



# The Arts

Essential Learnings by the end of **Year 5**

## Learning and assessment focus

Students use their creativity, imagination and senses to express their observations, values and beliefs in personal and community contexts through Dance, Drama, Music, Media and Visual Art. They develop their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering different audiences and different purposes. They are aware that people of all ages and backgrounds choose to work in arts or arts-related careers.

Students recognise that past and present experiences of artists influence the ways in which Aboriginal and Torres Strait Islander knowledges, peoples, histories, cultures, protocols and relationships are represented and valued in Indigenous arts works.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and to interpret the arts from their own experiences and those of other artists. They develop their interpretations of arts works and reflect on the creative process that has occurred within one or across many arts disciplines.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire and solve artistic problems, to create and present arts works, and to interpret and communicate within arts contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting.

## Ways of working

Students are able to:

- select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages
- create and shape arts works by organising arts elements to express personal and community values, beliefs and observations
- rehearse and rework arts works, using interpretive and technical skills
- present arts works to informal and formal audiences, using arts techniques, skills and processes
- identify and apply safe practices
- respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages
- reflect on learning to identify new understandings and future applications.

## Knowledge and understanding

### Dance

**Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.**

- Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences  
*e.g. jumping and rotating hands at the wrist.*
- Group formations are used to organise dancers in short movement sequences  
*e.g. placing dancers in a V formation within the space.*
- Simple rhythmic patterns are used for timing of movements in short movement sequences  
*e.g. moving to simple  $\frac{2}{4}$  and  $\frac{4}{4}$  time signatures.*
- Swinging and collapsing movement qualities are used to alter energy in short movement sequences  
*e.g. collapsing or falling movement to represent a leaf dropping to the ground.*
- Structuring devices, including contrast and canon forms, are used to organise short movement sequences  
*e.g. using different levels in a group shape; repeating an arm movement one after the other down a line of dancers.*

### Drama

**Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.**

- Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice  
*e.g. moving, speaking and reacting differently as a king, compared with as a servant.*
- Purpose and context guide the selection of time frames, language, place and space to express ideas  
*e.g. altering time frames by starting at the end of a story and retelling it from that perspective.*
- Dramatic action is structured through storytelling, improvisation and extended roleplays  
*e.g. presenting an interpretation of stories originating from the Torres Strait Islands.*

## Media

**Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.**

- Still and moving images, sounds and words are selected to construct media texts  
*e.g. using a soundtrack to accompany a visual sequence to create a particular mood.*
- Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts  
*e.g. changing the order of frames in a traditional or non-traditional comic strip to create different versions of a narrative.*
- Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes  
*e.g. using altered digital images of the school to portray it as a different place in an audiovisual presentation.*

## Music

**Music involves singing, playing instruments, listening, moving, improvising and composing by selecting the music elements to express ideas, considering different audiences and different purposes, through sound.**

- Duration, beat, time values and metre are used to create rhythmic patterns  
*e.g. using dotted notes and rests to create rhythmic patterns in compound time.*
- Pitch and intervals are used to create the melodic arrangement of sound  
*e.g. singing a melodic ostinato to accompany a song.*
- Tonalties and harmonies are used to organise music  
*e.g. hearing and identifying major and minor songs and chords.*
- Musical forms are used to structure music  
*e.g. a recurring theme in rondo form, ABACA; verse/chorus form.*
- Familiar and unfamiliar sound sources, including vocal, instrumental and environmental sources, have characteristic sound qualities (tone colour)  
*e.g. hearing the hum of city traffic; the resonating bass of a didgeridoo.*
- Relative softness and loudness and articulation of sounds are used to change dynamic levels and expression of music  
*e.g. using crescendo — gradually get louder  
using staccato — play short, detached notes.*

## Visual Art

**Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.**

- Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns  
*e.g. using light colours to bring objects forward in a painting, while using dark colours to make objects recede.*
- Continuous, broken and hatched lines are used to create balance, contrast, space and patterns  
*e.g. using broken and hatched marks to show contrast of light and dark.*
- Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns  
*e.g. using repeated shapes in a wax-resist painting to create a visual pattern.*
- Texture creates contrast and patterns using lines, rubbings and markings  
*e.g. using feathery marks that contrast with smooth rubbings in clay sculptures; a pencil drawing of a tree showing smooth leaves and rough bark.*



# Health & Physical Education (HPE)

Essential Learnings by the end of **Year 5**

## Learning and assessment focus

Students use their enthusiasm for physical activity and curiosity about health and personal development to explore how the dimensions of health are influenced by personal, social, cultural and environmental factors. They understand that health, physical activity and personal development are influenced by individual and group actions and by environments. They are aware that people of all ages and backgrounds engage in work related to health, physical activity and personal development.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively make decisions, take action and apply skills to promote health and wellbeing, movement capacities and personal development of individuals and groups. They reflect on their learning and their own and others' behaviours and actions relating to health and physical education.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting.

