

Years 5–6 The Arts

Curriculum and assessment plan

Example A

Context and cohort considerations

Across Years 5–6, students study a semester each of Dance, Drama, Media Arts and Visual Arts, for one lesson per week. Music is not included in this plan as it is studied continuously from Prep to Year 6. As the plan includes four distinct Arts subjects, The Arts learning area achievement standard is used to assess each unit.

Units can be taught in any sequence, depending on resourcing.

The plan provides opportunities for authentic learning connections between The Arts and English learning areas.

Units 2 and 4 can be best implemented if supported by advice from local Aboriginal or Torres Strait Islander elders.

Level description

Dance

In this band, students continue to learn in and through their practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Students engage with dance works, choreographers and/or performers across cultures, times, places and/or other contexts; for example, exploring dance in their local area, state/territory or a country or region of Asia. They take opportunities to engage with living choreographers and/or performers and their works; for example, by experiencing live or virtual performances. They continue to use stimulus materials such as images, events, texts, questions and observations as inspiration for their own dance. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains and to value arts works and practices from diverse cultures.

In this band, the focus is on students:

1. exploring and responding to
 - dance from local, regional, national and global cultures, times, places and/or other contexts that shows how the elements of dance that can be used to communicate ideas, perspectives and/or meaning
 - dance that showcases how First Nations Australians are continuing and revitalising cultures
2. developing creative and critical practices and skills
 - creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination, and processes such as improvisation that allow them to extend and refine their movement capabilities
 - critical practices by observing, reflecting on and responding to dance they experience, including their own dance
3. creating dances by developing ideas and structuring movements to communicate their intentions as choreographers. They may focus on creating a dance work or they may create work that combines dance and another arts form, such as a dance for a media arts production
4. presenting and performing dance they have learnt and/or choreographed for audiences, in available, informal and/or formal settings including, as appropriate, school-hosted digital spaces such as a school learning management system.

Drama

In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They use play and imagination in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Students engage with drama and drama practices across cultures, times, places and/or other contexts; for example, exploring drama in their local area, state/territory, and/or a country or region of Asia. They connect with people living and working in the community who create and/or perform drama; for example, by experiencing live and/or virtual performances. They continue to use stimulus materials such as images, events, texts, questions and/or observations as inspiration for their drama. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from diverse cultures.

In this band, the focus is on students:

1. exploring and responding to
 - drama from local, regional and global cultures, times, places and/or other contexts that shows how drama can be used to communicate ideas, perspectives and/or meaning
 - drama that showcases ways First Nations Australians are continuing and revitalising cultures
2. developing creative and critical practices and skills
 - creative practices for creating and performing drama using elements of drama such as role, situation, language, place, movement, character, relationships, voice, time, tension, space, focus, contrast, mood/atmosphere and/or symbol
 - critical practices such as observing, reflecting on and responding to drama they experience, including their own drama
3. creating drama in improvised, devised and scripted forms such as process drama, puppetry, improvisation, Readers' Theatre, mime and movement, play-building and devising, clowning, scripted drama/script interpretation
4. presenting and performing drama for audiences in available, informal and/or formal settings, including as appropriate, school-hosted digital spaces such as a school learning management system.

Level description

Media Arts

In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Students engage with media arts works, artists and practices across cultures, times, places and/or other contexts; for example, exploring arts works and practices in their local area, state/territory and/or a country or region of Asia. They take opportunities to engage with living media artists and their works; for example, by exploring media arts works and experiences such as in-person or online exhibitions, presentations and screenings. They continue to use stimulus materials, such as images, events, texts, questions and observations, as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains and to value media arts works and practices from diverse cultures.

In this band, the focus is on students:

1. exploring and responding to
 - media from local, regional, national and global cultures, times, places and/or other contexts that show ways media arts works can be used to communicate ideas, perspectives and/or meaning, and engage audiences
 - media arts works that showcase ways First Nations Australians are continuing and revitalising cultures
2. developing critical and creative practices and skills
 - creative practices, using media technologies and media languages
 - critical practices by observing, reflecting on and responding to media they experience (including their own media arts works)
3. creating (producing) media arts works that communicate ideas using stand-alone media arts forms or creating media elements for use in multi-arts works
4. presenting/screening/exhibiting/distributing media arts works they have created and sharing ideas about the work with audiences.

