The Arts

Essential Learnings by the end of **Year 7**

Learning and assessment focus

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Dance, Drama, Music, Media and Visual Art. They extend 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 intended audiences and intended purposes. They recognise that there are many different arts disciplines and that people may choose to work as artists or use their expressive capabilities in other areas of their recreational and working lives.

Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They extend their understanding of arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they 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 make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present arts works, and to communicate their own arts practice and that of others.

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 intended audiences and intended purposes, and make decisions about arts elements and languages

- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times

- modify and polish arts works, using interpretive and technical skills

- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes

- identify, apply and justify safe practices

- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages

- reflect on learning, apply new understandings and identify future applications.

Knowledge and understanding

Dance

Dance involves using the human body to express ideas, considering intended audiences and intended purposes, by modifying dance elements in movement sequences.

- Combinations of locomotor and non-locomotor movements are used to create actions for movement sequences

  e.g.   combining leaping, extending arms and dropping to the ground.

- Directional focus is used to draw attention in space in movement sequences

  e.g.   extending arms to stage right to draw the audience's attention to a focus.

- Combinations of simple and compound time signatures are used to modify timing of movements in sequences

  e.g.   moving to mixture of $\frac{3}{4}$ and $\frac{6}{8}$ time signatures.

- Suspending and vibrating movement qualities are used to modify energy

  e.g.   using quick pulsating movements to represent a racing heartbeat; using slow floating movements to represent the land.

- Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences

  e.g.   representing anger with a recurrent theme or pattern (motif) of strong fists.

Drama

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

- Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus

  e.g.   presenting land-user, traditional owner, environmentalist and government representative roles in an environmental issues drama.

- Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas

  e.g.   changing mood of tired and depressed shipwreck survivors when a rescue boat is sighted.

- Dramatic action is interpreted, prepared and shaped through scenarios and scripts

  e.g.   using a student-devised script on a school-based issue such as bullying.

Media

Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.

- Still and moving images, sounds and words are applied and modified, using genre conventions, to construct media texts

  e.g. *using conventions such as studio interviews, narration, commentary and dramatic re-enactment in a radio, video or web-based documentary on Australian Indigenous land rights.*

- Media techniques and practices, including editing and publishing, are used to create media texts

  e.g. *using digital editing techniques to produce a DVD.*

- Representations in media texts have specific purposes and are modified to maximise audience impact

  e.g. *using eye-catching images, slogans and jingles for a marketing campaign for a new product to target a teenage audience; using appropriate media images of Aboriginal peoples in a promotional video for a local context.*

Music

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

- Duration, beat, time values and metre are used to create rhythm

  e.g. *playing a polyrhythm within a small ensemble.*

- Pitch and intervals are used to create melody

  e.g. *composing a short melody over a tonic and dominant chord progression.*

- Tonalities and harmonies are used to organise music in vertical arrangements

  e.g. *playing major/minor keys, chord progressions and riffs.*

- Contemporary and traditional musical forms are used to structure music

  e.g. *playing music in strophic form; composing a 12-bar blues song; identifying repetitive singing in vocal sequences of Aboriginal music and songs.*

- Vocal, instrumental and electronic sound sources have characteristic sound qualities (tone colour)

  e.g. *hearing and identifying orchestral timbres.*

- Relative softness and loudness and emphasis of sounds are used to change dynamic levels and expression of music

  e.g. *using accents to emphasise particular beats of a song.*

Visual Art

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

- Blended, controlled and symbolic colour is used to create depth, representation and symbolism

  e.g. *using mixed and blended colour to add depth in abstract paintings.*

- Descriptive and emotive lines are used to create abstraction, proportion and symbolism

  e.g. *using fluid lines to show an emotional response to a stimulus.*

- Negative space and positive shape are used to create abstraction, non-representation and proportion

  e.g. *using photographs of natural shapes in their environments to focus on negative spaces and positive shapes and thus show effects of light and dark.*

- Actual, invented and simulated textures are used to create depth, representation and non-representation

  e.g. *using texture in a collograph print to express ideas about water without using representational imagery.*

Health & Physical Education (HPE)

Essential Learnings by the end of **Year 7**

Learning and assessment focus

Students use their interests in health and physical activity to explore how the dimensions of health are interrelated and are influenced by the interaction of personal, social, cultural and environmental factors. They understand how to promote health and wellbeing, active engagement in physical activity and enhance personal development. They recognise people who work in occupations 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, groups and communities. They reflect on their learning and ways to capitalise on the benefits of positive influences on their health and wellbeing.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide 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.