# Ways of working

Students are able to:

- pose and refine questions or issues, and plan activities
- collect, organise and evaluate information and evidence
- draw conclusions and make decisions by identifying connections
- propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development
- apply fundamental and simple specialised movement skills when participating in physical activities
- create and perform movement sequences by selecting and combining movement skills
- apply personal development skills and strategies in team and group situations
- identify and apply safe practices
- reflect on and identify how their own and others' behaviours, skills and actions influence health and wellbeing, movement capacities and personal development
- reflect on learning to identify new understandings and future applications.

# Knowledge and understanding

## Health

**Health is multidimensional and influenced by individual and group actions and environments.**

- Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions  
*e.g. thinking a situation through rather than acting impulsively can help make choices that have better health outcomes.*
- Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity  
*e.g. eating a particular food because people like the taste, their friends eat it and their family buys it; people participating in a sporting or recreational activity because people enjoy it, their friends participate, it is culturally accepted, they can access facilities, and participation makes them feel energetic.*
- Individual and group action can promote health and wellbeing, including safety  
*e.g. being active for 30 minutes per day; wearing a bicycle helmet when cycling to protect the head from injury; providing playground shade structures to protect children from sunburn.*
- Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels.  
*e.g. eating vegetables, fruit, dairy products, cereals, legumes and meats in appropriate amounts, and limiting "extra" foods.*

## Physical activity

**Fundamental and simple specialised movement skills are elements of physical activity.**

- Application of appropriate techniques for fundamental and simple specialised movement skills can enhance physical performance and participation in physical activities  
*e.g. running efficiently, throwing competently, gripping a bat or racquet correctly and landing safely after jumping facilitates active inclusion in games.*
- Working cooperatively, and being aware of others and fair play, can enhance the experience of physical activities for individuals and groups  
*e.g. demonstrating respect for others, being inclusive and playing by the agreed rules make games and recreational activities enjoyable.*
- Regular participation in physical activity can improve movement capacities, personal development and health and wellbeing  
*e.g. walking to school, learning to dance and playing games can provide opportunities to make friends, develop confidence in movement skills for an active life and build strong bones and muscles.*

## Personal development

**Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.**

- Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments  
*e.g. having positive experiences with others, fulfilling responsibilities and achieving aspirations enhance self-image and self-esteem.*
- Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others  
*e.g. stereotypical images influence the way boys and girls think they should express emotions.*
- Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups  
*e.g. interactions with others can be enhanced by being assertive without being aggressive, by expressing feelings in a manner that does not offend or bully, and by respecting cultural celebrations.*



# Studies of Society & Environment (SOSE)

Essential Learnings by the end of **Year 5**

## Learning and assessment focus

Students use their experiences of people, places, systems and environments to make connections to their own experiences. They develop awareness of relationships between people, and between people and places. They identify social and environmental values in local and national contexts, and develop their capacity to participate and work effectively in their communities.

Students recognise the ways in which Aboriginal people and Torres Strait Islander people are distinctive and are connected to other people and to specific places over time.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They use inquiry processes to apply their understandings in familiar and unfamiliar contexts. They communicate using different types of texts to share ideas and findings, and they individually and collaboratively plan strategies to take action that contribute to their communities. They reflect on their learning and recognise the values evident in investigations.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire, create and communicate within social and environmental contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- participating
- reflecting.



# Ways of working

Students are able to:

- pose and refine questions for investigations
- plan investigations based on questions and inquiry models
- collect and organise information and evidence
- evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions
- draw and justify conclusions based on information and evidence
- communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose
- share opinions, identify possibilities and propose actions to respond to findings
- apply strategies to influence decisions or behaviours and to contribute to groups
- reflect on and identify personal actions and those of others to clarify values associated with social justice, the democratic process, sustainability and peace
- reflect on learning to identify new understandings and future applications.