Visual Arts

In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Students engage with artworks, artists, practices across cultures, times, places and/or other contexts; for example, exploring artworks, arts spaces and practices in their local area, state/territory or a country or region of Asia. They take opportunities to engage with living artists and their works; for example, by visiting arts spaces or exploring artworks and experiences such as exhibitions available through online sources. They continue to use stimulus materials such as images, events, texts, questions and observations as inspiration for their visual arts practice. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value artworks and practices from diverse cultures.

In this band, the focus is on students:

1. exploring and responding to
 - artworks from local, regional, national and global cultures, times, places and/or other contexts that show how artists communicate ideas, perspectives and/or meaning through their visual arts practice
 - artworks and visual arts practices that showcase ways that First Nations Australians are continuing and revitalising cultures
2. developing creative and critical practices and skills
 - creative practices for using visual conventions, visual arts processes and materials
 - critical practices by observing, reflecting on and responding to artworks and practices they experience, including their own visual arts practice
3. creating artworks in a range of 2D, 3D and/or 4D (time-based) forms using available materials and/or digital tools
4. presenting artworks and practices in available informal and/or formal settings, including, as appropriate, school-hosted digital spaces such as a school learning management system.

Unit 1 — Physicomed Drama	Unit 2 — Everything old is new again Visual Arts	Unit 3 — Breaking news Media Arts	Unit 4 — Keep the tradition moving Dance
Timing: Year 5, Semester 1 Duration: 20 weeks	Timing: Year 5, Semester 2 Duration: 20 weeks	Timing: Year 6, Semester 1 Duration: 20 weeks	Timing: Year 6, Semester 2 Duration: 20 weeks
<p>Viewpoint question: How can physical comedy enhance drama?</p> <p>In this unit, students explore ways that the elements of drama are used in physical comedy to communicate ideas, perspectives and/or meaning in theatre, films, and television sitcoms across a range of contexts. Students view a range of texts (e.g. television show clips) which include the conventions of drama relating to physical comedy (e.g. lazzi) and experiment with given scenarios (e.g. getting stuck to an object, slipping on a banana peel). In response to scenes viewed, students discuss how the actors use facial expressions, body language, timing, and movement to communicate an idea to the audience.</p> <p>Students demonstrate safe practices as they create and improvise movement in response to cues provided by the teacher. As a class, they explore a script and experiment with ways to overreact and exaggerate movement. Using feedback, they refine their responses accordingly.</p> <p>Students participate in theatre sports games, designed to emphasise the physicality of physical comedy. They explore ways to combine the elements of drama to communicate meaning in improvisations. Students work in a small group to choose a scene, e.g. from a known film or story studied. They trial options and put their ideas into action to recreate and/or reimagine the scene using physical comedy. They reflect on feedback and refine their choices throughout the creative process, rehearse, and perform for the Year 2 students as part of Arts week celebrations.</p>	<p>Viewpoint question: How can artists bring new life to found objects/discarded materials?</p> <p>In this unit, students explore ways that contemporary First Nations Australian artists use artwork to communicate environmental, cultural and spiritual messages. Students view contemporary and modernist assemblages that incorporate found objects/discarded materials and reflect on ways that artists communicate meaning and/or ideas.</p> <p>Students reflect on the symbolic use of animals in Aboriginal and Torres Strait Islander cultures, where totemic and spiritual meanings are linked to personal and community identity. Students collect images of mythological and imagined creatures as inspiration for an assemblage. They individually reflect on who they are and list ideas about their unique personality, skills and/or interests. Students use their list to match these ideas to parts of different animals. They imagine and draw ways that the animal parts could be combined and put their ideas into action by planning an imagined creature that represents their personality, skills and/or interests. They collect found objects/discarded materials and demonstrate safe use of equipment and materials as they experiment with how to create and represent their imagined creature. They reflect on the sustainable art practices of Aboriginal and Torres Strait Islander artists, who use found materials to emphasise environmental responsibility and cultural continuity.