



AC AUSTRALIAN CURRICULUM – delivered through the resource of Curriculum into the Classroom

ENGLISH V8

Year 2 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. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

Achievement Standard: By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

		TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH	<p>Unit 4: Exploring procedural text Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p>	<p>Unit 2: Stories of families and friends Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.</p>	<p>Unit 3: Exploring characters Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p>	<p>Unit 6: Exploring plot and characterisation in stories Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.</p>	<p>Unit 5: Exploring informative texts In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.</p>
	<p>Assessment: Multimodal procedure <i>Poster/multi-modal presentation</i> Students create, rehearse and present a multimodal procedure.</p>	<p>Assessment: Imaginative narrative <i>Imaginative response — written</i> Students create a new narrative about family relationships and/or friendships for a familiar animal character.</p>	<p>Assessment: Reading and comprehension <i>Oral</i> Students demonstrate reading accuracy and respond orally to comprehension questions.</p> <p>Assessment: Expressing a preference for a character <i>Informative response – written</i> Students compare characters in two versions of the same story and express a preference for a character.</p>	<p>Assessment: Reading comprehension: Comparing informative and narrative texts <i>Short answer questions</i> Students identify text structure and language features of imaginative and informative texts to make literal and implied meaning.</p> <p>Assessment: Written narrative <i>Poster/multi-modal presentation</i> Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.</p>	<p>Assessment: Writing an informative text <i>Informative response — written</i> To create an informative text with a supporting image.</p>



MATHEMATICS V8

Year 2 Level Description: Three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. At this year level: *Understanding* includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly, identifying and describing the relationship between addition and subtraction and between multiplication and division; *Fluency* includes counting numbers in sequences readily, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations; *Problem Solving* includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape; *Reasoning* includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations, and creating and interpreting simple representations of data.

Achievement Standard: By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.

					MATHEMATICS			
TERM 1		TERM 2		TERM 3		TERM 4		
<p>Unit 1: Number and place value Count collections in groups of ten</p> <ul style="list-style-type: none"> • Represent, read and write two-digit numbers • Connect two-digit number representations <p>• Partition two-digit numbers</p> <ul style="list-style-type: none"> • Use and investigate twos, fives and tens counting sequence • Represent addition and subtraction • Use part-part-whole relationships to solve problems • Connect part-part-whole understanding to number facts • Recall addition number facts • Add strings of single-digit numbers • Add 2-digit numbers • Represent multiplication and division • Solve simple multiplication and division problems. <p>Using units of measurement</p> <ul style="list-style-type: none"> • Order days of the week and months of the year • Use calendars to record and plan significant events • Connect seasons to the months of the year • Compare lengths using direct and indirect comparison • Measure and compare lengths using non-standard units <p>Chance</p> <ul style="list-style-type: none"> • Identify every day events that involve chance • Describe chance outcomes • Describe events as likely, unlikely, certain, impossible. <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • Collect simple data • Record data in lists and tables • Display data in a picture graph • Describe outcomes of data investigations 		<p>Unit 2: Number and place value — recall addition</p> <ul style="list-style-type: none"> • Represent and describes the connection between halves, quarters, eighths of shapes and collections • Solve simple number problems involving halves, quarters and eighths <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • Describe the features of Australian coins • Count coin collections • Identify equivalent combinations • Identify \$5 & \$10 notes • Count small collections of coins and notes <p>Patterns and algebra</p> <ul style="list-style-type: none"> • Identify the 3s counting sequence • Describe number patterns • Identify missing elements in counting patterns • Solve simple number pattern problems <p>Using units of measurement</p> <ul style="list-style-type: none"> • Identify the number of days in each month • Relate months to seasons • Tell time to the quarter hour • Compare and order area of shapes and surfaces • Cover surfaces to represent area, measure area with informal units <p>Shape</p> <ul style="list-style-type: none"> • Recognise, name familiar 2D shapes • Describe the features of 2D shapes • Draw 2D shapes • Describe the features of familiar 3D objects <p>Location and transformation</p> <ul style="list-style-type: none"> • Interpret simple maps of familiar locations • Describe 'bird's-eye view' • Use appropriate language to describe locations <p>Use simple maps to identify locations of interest</p>		<p>Unit 3: Number and place value</p> <ul style="list-style-type: none"> • Count to and from 1000 • Represent three-digit numbers • Compare, order and partition three-digit numbers • Read and write three-digit numbers • Recall addition number facts • Identify related addition and subtraction number facts • Add and subtract with two-digit numbers • Represent multiplication and division • Use multiplication to solve problems • Count large collections <p>Fractions and decimals</p> <ul style="list-style-type: none"> • Divide shapes and collections into halves, quarters and eighths • Solve simple fraction problems <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • Count collections of coins and notes • Make and compare money amounts • Read and write money amounts, compare money amounts <p>Using units of measurement</p> <ul style="list-style-type: none"> • Compare and order objects • Measure length, area and capacity using informal units • Identify purposes for calendars • Explore seasons and calendars <p>Location and transformation</p> <ul style="list-style-type: none"> • Describe the effect of one-step transformations including turns, flips and slides • Identify turns, flips and slides in real world situations 		<p>Unit 4: Number and place value</p> <ul style="list-style-type: none"> • Recall addition and subtraction number facts • Use the inverse relationship • Identify compatible numbers • Add single-digit, two-digit, add three-digit numbers Subtract two-digit numbers • Identify related addition and subtraction facts • Use place value to solve addition and subtraction problems <p>Fractions and decimals</p> <ul style="list-style-type: none"> • Identify halves, quarter and eighths of shapes and collections <p>Using units of measurement</p> <ul style="list-style-type: none"> • Directly compare mass of objects • Use informal units to measure mass, length, area and capacity of objects and shapes • Compare and order objects and shapes based on a single attribute • Tell time to the quarter hour <p>Shape</p> <ul style="list-style-type: none"> • Draw and describe two-dimensional shapes • Describe the features of three-dimensional objects <p>Location and transformation</p> <ul style="list-style-type: none"> • Identify half and quarter turns • Represent flips and slides • Interpret simple maps <p>Chance</p> <ul style="list-style-type: none"> • Predict the likelihood of an event based on data <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • Use data to answer questions • Represent data 		