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Ways of working

Students are able to:

- identify issues and plan investigations and activities

- collect, analyse and evaluate information and evidence

- draw conclusions and make decisions supported by information and evidence

- propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development

- apply movement concepts and make purposeful refinements to movement skills

- create and perform movement sequences through modifying and combining movement skills and applying movement concepts

- identify risks and justify and apply safe practices

- select and demonstrate appropriate personal development skills and strategies in team and group situations

- reflect on and identify the impact of diverse influences on health and well being, movement capacities and personal development, including the best use of positive influences

- reflect on learning, apply new understandings and identify future applications.

Knowledge and understanding

Health

Health is multidimensional and influenced by individual, group and community actions, and environments.

- Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated
  e.g. *a system of beliefs can create a sense of calm and a less anxious response in social and emotional situations, which impacts positively on health.*

- Family, peers and the media influence health behaviours
  e.g. *advertisements and celebrity endorsements can influence adolescents to eat a food product or join a sports program.*

- Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks
  e.g. *individuals using assertive refusal skills if offered drugs;*
  communities advocating for and implementing smoking bans;
  provision of "kids help" lines.

- Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence
  e.g. *puberty is a time of significant change when individuals have different energy and food needs, specific to gender and activity levels, which can be met through eating a balanced diet;*
  adolescents need to eat specified quantities of fruit and vegetables every day, because these foods are rich in vitamins, minerals and fibre.

Physical activity

Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.

- Modifying techniques and selectively applying movement concepts can enhance physical performance and increase enjoyment in physical activities

  e.g.   transferring weight appropriately when batting enables the batter to hit the ball with greater force.

- Refining teamwork, tactics and strategies in a variety of contexts improves movement capacities, and physical performance, and enhances participation in physical activity

  e.g.   coordinating timing when paddling a canoe or dancing, in team defence in touch football or water polo, and in offensive passing in tag ball, makes the activity more enjoyable.

- Regular participation in physical activity can enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, and health and wellbeing

  e.g.   surfing or skateboarding for an hour a day can improve skill performance, increase energy to undertake everyday tasks and provide an opportunity to relax and have fun with friends.

Personal development

Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.

- Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture

  e.g.   dressing and other behaviours to achieve an image or to conform with or rebel against expectations.

- Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem

  e.g.   looking after younger siblings, mentoring peers, learning leadership skills and contributing to a team effort are experiences that help students develop confidence and a positive image of self.

- Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources

  e.g.   family and friends can help students manage the transition from primary to secondary school; beliefs can give meaning to life events such as the death of a loved one.

Studies of Society & Environment (SOSE)

Essential Learnings by the end of **Year 7**

Learning and assessment focus

Students use their knowledge of societies and environments to investigate ideas, events, places, cultures and systems and make connections to their own experiences. They identify social and environmental values and ethical positions in local, national and global contexts. They develop the capacity for appropriate responses to address problems and issues in their communities, and recognise the applications of these processes to meet community needs.

Students consider their own opinions, experiences and understandings to develop respect for and to value Aboriginal people and cultures and Torres Strait Islander people and cultures.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They use inquiry processes and models to apply their understandings of social and environmental topics and issues in a range of contexts. They communicate using texts designed for different audiences and social purposes, and they individually and collaboratively plan and apply strategies for participating, both individually and collaboratively, in representative groups. They reflect on their learning and investigations to clarify values and beliefs.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide 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.

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Ways of working

Students are able to:

- identify issues and use common and own focus questions

- plan investigations using inquiry models

- collect and analyse information and evidence from primary and secondary sources

- evaluate sources of information and evidence for relevance, reliability, origins and perspective

- draw conclusions and make decisions based on information and evidence by identifying patterns and connections

- communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts

- respond to investigation findings and conclusions by planning and implementing actions

- apply strategies to contribute effectively to representative groups and to participate in civic activities

- reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace

- reflect on learning, apply new understandings and identify future applications.