</p> <p>Students respond to structured small group feedback on their assemblage to inform final choices about the form. Students apply textures and/or colours to unify and resolve their assemblage. They share (display) their artwork informally in small groups and describe how the creature communicates ideas about their personality, skills and/or interests.</p> <p>Note: Through consultation with local Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, such as language use and traditional storytelling forms. When translating Aboriginal and Torres Strait Islander stories, teachers are encouraged to approach this activity with cultural sensitivity, recognising these stories as part of Indigenous Cultural and Intellectual Property (ICIP).</p>	<p>Viewpoint question: How can media arts be used to communicate a perspective?</p> <p>In this unit, students explore the conventions and structure of news reports, including analysing choices made by media artists to appeal to, and communicate with, the intended audience. They respond to a range of texts to understand news report conventions, including script writing and relevant technical codes, e.g. direct address to audience/camera, on-location images with voice over and vox pops from witnesses. They enhance their literacy skills as they explore the features of scripts. Students discuss and demonstrate safe practices as they collaborate to experiment with equipment. Using scripted scenarios provided by the teacher, students explore filming techniques and practise using cameras to capture a range of relevant shot types and camera angles.</p> <p>In small groups, students choose a script from provided options that are relevant to their interests and school context, e.g. lost property overflowing, a celebrity or notable person making a school visit. They allocate production roles based on their interest, e.g. director, editor, actor, sound technician. Using available equipment, students collaborate to film and edit their news report, developing their digital literacy as they save and manage numerous files. Students practise safe use of equipment through a structured process, and they demonstrate responsible media practice by ensuring all actors have provided permission to be filmed. Students develop personal and social capability by coordinating and recording the contributions of group members. Students finalise their film using preselected intro and outro images and choose from suitable copyright-free music provided by the teacher. Students share their finished product with the school community.</p>	<p>Viewpoint question: How can dance be used for different purposes and audiences?</p> <p>In this unit, students respond to dance for different purposes or functions, exploring how the elements of dance, structure and/or production elements are used to communicate meaning in dances across cultures. They develop their intercultural understanding as they examine the central role of dance in Aboriginal cultures and Torres Strait Islander cultures. They consider how dance serves to reflect identity, convey spiritual beliefs and stories of connection to Country and kinship, and act as a medium for cultural knowledge transmission.</p> <p>Students develop their knowledge of safe dance practices (e.g. warming up and down each lesson), and safe peer collaboration and interactions. They develop personal and social skills as they explore social dances from a range of cultures. In small groups, students workshop to co-choreograph a storytelling dance, using ritual movements that communicate the actions of a day in the life of a famous person, character or icon of their choice, e.g. First Nations sportsperson. Students create possibilities by changing and extending their dance movement to an artistic purpose. They manipulate the movement to make it more challenging and reflective of individual capabilities within each group, e.g. by changing the facing, using choreographic devices. Students respond to feedback to refine their choreography. They share their group choreography with the class.</p> <p>Students enhance their literacy skills as they reflect on texts viewed and dances learnt to explain how the elements of dance were used. They also discuss the importance of cultural protocols when engaging with cultural dances and explore how dance is used to continue and revitalise cultures.</p> <p>Note: Through consultation with local Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, such as language use, traditional storytelling forms, and dance. When translating Aboriginal and Torres Strait Islander stories, teachers are encouraged to approach this activity with cultural sensitivity, recognising these stories as part of Indigenous Cultural and Intellectual Property (ICIP).</p>

