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Mental Health and wellbeing: Years 3 and 4

The following table identifies how the key aspects of mental health and wellbeing are evident in content descriptions from across the Australian Curriculum Version 9.0. From this information, teachers could develop a sequential program for mental health and wellbeing by connecting the key aspects of learning with learning area and subject specific content descriptions.

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| Years 3 and 4 | | | |
| Key aspect 1: Connectedness and belonging | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Identities and change | investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts  AC9HP4P01 | * explaining how characters in stories overcome challenge and adversity and achieve success in different ways * investigating how First Nations Australians’ pride in cultural background strengthens identities * discussing how overcoming challenge or adversity together can unite a group of diverse people * exploring how responses to success, challenge, setbacks and failures are influenced by cultural beliefs and values * recognising how success, challenge, failure and enjoyment of physical activities influence identities |
| **Personal, social and community health**  Interacting with others | describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities  AC9HP4P05 | * planning ways to celebrate the cultural diversity of students in their class, such as sharing recipes, stories and games from their cultural heritage * researching and participating in games from their own and others’ cultural heritage, and learning why games are important to build cultural awareness and appreciation * modifying physical activities to ensure that everyone is included, such as by changing equipment, rules, playing space and number of players * recognising the important role of cultural narratives in describing the diversity, and sharing beliefs and practices, of First Nations Australian communities * exploring the diversity of backgrounds, experiences, beliefs and practices of different cultures, including the cultures of Asia |
| **Personal, social and community health**  Making healthy and safe choices | investigate and apply behaviours that contribute to their own and others’ health, safety, relationships and wellbeing  AC9HP4P10 | * discussing the importance of a sense of belonging and connection in promoting mental health and wellbeing |
| **Movement and physical activity**  Making active choices | participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others’ participation  AC9HP4M05 | * participating in physical activities in natural settings in the local area and reflecting on the enjoyable components of participation and how to encourage family and friends to participate * exploring ways in which people can connect with other members of their community through participating in physical activities |
| **Humanities and Social Sciences (HASS) – Year 3** | **Knowledge and understanding**  History | causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes  AC9HS3K01 | * identifying individuals and groups of diverse backgrounds from the past, who have contributed to the community’s economic, social, cultural, civic and environmental development and character |
| **Knowledge and understanding**  Geography | the ways First Nations Australians in different parts of Australia are interconnected with Country/Place  AC9HS3K04 | * explaining that some First Nations Australians have special connections to many Countries/Places; for example, through marriage, birth, parents, residence and chosen or forced movement, and that First Nations Australians can identify with more than one Country/Place * discussing how some people are connected to one Country; for example, because it is “Mother’s” Country or “Father’s” Country * exploring the ways Australian First Nations Peoples connect to Country/Place, by reading and viewing poems, songs, paintings and stories from outside the local area |
| **Humanities and Social Sciences (HASS) – Year 4** | **Knowledge and understanding**  History | the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place  AC9HS4K01 | * recognising that First Nations Australians include two distinct cultural groups – Aboriginal Peoples and Torres Strait Islander Peoples – and there is considerable diversity within these groups * exploring the connection of First Nations Australians to the land and water and how they manage these resources |
| **Knowledge and understanding**  Geography | the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent  AC9HS4K05 | * explaining how people’s connections with their environment can also be aesthetic, emotional and spiritual |
| **Knowledge and understanding**  Civics and citizenship | diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity  AC9HS4K09 | * identifying diversity through the different social, cultural and religious groups students belong to and describing what makes them feel that they belong to the groups * listing and comparing the different beliefs, traditions and symbols used by groups * recognising that the identity of First Nations Australians is shaped by Country/Place, language and knowledge traditions |

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| Years 3 and 4 | | | |