<p>Assessment: Counting and calculating to and from 1000 <i>Short answer questions</i> Students count to and from 1000 and perform simple addition and subtraction problems using a range of strategies.</p> <p>Collecting and representing data <i>Short answer questions</i> Students collect, organise and represent data to make simple inferences.</p>	<p>Assessment: Identifying number patterns and telling time to the quarter hour <i>Exam/Test</i> Students describe number patterns, identify missing elements and tell time to the quarter hour.</p> <p>Recognising the value of money and performing simple addition and subtraction calculations <i>Exam/Test</i> Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies.</p>	<p>Assessment: Counting, multiplying and dividing <i>Short answer questions</i> Students count, model and represent numbers to and from 1000, represent multiplication by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems.</p> <p>Ordering shapes and objects using informal units <i>Short answer questions</i> Students measure, compare and order several objects using uniform informal units.</p> <p>Using a calendar to identify dates, months and seasons <i>Short answer questions</i> Students use a calendar to identify dates and the months included in seasons.</p>	<p>Assessment: Representing data and chance <i>Short answer questions</i> Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.</p> <p>Recognising two-dimensional shapes and three-dimensional objects <i>Short answer questions</i> Students draw two-dimensional shapes, recognise the features of three-dimensional objects.</p> <p>Explaining transformations <i>Short answer questions</i> Students explain the effects of one-step transformations.</p>
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HUMANITIES AND SOCIAL SCIENCES - V8

HASS - HISTORY/GEOGRAPHY

Year 2 Level Description:

Our past and present connections to people and places

The Year 2 curriculum extends contexts for study beyond the personal to the community and to near and distant places that students are familiar with or aware of, exploring connections between the past and present and between people and places. Students examine remains of the past in their local area, coming to understand how connections have changed the lives of people over time and space and how their community values and preserves connections to the past. They study where they are located in the world and how the world is represented on maps and through place names that reveal the history and value of these places. Students explore other cultures' connections to their local place and their own connections to distant places. Through a study of technological change, students see how they are both similar and different to people in the past and how they are connected to places near and far. The idea of citizenship is introduced as students think about how people are connected.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance, continuity and change, cause and effect, place and space, interconnections and perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- What does my place tell me about the past and present?
- How are people connected to their place and other places, past or present?
- How has technology affected daily life over time and the connections between people in different places?

Achievement Standard:

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

SEMESTER 1 - HASS

SEMESTER 2 - HASS

Unit 1: Present connections to places

In this unit students will explore the following inquiry question:

- *How are people connected to their place and other places?*

Learning opportunities support students to:

- draw on representations of the world as geographical divisions and the location of Australia
- recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another
- identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale
- understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility
- represent connections between places by constructing maps and using symbols
- examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections
- respond with ideas about why significant places should be preserved and how people can act to preserve them.

Assessment

Supervised assessment - Present connections to places

Unit 2: Impacts of technology over time

In this unit, students will explore the following inquiry question:

- *How have changes in technology shaped our daily life?*

Learning opportunities support students to:

- investigate continuity and change in technology used in the home, e.g. in toys or household products
- compare and contrast features of objects from the past and present
- sequence key developments in the use of a particular object in daily life over time
- pose questions about objects from the past and present
- describe ways technology has impacted on peoples' lives making them different from those of previous generations
- use information gathered for an investigation to develop a narrative about the past.