	Unit 1 — Physicomed Drama		Unit 2 — Everything old is new again Visual Arts		Unit 3 — Breaking news Media Arts		Unit 4 — Keep the tradition moving Dance	
Assessment	Assessment 1 — Physicomed performance	Timing/ week	Assessment 2 — Everything old is new again project	Timing/ week	Assessment 3 — Breaking news project	Timing/ week	Assessment 4 — Keep the tradition moving short response	Timing/ week
	<p>Description: Students work in small groups and use conventions of physical comedy to perform a scene (from provided options) for Year 2 students as part of Arts week.</p> <p>Technique: Performance</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 1 minute • observed by the teacher during class time • roles and contributions are allocated, and students are individually assessed 	Term 2, Week 8	<p>Description: Demonstrating safe practices, students select and use visual conventions and found objects to create an assemblage of an imagined creature to communicate ideas about their personality, skills and/or interests.</p> <p>Technique: Project — Make and display artwork</p> <p>Part A: Make and display artwork</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> • practical as negotiated with the teacher 	Term 4, Week 8	<p>Description: Students work in small groups and demonstrate safe practices to produce a news report on an event or issue in their school from a provided script. The film is presented at a school community event.</p> <p>Technique: Project — Produce media</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> • moving image up to 1 minute • observed by the teacher during class time • roles and contributions are allocated, and students are individually assessed 	Term 2, Week 7	<p>Description: In class discussions using sentence starters, students describe and explain how dance elements are used to communicate meaning in dances they learn and view. They also describe how dance can continue and revitalise cultures.</p> <p>Technique: Short response</p> <p>Mode: Signed/spoken</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 45 seconds per item • completed over multiple lessons 	Term 4, Weeks 2–6
Learning area achievement standard	<p>By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.</p> <p>Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.</p>		<p>By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.</p> <p>Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.</p>		<p>By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.</p> <p>Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.</p>		<p>By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.</p> <p>Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.</p>	
Moderation	Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.							

Content descriptions	Unit				Content descriptions	Unit				Content descriptions	Unit				Content descriptions	Unit			
Exploring and responding	1	2	3	4	Developing practices and skills	1	2	3	4	Creating and making	1	2	3	4	Presenting and performing	1	2	3	4
<p>Dance explore ways that the elements of dance are combined to communicate ideas, perspectives and/or meaning in dance across cultures, times, places and/or other contexts AC9ADA6E01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Dance develop and practise technical and expressive skills using safe dance practice and the elements of dance AC9ADA6D01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Dance manipulate the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning AC9ADA6C01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Dance practise and perform dances using technical and expressive skills in informal and/or formal settings AC9ADA6P01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Dance explore the ways that First Nations Australians use dance to continue and revitalise cultures AC9ADA6E02</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>															
<p>Drama explore ways that the elements of drama are combined to communicate ideas, perspectives and/or meaning in drama across, cultures, times, places and/or other contexts AC9ADR6E01</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Drama explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama AC9ADR6D01</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Drama develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms AC9ADR6C01</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Drama rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings AC9ADR6P01</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Drama explore the ways that First Nations Australians use drama to continue and revitalise cultures AC9ADR6E02</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<p>Media Arts explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts AC9AMA6E01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Media Arts develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies AC9AMA6E01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Media Arts use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences AC9AMA6E01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Media Arts present media arts works in informal and/or formal settings using responsible media practice AC9AMA6P01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Media Arts explore ways First Nations Australians use media arts to continue and revitalise cultures AC9AMA6E02</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															

Content descriptions	Unit				Content descriptions	Unit				Content descriptions	Unit				Content descriptions	Unit			
Visual Arts explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts AC9AVA6E01	1	2	3	4	Visual Arts experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials AC9AVA6D01	1	2	3	4	Visual Arts use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning AC9AVA6C01	1	2	3	4	Visual Arts select and present documentation of visual arts practice, and display artworks in informal and/or formal settings AC9AVA6P01	1	2	3	4
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Arts explore ways that First Nations Australians use visual arts to continue and revitalise cultures AC9AVA6E02	1	2	3	4															
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 © State of Queensland (QCAA) 2026

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution:** © State of Queensland (QCAA) 2026 www.qcaa.qld.edu.au/copyright.

Unless otherwise indicated material from the Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](http://www.australiancurriculum.edu.au) and its [copyright notice](http://www.australiancurriculum.edu.au/copyright).