Knowledge and understanding

Time, continuity and change

Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.

- Events from pre-colonisation to Federation, including Indigenous heritages, European colonisation, frontier conflicts, the development of the economy, and the Federation movement, have established the Australian nation and contributed to Australian identities.

- Australia's relationship with its Asian and Pacific neighbours is linked to events over a range of time periods, including events associated with the "White Australia" policy, refugees and immigration, free-trade agreements and military alliances.

- National traditions, celebrations and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups

  e.g.   debates about Australia Day; resurgence in popularity of ANZAC Day; significance of Labour Day and Reconciliation Week.

Place and space

Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.

- Australian environments are defined by patterns of natural processes, by human activities and by the relationships between them, including climate and natural resource distribution, resource use, and settlement patterns

  e.g.   the "tropical north"; the Queensland "coal belt"; sugar cane-growing areas; the "booming" south east corner.

- Natural hazards are a result of natural processes, and human activity can affect the impacts of these occurrences

  e.g.   cyclones are a common occurrence in Queensland and increased coastal development has intensified their impact.

- Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed

  e.g.   "rethink, reduce, reuse and recycle"; renewable versus non-renewable energy sources.

- Physical and human dimensions are used to define global environments

  e.g.   biomes such as tropical rainforests and deserts; human constructs such as developed and developing nations.

- Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols.

Culture and identity

Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.

- Material and non-material elements influence personal identity and sense of belonging of groups

  e.g.   material elements of cultures include places, food, clothing and music; non-material elements of cultures include symbols, values, beliefs, traditions and heritages.

- Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media

  e.g.   the response to non-Europeans working in pastoral and mining industries at the end of the 19th century; the media using stereotyped portrayals of particular cultures, genders and age groups.

- Aboriginal people's and Torres Strait Islander people's diverse social organisation, languages and lifestyles reflect the importance of "country" — land, sea and places

  e.g.   Indigenous societies are caretakers of the land and sea; language reflects the importance of land and sea; land and sea use, and stewardship differ in different regions.

- Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people

  e.g.   forced movement of Indigenous people has resulted in loss of cultural practices and languages; the High Court's Mabo decision in 1992 rejected the idea of terra nullius *('land belonging to no-one'); ear disease and hearing problems; education access and completion.*

- Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.

Political and economic systems

Societies and economies have systems and institutions based on principles and values.

- Australia's government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution.

- Australia's legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms.

- Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities

  e.g.   local councils and sewerage; state governments and health services; Federal Government and taxation; Indigenous land councils and land management.

- Australian citizenship involves values, attitudes and actions related to political equality and civil and human rights

  *e.g.   values — equality of opportunity, and freedom from discrimination and persecution
  attitudes — a "fair go"
  actions — treating all members of the community equitably, and speaking up against unfairness.*

- Australia is connected to other nations through international agreements, the responsibilities of global citizenship, and shared commitments to security and environmental issues

  e.g.   United Nations treaties (Universal Declaration of Human Rights, Convention on the Elimination of all forms of Discrimination Against Women); the campaign against whaling; initiatives to combat terrorism and global warming.

- Economic systems involve primary, secondary, service and knowledge industries that use resources and develop products and services for sale to consumers

  *e.g.   primary — extraction of raw materials and production of basic foods
  secondary — manufacturing, processing, construction
  services — sales, transportation, entertainment
  knowledge — education, ICTs.*

Technology

Essential Learnings by the end of Year 7

Learning and assessment focus

Students use their understandings of the relationships between technology and society to consider the roles people play in shaping products and processes. They use their imagination and creativity to investigate and identify needs, wants, design specifications and constraints. They understand the characteristics of a range of resources (information, materials and/or systems) and assess their suitability for a specific purpose and context. They compare and describe the characteristics of Australian and imported resources, investigating their impact on Australian technological processes and products. They investigate design challenges and consider the roles that people play in shaping technologies to meet changing needs and wants and preferred futures. They recognise the many different fields of technology and the people who work in occupations that use technology to design solutions for community needs.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively develop their ability to work technologically by generating, assessing and communicating design ideas and by selecting and using resources, tools and techniques, to design and make products to meet specifications. They analyse and respond to decisions about technology and its impact on people, their environments and their communities. They reflect on their learning and evaluate the suitability of products and processes and recommend improvements.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide 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:

