discuss sources, such as images, objects and family stories, that have personal significance
- sequence and describe events of personal significance using terms to describe the passing of time.

**Assessment:**
Collection of work
Students describe significant personal and family events sequenced on a timeline.

#### TERM 2 - HISTORY

**Unit 2: Exploring yesterday and today – my grandparents, my parents and me**

**Inquiry Question/s:**
- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?

**Students:**
- explore the differences between family structures and roles today when compared to the recent past
- consider how family structures and roles have changed over time
- identify differences and similarities between their daily lives when compared to the childhoods of their parents, grandparents and special older people.

**Assessment:**
Multiple choice and object sort
Students identify family structures and roles of today compared to the past. They sort pictures of toys into the categories of past and present.

#### TERM 3 - GEOGRAPHY

**Unit 1: How do people use places?**

**Inquiry question/s:**
- How can spaces with in a place be rearranged to suit different purposes?

**Students:**
- draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops
- understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed, for example a building
- develop questions about places
- collect and record geographical data and information to identify and describe the natural, constructed and managed features of places
- collect and record geographical data and information to identify examples of how the features of places are used or described by people differently
- observe spaces within the school that are arranged for different activities or purposes
- represent and label spaces within a place on a pictorial map and describe using the language of direction and location
- respond to questions about the organisation of spaces within a place, including why spaces within a place are used for particular purposes.

**Assessment:**
Multiple choice and short answer questions
Students identify natural, managed and constructed features of a place. They pinpoint places on a map using the language of direction and location. Students describe the uses of familiar places and identify their features.

#### TERM 4 - GEOGRAPHY

**Unit 2: What are places like?**

**Inquiry questions:**
- What are the different features of places?
- How can we care for places?

**Students:**
- draw on studies at the personal scale, including familiar places for example, the school, local park and local shops
- understand that weather and climate affect the visible elements or features of a place nearby or far away
- ask questions using the stems of ‘what’, ‘how’ and ‘why’ to find out about the weather
- observe the daily and seasonal weather (rainfall, temperatures, sunshine and wind) of a place nearby and far away
- collect and record geographical data and information, such as, observations and the stories of Aboriginal peoples and Torres Strait Islander peoples, to describe the weather and seasons of a place nearby or far away
- reflect on learning to respond to questions about how features of places can be cared for.

**Assessment:**
Multiple choice and short answer questions
Students identify how to care for different places, seasonal changes and describe features of the weather using known symbols.
### SCIENCE

#### Year 1 Level Description:
The Science Inquiry Skills and Science as a Human Endeavour strands are described across a two-year band. In Year 1, students infer simple cause-and-effect relationships from their observations and experiences, and begin to link events and phenomena with observable effects. They observe changes that can be large or small and happen quickly or slowly. They explore the properties of familiar objects and phenomena, identifying similarities and differences. Students begin to value counting as a means of comparing observations, and are introduced to ways of organising their observations.

#### Achievement Standard:
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 identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments. Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.

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<tbody>
<tr>
<td><strong>Unit 1: Living adventure</strong>&lt;br&gt;Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.</td>
<td><strong>Unit 2: Material madness</strong>&lt;br&gt;Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to and pose questions, and make predictions in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with predictions and with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.</td>
<td><strong>Unit 3: Changes around me</strong>&lt;br&gt;Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</td>
<td><strong>Unit 4: Light and sound</strong>&lt;br&gt;Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and communicate their understandings in a variety of ways. Throughout the unit, students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.</td>
</tr>
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</table>

**Assessment:**
- **Term 1:** A Better place<br>Short-answer questions<br>Students identify a range of habitats and examine a local habitat, describing changes. Students describe how science helps people care for environments and communicate their observations.
- **Term 2:** A Better place<br>Assessment: Multiple choice and short answer questions<br>Students identify different materials and their properties, offer explanations of how to change material properties and select suitable containers for the purpose of holding objects.
- **Term 3:** A Better place<br>Assessment: Feature sort<br>Students choose from a variety of pictures and decide whether the depiction is a feature of the day sky or the night sky based on their knowledge gained throughout the unit.
- **Term 4:** A Better place<br>Assessment: Multiple choice questions and object sort<br>Students identify sources of light and sound in everyday life using their senses. They sort objects of light and sound into categories based on their knowledge gained throughout the unit.
### HEALTH AND PHYSICAL EDUCATION

**Year 1 to Year 2 Band Description:** The curriculum for Years 1 and 2 builds on the learning from Foundation to support students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute and influence their identities. Students learn about emotions, how to enhance their interactions with others and the physical and social changes they go through as they grow older. Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body’s response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision-making, problem solving and persistence through movement settings.

**Achievement Standard:** By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe actions that help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

### MOVEMENT AND PHYSICAL ACTIVITY

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<tbody>
<tr>
<td>1. Playing with balls</td>
<td>Unit 2: I’m a ‘balliever’</td>
<td>Unit 3: Terrific tennis</td>
<td>Unit 4 Swim: Tadpole tales</td>
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</tr>
<tr>
<td>Students develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges. They use personal and social skills to follow rules and cooperate with others.</td>
<td>Students develop locomotor and object control skills. They experiment with using different equipment and parts of their body. Students propose a range of alternatives and test their effectiveness when solving movement challenges.</td>
<td>Students participate in tennis specific activities which incorporate the fundamental movement skill of striking while developing hand-eye coordination. They propose a range of alternatives and test their effectiveness to solve movement challenges.</td>
<td>Students develop aquatic skills and swimming strokes. Students perform aquatic skills in a sequence that incorporates the elements of movement.</td>
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</tbody>
</table>
### Digital Technologies Prep to Year 2 Band Description:
Learning in Digital Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems. By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications. In Prep – Year 2, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning. Students use the concept of abstraction when defining problems, to identify the most important information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices. Students describe how information systems meet information, communication and/or recreational needs. Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online for learning and communicating.