# Knowledge and understanding

## *Time, continuity and change*

**Changes and continuities are represented by events and people's contributions, and are viewed differently by different people.**

- British colonisation of Australia is connected with particular events and changes, including European exploration, the landing of the First Fleet, proclamation of *terra nullius*, establishment of penal and free settlements, contact with the Indigenous population and the development of industries.
- Individuals and groups have made significant contributions to change and maintain Australian communities, heritages and identities  
*e.g. individual leaders have shaped aspects of local communities through civic service and the development of industries; Indigenous people and groups of immigrants have contributed to the multicultural nature of Australian society.*
- Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints  
*e.g. arrival of Europeans seen from Indigenous viewpoints and from European viewpoints.*



## Place and space

**Environments are defined and changed by interactions between people and places.**

- Environments are defined by physical and human dimensions  
*e.g. the Lockyer Valley contains mountain ranges and tributaries to the Brisbane River, farmland, and small townships.*
- Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere  
*e.g. population increases that cause overcrowding, habitat removal, water shortages and air pollution.*
- Physical features of environments influence the ways in which people live and work in communities  
*e.g. climate affects housing design and leisure activities; natural resources may determine employment opportunities.*
- Sustainability of local natural, social and built environments can be influenced by positive and negative attitudes and behaviours  
*e.g. positive responses to water management can influence the quality of river systems; negative responses to town planning principles can lead to traffic problems.*
- Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn, and the Equator), countries, regions, continents, and climatic zones.
- Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key.

## Culture and identity

**Communities contain cultures and groups that contribute to diversity and influence cohesion.**

- Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities  
*e.g. Queenslanders participate in a range of celebrations such as NAIDOC Week, Chinese New Year, Greek and Italian festivals, Mabo Day and Queensland Day.*
- Australian society has responded to different cultures in positive and negative ways  
*e.g. positive — anti-discrimination laws of the late 20th century, participation in the walk for reconciliation; negative — restriction on citizenship status for some groups, segregation of public facilities.*
- Aboriginal people and Torres Strait Islander people have distinctive social organisation, languages and lifestyles  
*e.g. importance of elders; over 250 languages linked to specific groups and places; distinctive foods and medicines.*

## ***Political and economic systems***

**Communities have developed decision-making systems that include principles and values formed over time.**

- Australia’s government systems are based on principles of democracy, including elected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States  
*e.g. democracy in Athens; parliamentary system from Britain; written constitution from the United States.*
- Australia’s legal system has laws to protect personal rights and responsibilities of young people, consequences for breaking laws and key personnel who ensure the functioning of the system  
*e.g. children are protected by child safety laws, transport and education regulations; the personnel from government bodies such as the Commission for Children and Young People and Child Guardian and community organisations such as Kids Help Line help to make these laws work.*
- Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups  
*e.g. a local land-care group working to solve local environmental problems; a local group participating in reconciliation initiatives.*
- Australia is connected to other countries in the Asia–Pacific region by social and economic ties, including immigration, shared populations, assistance in disasters, trading goods and services, and common media sources and outlets.
- Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited  
*e.g. using resources for things that are needed for survival, and also for things that make life enjoyable.*



# Technology

## Essential Learnings by the end of Year 5

### Learning and assessment focus

Students explore the designed world and recognise that they can be both users and creators of technology. They identify and understand the characteristics of a range of resources (information, materials and/or systems) and assess their suitability for a specific purpose and context. They investigate the characteristics of Australian resources and their impact on technology products and processes of the past and present. They understand that technology can contribute to many different kinds of activities, including work and leisure. They are aware that people of all ages and backgrounds choose to work in technology-related fields.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their ability to work technologically by generating, assessing and communicating design ideas and by selecting, manipulating and processing resources, to individually and collaboratively design and make products. They analyse how technology and its products and processes impact on people, their environments and local communities. They reflect on their learning and evaluate products and processes.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire, create and communicate within technology contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating and designing
- producing
- evaluating
- reflecting.

# Ways of working

Students are able to:

- identify and analyse the purpose and context for design ideas
- generate design ideas that match requirements
- communicate the details of their designs using 2D or 3D visual representations
- select resources, techniques and tools to make products
- plan production procedures by identifying and sequencing steps
- make products to match design ideas by manipulating and processing resources
- identify and apply safe practices
- evaluate products and processes to identify strengths, limitations, effectiveness and improvements
- reflect on and identify the impacts of products and processes on people and their communities
- reflect on learning to identify new understandings and future applications.

