

Table 2: Strands and strand organisers in key learning area syllabuses

The Arts	English	Health and Physical Education	LOTE	Mathematics	Science	Studies of Society and Environment	Technology
<p>Dance</p> <ul style="list-style-type: none"> Choreographing: using dance components to create movement and to structure and organise dance. Performing: developing physical, expressive and interpretative movements in both formal and informal settings. Appreciating: analysing own and others' dance across a range of contexts. <p>Drama</p> <ul style="list-style-type: none"> Forming: exploring ideas, feelings and experiences by collaborating in a wide range of experiences and controlling, managing and synthesising the elements and conventions of drama to create and shape dramatic action. Presenting: applying performance skills to convey meaning to audiences. Responding: describing, analysing and evaluating the elements and conventions used in drama. <p>Media</p> <ul style="list-style-type: none"> Constructing media: creating, constructing and producing media texts with increasing complexity, using the languages and technologies of media. Producing meaning: for many audiences and contexts through a variety of forms and genres. Responding to meanings: developing skills in critical appreciation and analysis of representations. <p>Music</p> <ul style="list-style-type: none"> Aurally and visually identifying and responding to music. Singing and playing. Reading and writing music. <p>Visual Arts</p> <ul style="list-style-type: none"> Making images and objects: designing and creating two-dimensional and three-dimensional forms using a variety of materials, processes and functions. Making and displaying: communicating their ideas, feelings, experiences and observations of their worlds. Appraising images and objects: describing, analysing, interpreting and evaluating their own and others' images and objects. 	<p>Cultural</p> <ul style="list-style-type: none"> Speaking and listening Reading and viewing Writing and shaping. <p>Operational</p> <ul style="list-style-type: none"> Speaking and listening Reading and viewing Writing and shaping. <p>Critical</p> <ul style="list-style-type: none"> Speaking and listening Reading and viewing Writing and shaping. 	<p>Promoting the Health of Individuals and Communities</p> <ul style="list-style-type: none"> Health is influenced by personal behaviours and social and cultural factors, and is maintained and promoted by the actions of individuals and groups. Nutrition is influenced by the health needs, choices, beliefs and practices of individuals and communities. Health outcomes are influenced by the availability and effective use of health products, services and information. Safety is linked to individual behaviours and actions. The interactions between people and their social, cultural and physical environments influence health. <p>Developing Concepts and Skills for Physical Activity</p> <ul style="list-style-type: none"> The acquisition of motor skills and an understanding of movement concepts enhance participation and strategic awareness in games, sports and other physical activities. Individual and group performance is improved by the application of tactics and strategies. Regular physical activity contributes to fitness, health and physical performance. Attitudes towards and participation in physical activity are influenced by physical, social and cultural factors. <p>Enhancing Personal Development</p> <ul style="list-style-type: none"> Identity is developed through interactions and relationships with others. Relationships change, take many forms, and are influenced by a range of factors. Growth and development are influenced by biological factors, and by physical and social environments. Effective personal and interpersonal skills are essential for enhancing identity and relationships. 	<p>Communication</p> <ul style="list-style-type: none"> Comprehending (listening, reading and sociocultural understanding) Composing (speaking, writing and sociocultural understanding) 	<p>Number</p> <ul style="list-style-type: none"> Number concepts (numeration and number sense, subsets of numbers within the set of rational numbers, base ten system, uses and purposes of money in our society). Addition and subtraction (connections between these concepts, mental computation strategies and other computation methods). Multiplication and division (connections between these concepts, fractional and proportional thinking and other computation methods). <p>Patterns and algebra</p> <ul style="list-style-type: none"> Patterns and functions (consistent change and relationships). Equivalence and equations (balance and the methods associated with solving equations). Length, mass, area and volume (estimation and measurement, units of measure and the relationships between them). Time (units and conventions for measuring and recording the passage and duration of time). <p>Chance and data</p> <ul style="list-style-type: none"> Chance (likelihood and the use of experimental and theoretical approaches to estimate or determine numerical probability to make judgments and decisions). Data (collecting and handling data, exploring and displaying data, and identifying and interpreting variation). <p>Space</p> <ul style="list-style-type: none"> Shape and line (geometric terms and properties used to identify 3D shapes and objects and 2D shapes, and to visualise and create representations). Location, direction and movement (construction and interpretation of maps, plans and grids, identification and description of locations, directions and movements through familiar and other environments). 	<p>Science and Society</p> <ul style="list-style-type: none"> Historical and cultural factors influence the nature and direction of science which, in turn, affects the development of society. Science as a way of knowing is shaped by the ways that humans construct their understandings. Decisions about the ways that science is applied have short- and long-term implications for the environment, communities and individuals. <p>Earth and Beyond</p> <ul style="list-style-type: none"> The Earth, solar system and universe are dynamic systems. Events on Earth, in the solar system and in the universe occur on different scales of time and space. Living things use the resources of the Earth, solar system and universe to meet their needs. <p>Energy and Change</p> <ul style="list-style-type: none"> The forces acting on objects influence their motion, shape, behaviour and energy. In interactions and changes, energy is transferred and transformed but is not created or destroyed. There are different ways of obtaining and utilising energy and these have different consequences. <p>Life and Living</p> <ul style="list-style-type: none"> The characteristics of an organism and its functioning are interrelated. Evolutionary processes have given rise to a diversity of living things which can be grouped according to their characteristics. Environments are dynamic and have living and non-living components which interact. <p>Natural and Processed Materials</p> <ul style="list-style-type: none"> The properties and structure of materials are interrelated. Patterns of interactions between materials can be identified and used to predict and control further interactions. The uses of materials are determined by their properties, some of which can be changed 	<p>Time, Continuity and Change</p> <ul style="list-style-type: none"> Evidence over time Changes and continuities People and contributions Causes and effects Heritages. <p>Place and Space</p> <ul style="list-style-type: none"> Human-environment relationships Processes and environments Stewardship Spatial patterns Significance of place. <p>Culture and Identity</p> <ul style="list-style-type: none"> Cultural diversity Cultural perceptions Belonging Cultural change Constructions of identities. <p>Systems, Resources and Power</p> <ul style="list-style-type: none"> Interactions between ecological and other systems Economy and business Participation in decision making Citizenship and government Access to power. 	<p>Technology Practice</p> <ul style="list-style-type: none"> Investigation is carried out to gather knowledge, ideas and data for use in meeting design challenges. Ideation is undertaken to generate and communicate ideas that meet design challenges, and to justify the selection of these ideas. Production procedures can be identified, described and managed when making products that meet design challenges. Evaluation is undertaken to make judgments about the appropriateness of design ideas, processes and products when meeting design challenges. <p>Information</p> <ul style="list-style-type: none"> Information originates from different sources, exists in various forms and can be used for different purposes. Information can be manipulated, presented and managed in different ways for different purposes. <p>Materials</p> <ul style="list-style-type: none"> Materials have characteristics that affect their selection and use in products. Materials can be manipulated and processed by using suitable equipment and techniques. <p>Systems</p> <ul style="list-style-type: none"> Systems comprise interactive components and have inputs, processes and outputs that can be controlled in logical ways based on certain principles. Systems can be developed, refined and optimised by organising their components.