| Key aspect 2: Developing personal and social skills | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Identities and change | plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty  AC9HP4P02 | * discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact how they think and feel about themselves and different situations * identifying people or sources of information they can access if they have questions about the changes that occur during puberty * exploring the nature of family support networks in First Nations Australian communities and discussing how a wide range of family and community members support young people when they are going through changes and transitions * practising and refining coping skills they can use when faced with challenges or changes, such as positive self-talk, problem-solving, mindfulness, seeking help from families, peers and teachers * identifying scenarios in texts where characters experience and react to change and transition, evaluating the effectiveness of these responses and identifying other possible options that may be helpful |
| **Personal, social and community health**  Identities and change | describe how choices and actions can be influenced by stereotypes  AC9HP4P03 | * exploring different gender stereotypes in texts and media, and discussing the messages they portray and how they can influence choices and actions * recognising that unfair or unequal treatment of people based on their gender, abilities or other differences is wrong and against their human rights * describing ways to make roles and responsibilities at home, at school and in communities fair, equitable and inclusive * practising ways in which they can contribute to people of different genders being treated in fair and equal ways |
| **Personal, social and community health**  Interacting with others | select, use and refine personal and social skills to establish, manage and strengthen relationships  AC9HP4P04 | * predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them * describing characters in texts who have demonstrated respect for difference and diversity in individuals and communities, and exploring the strategies they used to do this * using cooperative skills and offering encouragement to successfully complete a movement task, such as a partner balance, partner passing strategy or team strategy * discussing how demonstrating respect and empathy for First Nations Australians can build positive relationships * recognising that bullying behaviour can take many forms, including online, and proposing strategies to challenge bullying in and out of school |
| **Personal, social and community health**  Interacting with others | describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities  AC9HP4P05 | * planning ways to celebrate the cultural diversity of students in their class, such as sharing recipes, stories and games from their cultural heritage * researching and participating in games from their own and others’ cultural heritage, and learning why games are important to build cultural awareness and appreciation * describing and practising safe bystander actions when they notice unfair or disrespectful behaviour towards others * modifying physical activities to ensure that everyone is included, such as by changing equipment, rules, playing space and number of players * recognising the important role of cultural narratives in describing the diversity, and sharing beliefs and practices, of First Nations Australian communities * exploring the diversity of backgrounds, experiences, beliefs and practices of different cultures, including the cultures of Asia |
| **Personal, social and community health**  Interacting with others | explain how and why emotional responses can vary and practise strategies to manage their emotions  AC9HP4P06 | * recognising how the depth and strength of their own emotional responses may vary in different situations and practising strategies to manage emotions * analysing scenarios and identifying possible triggers and warning signs to predict emotional responses * analysing scenarios and identifying how someone might respond in a helpful way during an emergency * explaining the strategies characters in texts use to identify and manage their emotions before deciding to act * implementing self-regulation strategies to manage the expression of emotional responses |
| **Personal, social and community health**  Interacting with others | rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required  AC9HP4P07 | * practising and refining strategies for seeking and giving consent; for example, giving consent for their photo to be shared * exploring actions they can take if someone has done something hurtful or disrespectful to them without their permission or consent including in online environments * exploring actions they can take when they or others are unsafe, such as saying no, leaving the situation and reporting the incident, and discussing how to use these strategies in situations in which someone posts an embarrassing picture online without permission, touches private parts of their body, or uses violence against them |
| **Movement and physical activity**  Learning through movement | apply rules and scoring systems to promote fair play when participating or designing physical activities  AC9HP4M08 | * collaborating to decide rules for a new game to promote fair play and inclusion of all learners * describing processes of decision making that ensure fairness in games and contributing to fair decision-making by applying the rules appropriately in physical activities * interpreting and applying rules fairly in physical activities where they are in the role of officiating * exploring rules and scoring systems used in traditional games of First Nations Australians and comparing them to rules and systems used in other games they have played |