Assessment

Research - Impacts of technology over time

SCIENCE V8



SCIENCE	<p>Year 2 Level Description: The <i>Science Inquiry Skills</i> and <i>Science as a Human Endeavour</i> strands are described across a two-year band. In Year 2, students describe the components of simple systems, such as stationary objects subjected to pushes or pulls, or combinations of materials, and show how objects and materials interact through direct manipulation. They observe patterns of growth and change in living things, and describe patterns and make predictions. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used. They use counting and informal measurements to make and compare observations and begin to recognise that organising these observations in tables makes it easier to show patterns.</p> <p>Achievement Standard: By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.</p>			
	TERM 1	TERM 2	TERM 3	TERM 4
	<p>Unit 1: Mix, make and use Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p> <p>Assessment: Combining materials for a purpose <i>Experimental investigation</i> Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.</p>	<p>Unit 2: Toy factory Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p> <p>Assessment: Designing a toy <i>Experimental investigation</i> Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.</p>	<p>Unit 3: Good to grow Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p> <p>Assessment: Exploring growth <i>Supervised assessment</i> Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.</p>	<p>Unit 4: Save planet Earth Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p> <p>Assessment: Using Earth's resources <i>Report</i> Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations.</p>



HEALTH AND PHYSICAL EDUCATION V8

HEALTH AND PHYSICAL EDUCATION	<p>Years 1 and 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.</p> <p>Achievement Standard: By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to 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 a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p>			
	MOVEMENT AND PHYSICAL ACTIVITY V8			
	TERM 1	TERM 2	TERM 3	TERM 4
	<p>Unit 1: Swim and gym Swim: Tadpole tales In this context, students will develop aquatic skills and swimming strokes. Students perform aquatic skills in a sequence that incorporates the elements of movement.</p>	<p>Unit 2: Keep running Students demonstrate fundamental movement skills (throw, jump, run) during activities that focus on modified track and field events. Students test alternatives to solve movement challenges.</p>	<p>Unit 3: AFL Students perform the fundamental movement skills of kicking and catching, and the refined movement skills (instep pass, punt kick and one hand strike) while participating in AFL specific activities. They use these skills to solve movement challenges.</p>	<p>Unit 4: Swim to survive During this unit, students perform water safety and survival skills while continuing to develop their swimming strokes.</p>
	<p>Assessment: Practical Observations/checklists</p>	<p>Assessment: Practical Observations/checklists</p>	<p>Assessment: Practical Observations/checklists</p>	<p>Assessment: Practical Observations/checklists</p>

TECHNOLOGIES V8

TECHNOLOGIES	<p>Prep to Year 2 Digital Technologies 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.</p> <p>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.</p>			
	DIGITAL TECHNOLOGIES V8			
	TERM 1	TERM 2	TERM 3	TERM 4
	<p>Unit 1: Program this part I Students follow a sequence of steps or instructions and specifically follow directions on a map to arrive at an object.</p>	<p>Unit 2: Program this part II Building on the content from Term 1, students design clear and logical sequences of steps or instructions to solve a problem specifically planning and writing a route to program a floor robot to follow a path.</p>	<p>Unit 3: Data discoveries – information systems Students create and organise information for a personal profile using PowerPoint.</p>	<p>Unit 4: Data Discoveries – Information systems cont. Students share information created in Term 3 in a safe online environment.</p>
	<p>Assessment: Collection of work</p>	<p>Assessment: Collection of work</p>	<p>Assessment: Collection of work</p>	<p>Assessment: Collection of work</p>



THE ARTS V7.5

Prep to Year 2 Dance 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.

Prep to Year 2 Drama 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.

Prep to Year 2 Visual Arts 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.

Prep to Year 2 Media Arts 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.

Prep to Year 2 Music 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.

Dance Arts Achievement Standard: 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 Arts Achievement Standard: 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 Achievement Standard: 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.

Media Arts Achievement Standard: 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: 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.

THE ARTS

MUSIC V8 SEMESTER 1

MUSIC V8 SEMESTER 2

Unit 3: Different Places

Students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes; and the built environment as stimulus for music making and responding.

Assessment:

Part A: Making — Composing

Compose a phrase of music about a place.

Part B: Making — Performing

Perform a song about different seasons in a place and perform your composition.

Part C: Responding

Talk about where and why people make music, including your group performance.

Unit: Animals

Students compose, perform and respond to songs about animals using a four note song.

Assessment:

Part A: Making — Composing

Compose a phrase of music about an animal.

Part B: Making — Performing

Perform a song about an animal.

Part C: Responding

Respond to performances

VISUAL ARTS – SEMESTER 1

DANCE SEMESTER 2

**Unit 1: Line and Colour**

In this unit, students explore how visual language can be used to communicate and relate to mood and feelings.

Students:

- experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning
- display artworks and share ideas about choices made for visual language, techniques and processes in their artworks

Assessment:

Students create artworks by combining elements of line and shape to express personal ideas, feelings and experiences. They use warm and cool colour schemes to create tone and variation in their pictures.

Unit 2 – Shape Dance

In this unit, students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus.

Students will:

- explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships)
- use fundamental movement skills to develop technical skills when practising dance sequences
- present dance sequences that communicate ideas about shapes and objects to an audience
- respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

Alternate Unit: Bushdancing

In this unit, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.

Students will:

- explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) using the elements of dance (space, time, dynamics, relationships)
- use fundamental movement skills to develop technical skills when practising dance sequences
- present dance sequences that communicate dance ideas to an audience
- respond to dances from a range of countries/communities, considering where and why people dance.

Assessment:**Collection of Work Dance**

Students perform, choreograph and respond to dance used in celebrations from a range of cultures and communities. OR Students participate in a performance of bushdancing in front of an audience.