### Digital Technologies Achievement Standard:
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. 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.

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<th>UNIT</th>
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<tr>
<td>1</td>
<td>Students learn what digital systems are and what they are used for through the exposure to various different examples of digital technologies. They start to learn how to log on using their individual username.</td>
<td>Students learn the difference between software and hardware. They identify appropriate digital systems for different uses based on the software available. Students become more independent in logging on with their individual usernames.</td>
<td>Students learn how to collect data and use Microsoft Excel to represent this data in the form of a bar graph. Students learn how to customise their bar graphs and how to interpret the information represented.</td>
<td>Students learn how to represent data in the form of a pattern. They learn how to create these patterns using the different student software available and produce several different examples.</td>
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<tr>
<td>2</td>
<td>Assessment: Portfolios/observations/checklists</td>
<td>Assessment: Portfolios/observations/checklists</td>
<td>Assessment: Portfolios/observations/checklists</td>
<td>Assessment: Portfolios/observations/checklists</td>
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</table>
### THE ARTS

**Dance Prep to Year 2 Band Description:** In Prep to Year 2, students explore dance. They learn about how dance can represent the world and they make dances to represent their ideas about the world. They share their dance with peers and experience dance as audiences.

**Drama Prep to Year 2 Band Description:** In Prep to Year 2, students explore drama. They learn about how drama can represent the world and that they can make drama to represent their ideas about the world. They share their drama with peers and experience drama as audiences.

**Visual Arts Prep to Year 2 Band Description:** In Prep to Year 2, students explore visual arts. They learn about how to make visual representations of their ideas, experiences, observations and imagination. They share their artworks with peers and experience visual arts as audiences.

**Media Arts Prep to Year 2 Band Description:** In Prep to Year 2, students explore media arts. They learn about the use of communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today. They share their artworks with peers and experience media arts as audiences.

**Music Prep to Year 2 Band Description:** In Prep to Year 2, students explore music. They listen to and explore sound and learn about how music can represent the world and that they can make music to represent their ideas about the world. They share their music with peers and experience music as audiences.

**Music Achievement Standard: Prep to Year 2**

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.

**Dance Prep to Year 2**

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.

**Drama Prep to Year 2**

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.

**Visual Arts Prep to Year 2**

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.

**Music Prep to Year 2**

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.

**Music Achievement Standard: Prep to Year 2**

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.

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### TERM 1

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<tbody>
<tr>
<td><strong>Unit 1:</strong> High and Low</td>
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<tr>
<td>Students learn to determine the difference between high and low pitched sounds through exposure to many different examples of sounds with different pitches. They also engage in learning cultural songs from different countries, which will continue throughout the year.</td>
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<tr>
<td>Assessment: Observations/checklists</td>
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### TERM 2

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<tbody>
<tr>
<td><strong>Unit 2:</strong> We’ve got Rhythm</td>
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<tr>
<td>Students learn basic rhythms patterns. They engage in writing spoken and played rhythms patterns. Students also engage in playing basic rhythm patterns on simple percussion instruments.</td>
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<tr>
<td>Assessment: Observations/checklists</td>
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### TERM 3

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<th>MUSIC</th>
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<tbody>
<tr>
<td><strong>Unit 3:</strong> So and Me</td>
</tr>
<tr>
<td>Students learn the names of the different parts of the staff. They learn the notes So and Me and their placement on the staff. Students use prior knowledge learnt to compose their own music, using rhythm patterns and So and Me.</td>
</tr>
<tr>
<td>Assessment: Observations/checklists</td>
</tr>
</tbody>
</table>

### TERM 4

<table>
<thead>
<tr>
<th>MUSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 4:</strong> Let’s Put it Alltogether</td>
</tr>
<tr>
<td>Students play the music they have composed on simple percussion instruments. They learn celebration songs to be performed to a large audience and learn movements that correspond to the lyrics of these songs.</td>
</tr>
<tr>
<td>Assessment: Observations/checklists</td>
</tr>
</tbody>
</table>

### SEMESTER 1

<table>
<thead>
<tr>
<th>VISUAL ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Stormy clouds</td>
</tr>
<tr>
<td>Students explore how visual language can be used to communicate and relate to mood and feelings. Students:</td>
</tr>
<tr>
<td>- explore the depiction of weather in artworks by a range of artists, including Aboriginal peoples, Torres Strait Islander peoples and Asian artists and use this to develop their own artworks</td>
</tr>
<tr>
<td>- experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning</td>
</tr>
<tr>
<td>- display artworks and share ideas about choices made for visual language, techniques and processes in their artworks</td>
</tr>
<tr>
<td>- describe and interpret mood and atmosphere created by weather in artworks.</td>
</tr>
<tr>
<td>Assessment: Students create artworks by combining elements of line, shape, texture and blending to express personal ideas, feelings and experiences. They use warm and cool colour schemes to create tone and variation in their pictures.</td>
</tr>
</tbody>
</table>

### SEMESTER 2

<table>
<thead>
<tr>
<th>DANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Shape dance</td>
</tr>
<tr>
<td>In this unit, students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus. Students:</td>
</tr>
<tr>
<td>- explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships)</td>
</tr>
<tr>
<td>- use fundamental movement skills to develop technical skills when practising dance sequences</td>
</tr>
<tr>
<td>- present dance sequences that communicate ideas about shapes and objects to an audience</td>
</tr>
<tr>
<td>- respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal and Torres Strait Islander peoples and Asian peoples.</td>
</tr>
<tr>
<td>Assessment: Students respond to, make and perform dance by exploring shapes and objects as stimulus.</td>
</tr>
</tbody>
</table>