| **Movement and physical activity**  Learning through movement | perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities  AC9HP4M09 | * using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy * working cooperatively with team members to maintain possession in a game by passing to other players and listening to teammates * modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space |
| **The Arts – Dance** | **Developing practices and skills** | experiment with and practise skills for moving safely and expressively using fundamental movement skills and the elements of dance  AC9ADA4D01 | * exploring how the elements of dance can be used to communicate ideas, such as exploring how cultural stories can be shared through dance; for example, using the elements of dance to develop locomotor and non-locomotor movements to represent different aspects of a story (how a character walks, their emotions or the mood of a place in the story) |
| **The Arts – Drama** | **Creating and making** | improvise and/or devise and shape drama using the elements of drama to communicate ideas, perspectives and/or meaning  AC9ADR4C01 | * improvising drama to explore issues and ideas, considering how empathy can assist them to take on roles, accept situations and “stand in the shoes” of another; for example, comparing their own and their peers’ responses to “everyday” interactions or imagining themselves as participants in an event that is happening or happened in another time or place * working in groups to devise sections of a drama (for example, using process drama strategies) and then, working as a class, using a guided play-building process to combine the sections |
| **The Arts – Media Arts** | **Developing practices and skills** | develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements  AC9AMA4D01 | * investigating how the conventions of a news story or video game communicate meaning; for example, examining the different ways speech bubble text can be written and how it can reflect the way a character is speaking * using Viewpoints to develop questions to respond to their experiences as they work, such as, “In what ways does the meaning of the image change when I manipulate the sound effects?”, “Where is the suspense happening in this work, and how do I know?”, “Which images will best represent the story I am trying to tell?” |
| **The Arts – Music** | **Developing practices and skills** | develop listening skills and skills for manipulating elements of music when singing and playing instruments  AC9AMU4D01 | * listening to the effects they create by manipulating elements of music in different ways and discussing how easy/difficult different choices are to perform accurately; asking questions such as “What works and why” (noting that there may be a range of responses across the class) |
| **The Arts – Visual Arts** | **Developing practices and skills** | experiment with a range of ways to use visual conventions, visual arts processes and materials  [AC9AVA4D01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-4/content-description?subject-identifier=ARTVISY34&content-description-code=AC9AVA4D01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=2&view=quick) | * learning to use visual arts language when describing and documenting their thinking and learning; for example, developing questions based on Viewpoints, and using arrows and short statements to annotate their visual experiments (“What media did I use?”, “What worked well?”, “What went wrong, and how could I explore other options next time?”) or creating a sound file of their learning and thinking to accompany their experimentations when they present “work-in-progress” |
| **Technologies – Digital Technologies** | **Process and production skills**  Collaborating and managing | use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults  AC9TDI4P07 | * listening to others when participating in online environments to share content, for example respecting the rights of others by taking turns to suggest and add words or images to a factual slide deck to share with the teacher * interacting cooperatively in a group in an online environment to plan and complete a task, for example writing and responding to others’ views on canteen products * using digital tools to plan an event as a class, for example jointly creating a class survey to help plan an end-of-year party, where responses conform to the class’s accepted behavioural expectations |
| **English – Year 3** | **Language**  Language for interacting with others | understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality  AC9E3LA01 | * recognising and using collaborative language in group and pair work; for example, initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting, and checking individual and group understanding * understanding some First Nations Australian cultural protocols, cultural practices, specific roles, and ways of interacting and speaking |
| **Language**  Language for interacting with others | understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful  AC9E3LA02 | * exploring how modal verbs; for example, “must”, “might” and “could”, indicate degrees of probability or obligation * recognising how choice of adverbs, nouns and verbs present different evaluations of characters in texts * exploring examples of language that demonstrate a range of emotions and positions, and building a vocabulary to express judgements about characters or events; for example, “the wizard was cunning, expert, inventive” |