- investigate and analyse the purpose, context, specifications and constraints for design ideas

- generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints

- communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans

- select resources, techniques and tools to make products that meet specifications

- plan and manage production procedures and modify as necessary

- make products to meet specifications by manipulating and processing resources

- identify risks and justify and apply safe practices

- evaluate the suitability of products and processes for the purpose and context, and recommend improvements

- reflect on and identify the impacts of products and processes on people, their communities and environments

- reflect on learning, apply new understandings and identify future applications.

Knowledge and understanding

Technology as a human endeavour
Technology influences and impacts on people, their communities and environments.

- Design and development of products are influenced by societies' changing needs and wants, and include artefacts, systems, environments and services

  e.g.   *telephone technologies continue to develop as lifestyles change and demand more time-efficient practices.*

- Product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability

  e.g.   *menu design is influenced by type of cuisine, cultural theme and cost.*

- Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments

  e.g.   *food packages can be designed and developed using recycled materials.*

Information, materials and systems (resources)
The characteristics of resources are matched with tools and techniques to make products to meet design challenges.

- Resources are selected according to their characteristics, to match requirements of design challenges and suit the user

  e.g.   *an indoor or outdoor hydroponics garden and irrigation system can be designed based on suitability of materials and characteristics.*

- Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications

  e.g.   *a story can be recreated with digital media to make it more appealing.*

Information and Communication Technologies (ICTs)

Cross-curriculum priority
by the end of Year 7

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 make use of the potential of a range of ICT functions and applications. 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 and research across key learning areas. They:

- identify the inquiry focus, data and information requirements and possible digital information sources
- plan, conduct and manage structured searches and advanced searches for data and information in response to questions
- organise and analyse, experiment with and test data and information from a variety of sources
- evaluate data and information gathered for usefulness, credibility, relevance, accuracy and completeness
- reflect on, analyse and evaluate 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 plans and proposals, considering common ICT design features

- develop criteria to evaluate responses, plans and processes

- express and creatively represent ideas, information and thinking

- creatively document and present their planning, thinking and learning using a combination of media

- reflect on their use of ICTs as creative tools and and evaluate the quality of their ICT responses, plans and processes against criteria.

Communicating with ICTs

Students experiment with, select and use ICTs across key learning areas to collaborate and enhance communication with individuals, groups or wider audiences in local and global contexts for an identified purpose and audience. They:

- collaborate, develop, organise and present new ideas

- consider how ICTs can be used to enhance interpersonal relationships and empathise with people in different social and cultural contexts

- apply suitable or agreed communication conventions and protocols

- select and apply a variety of digital media to improve communication

- establish their own or a group image and identity in communication

- reflect on their use of ICTs and consider feedback to improve collaboration and refine and communicate meaning.

Ethics, issues and ICTs

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

- apply codes of practice for safe, secure and responsible use of ICTs

- review the use of ICTs in terms of safety, ethical practice, legality and responsibility

- apply values and codes of practice of the ICT environment that respect individual rights and cultural differences when accessing and delivering information online

- apply protocols to acknowledge the owner(s)/creators(s) of digital information sources and develop an awareness of legislation relating to digital theft and plagiarism

- apply a range of preventative strategies to address issues relating to health and safety when using ICTs

- develop and apply strategies for securing and protecting digital information, including personal information

- evaluate how their use of ICTs meets ethical and legal criteria

- reflect on, analyse and evaluate the use of ICTs, assess their impact in the workplace and society, and consider future needs.

Operating ICTs

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

- develop operational skills and begin to use the extended functionality of a range of ICT devices

- investigate the main uses and processes of some input, output, processing and storage devices

- describe various ICT devices and processes using ICT-specific terminology

- apply operational conventions when using ICTs

- develop strategies for learning new ICT operations and consider different ways to perform tasks

- identify operational advantages to manage personal ICT resources and customise interfaces

- apply agreed processes for personal management of digital content and identify the advantages of customisation

- reflect on, analyse and evaluate their operational skills to meet the requirements of system resources, processes and conventions.