# Knowledge and understanding

## *Technology as a human endeavour*

**Technology influences and impacts on people, their communities and environments.**

- Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments  
*e.g. playgrounds are designed for children; community swimming pools are designed to cater for specific needs and all age groups; community centres are designed to accommodate a range of activities.*
- Aspects of appropriateness influence product design and production decisions  
*e.g. team uniforms are designed to have specific functions and to look good; cultural protocols are followed when an Aboriginal person uses traditional designs on a product.*
- The products and processes of technology can have positive or negative impacts  
*e.g. cars are a convenient method of transportation but impact on the environment; mining for resources can contribute to a community's economy and impact on the natural environment.*

## *Information, materials and systems (resources)*

**The characteristics of resources are matched with tools and techniques to make products to meet design challenges.**

- Resources have particular characteristics that make them more suitable for a specific purpose and context  
*e.g. selecting and using suitable information sources to investigate a game; designing shoes and uniforms based on function and aesthetics; selecting suitable materials to create an eco-friendly compost system.*
- Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas  
*e.g. circulating information using electronic or paper means; selecting suitable equipment that conducts heat when melting resources.*



# Information and Communication Technologies (ICTs)

*Cross-curriculum priority  
by the end of Year 5*

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. Students independently and collaboratively work in online and stand-alone environments across a range of learning contexts.

Students use a range of ICT functions and applications in purposeful ways. They develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings transform information and construct new knowledge for a specific purpose or context. They communicate with others in an ethical, safe and responsible manner. They develop understandings of the impact of ICTs on society.

Applying ICTs as a tool for learning assists students to become competent, discriminating, creative and productive users of ICTs. ICTs can be integrated in a variety of ways within and across all key learning areas to support thinking, learning, collaboration and communication.

## Inquiring with ICTs

Students explore, select and use ICTs in the processes of inquiry across key learning areas. They:

- identify the inquiry focus and match appropriate ICTs and possible digital information sources and ways of gathering data and information
- plan, conduct and manage structured searches for data and information
- organise and identify relationships between data and information from a variety of sources
- evaluate the data and information gathered for usefulness, credibility, relevance and accuracy
- reflect on and analyse how ICTs have assisted in meeting the inquiry purposes and in developing new understandings.

## Creating with ICTs

Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They:

- develop simple plans to create imaginative responses
- express and represent ideas, information and thinking
- create imaginative responses that demonstrate required features
- reflect on their use of ICTs as creative tools and evaluate their choice of ICTs, their ICT responses, and the effectiveness of the ICT features in meeting requirements.

## Communicating with ICTs

Students experiment with, select and use ICTs across key learning areas to collaborate and enhance communication in different contexts for an identified purpose and audience. They:

- collaborate and communicate ideas, understandings, information and responses
- consider how communication with ICTs varies in different social and cultural contexts
- apply appropriate communication conventions
- use a variety of digital media to improve communication
- express a personal image and an identity in communication
- reflect on their use of ICTs and analyse and identify ways to improve the effectiveness of their collaboration and communication.

## Ethics, issues and ICTs

Students understand the role and consider the impact of some ICTs in society. They develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments. They:

- develop and apply codes of practice that promote safety, security, responsibility and respect
- examine practices in a variety of ICT environments and identify underlying values
- identify owner(s)/creator(s) of digital information sources and apply sound practices to acknowledge them
- apply a range of preventative strategies to address issues relating to health and safety when using ICTs
- develop and apply strategies for the security of personal information when using ICTs
- reflect on and analyse the use of ICTs in the workplace and identify their impact in society.

## Operating ICTs

Students use a range of ICT functions and applications across key learning areas to inquire, create, collaborate and communicate, and to manage information and data. They:

- experiment with operational processes and use the basic capabilities of a range of ICT devices
- access appropriate network, personal system and device information
- make selections from common input, output and storage devices
- adopt basic recognised ICT conventions and manage personal ICT resources to enhance operational efficiency
- describe common ICT devices and operational processes using ICT-specific terminology
- develop and apply “help” strategies for effective use of ICTs
- explain some management processes when working with content in digital environments
- reflect on and analyse their operational skills and identify ways to improve their effectiveness.