| **Literacy**  Interacting with others | use interaction skills to contribute to conversations and discussions to share information and ideas  AC9E3LY02 | * building on and connecting ideas and opinions expressed by others * listening actively, including listening for specific information, recognising the value of others’ contributions and responding through comments, recounts and summaries of information * learning the specific speaking or listening skills of different group roles; for example, group leader, note taker and reporter * using language appropriately in different situations; for example, explaining a procedure to a group, engaging in a game with friends |
| **English – Year 4** | **Language**  Language for interacting with others | explore language used to develop relationships in formal and informal situations  AC9E4LA01 | * recognising that language is adjusted in different contexts; for example, in degree of formality when moving between group discussions and presenting a group report * understanding how age, expertise and familiarity influence the ways in which people interact and how these codes and conventions vary across cultures * recognising the importance of using inclusive language * exploring cultural respects for First Nations Australian Elders, and greeting conventions between First Nations Australians |
| **Language**  Language for interacting with others | identify the subjective language of opinion and feeling, and the objective language of factual reporting  AC9E4LA02 | * identifying ways thinking verbs are used to express opinions; for example, “I think”, “I believe”, and ways summary verbs are used to report findings; for example, “we concluded” * comparing statements that have similar information presented objectively and subjectively; for example, “The man has 6 cats.” “The man has too many noisy cats.” |
| **Literacy**  Interacting with others | listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information  AC9E4LY02 | * making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required * developing speaking and listening behaviours including acknowledging and extending others’ contributions, presenting ideas and opinions clearly and coherently |

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| Years 3 and 4 | | | |
| Key aspect 3: Accessing support | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Making healthy and safe choices | describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations  AC9HP4P08 | * describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe * examining protective behaviours to stay safe in different situations, including near water or roads, in the park, when they are online or when someone makes them feel uncomfortable or unsafe * identifying a range of help-seeking strategies to negotiate positive outcomes when challenging situations, such as reporting negative or harmful online behaviour by seeking help from trusted adults * indicating on a local map the location of safe places and people who can help if they feel unsafe or scared * proposing strategies for managing online safety by recognising when they feel uncomfortable or unsafe, and identifying steps for reporting negative or harmful behaviour * discussing different protective behaviours and help-seeking strategies characters in texts use to keep themselves and others safe |
| **Personal, social and community health**  Making healthy and safe choices | interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours  AC9HP4P09 | * accessing different sources of health information and examining the accuracy of these sources, including brochures, websites, TV shows and advertisements, online promotions and food labels * examining health messages relating to food and nutrition from different sources and exploring choices, behaviours and outcomes conveyed in these messages * identifying, examining and combining information and opinions from a range of sources to inform decisions and behaviours on a range of health issues * investigating the level of influence health messages from different people and sources may have on their health decisions |
| **English – Year 3** | **Literacy**  Analysing, interpreting and evaluating | use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features  AC9E3LY05 | * determining important ideas, events or details in texts * learning new content from reading and listening, and asking questions to expand understanding * comparing and contrasting how different texts present similar ideas or information * determining the relevance of a text for a particular task |
| **English – Year 4** | **Literacy**  Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts  AC9E4LY05 | * making connections between information in print, images and sound * reading or listening for key topic-specific vocabulary words to build understanding * reading or listening to interpret the main idea and supporting ideas * identifying evidence and reasoning used by authors to support points or arguments * applying self-monitoring strategies such as re-reading, pausing and questioning, and self-correction strategies such as confirming and cross-checking * evaluating an author’s use of evidence to support arguments |
| **Humanities and Social Sciences (HASS) – Year 3** | **Skills**  Interpreting, analysing and evaluating | interpret information and data displayed in different formats  AC9HS3S03 | * distinguishing between fiction and non-fiction texts in relation to representation of places, environments and past events |
| **Humanities and Social Sciences (HASS) – Year 4** | **Skills**  Interpreting, analysing and evaluating | interpret information and data displayed in different formats  AC9HS4S03 | * interpreting the data presented in picture, line, bar or column graphs to identify trends; for example, explaining survey results about types of waste produced in the school or how people participate in the community |

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| Years 3 and 4 | | | |
| Key aspect 4: Health-enhancing behaviours | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Making healthy and safe choices | investigate and apply behaviours that contribute to their own and others’ health, safety, relationships and wellbeing  AC9HP4P10 | * exploring the benefits of following eating patterns that reflect The Australian Guide to Healthy Eating, and investigating nutritional information about foods * exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community * explaining how characters in texts take responsibility for their own and others’ safety in a range of situations, including water and road environments * exploring recommendations around time spent on screen-based activities in the Australian 24-Hour Movement Guidelines for Children and Young People and discussing ways to create or maintain a healthier balance * identifying ways they can change their behaviours to support the sustainability of the Earth’s systems; for example, recycling or composting systems to minimise waste in the school, and community fruit and vegetable gardens to create healthy and sustainable lunches or snacks * practising strategies for enhancing mental wellbeing such as positive self-talk, mindfulness and meditation |
| **Movement and physical activity**  Making active choices | participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well  AC9HP4M04 | * participating in physical activity circuits to explore how the body feels before, during and after participation * performing warm-up and stretching routines to understand how to prepare the body to be active * investigating the influence of regular physical activity on quality of sleep, concentration and overall wellbeing |
| **Movement and physical activity**  Making active choices | participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others’ participation  AC9HP4M05 | * participating in physical activities in natural settings in the local area and reflecting on the enjoyable components of participation and how to encourage family and friends to participate * exploring First Nations Australians’ connection to special places and how these places are linked to physical activities * participating in physical activities they can do at home and exploring how they can be more active at home using everyday items as equipment * exploring ways in which people can connect with other members of their community through participating in physical activities |
| **Movement and physical activity**  Making active choices | explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations  AC9HP4M06 | * participating in a range of physical activities and investigating opportunities to incorporate these into lunchtime activities to encourage students to be active at lunchtimes * examining the benefits of regular physical activity, including the influence on sleep, concentration and wellbeing * exploring physical activity and screen-usage time recommendations in the Australian 24-Hour Movement Guidelines for Children and Young People and proposing how they can meet these recommendations |
| **Humanities and Social Sciences – Year 3** | **Skills**  Concluding and decision-making | propose actions or responses to an issue or challenge that consider possible effects of actions  AC9HS3S06 | * contributing ideas to a group response to a community challenge; for example, ways their class or school could contribute to recycling or conserving energy * developing a plan of action to achieve a set goal; for example, to protect a place, to participate in a community festival or commemoration, to raise awareness about an issue, to raise money for a purpose |
| **Humanities and Social Sciences – Year 4** | **Skills**  Concluding and decision-making | propose actions or responses to an issue or challenge that consider possible effects of actions  AC9HS4S06 | * participating in cooperative strategies that enable decision-making about roles and responsibilities in relation to an issue that may be of concern to the students (for example, waste management in their school or protecting a habitat for an endangered species) and identifying resources needed to support the actions and likely outcomes * proposing possible actions that could be taken to address an issue (for example, improving the management of waste in the school, choosing products that do not reduce wild animals’ habitats) and identifying resources needed to support the actions and likely outcomes (for example, composting lunch waste and using it on the school garden, making socially responsible decisions) |
| **The Arts – Dance** | **Creating and making** | use the elements of dance to choreograph dance that communicates ideas, perspectives and/or meaning  AC9ADA4C01 | * creating dance sequences by combining fundamental locomotor and non-locomotor movements, such as running and sliding, bending and stretching, running, swinging and walking, and using a variety of levels and directions * using learning from explorations of dances that communicate First Nations Australians’ connection to and responsibility for Country/Place to devise dance that communicates their own connection to and responsibility for Country/Place; for example, devising a dance that communicates their feelings about a “favourite” place or shows how they care for a place in their community, taking care to follow protocols for respecting Indigenous Cultural and Intellectual Property rights |
| **Presenting and performing** | practise and perform dances in informal settings  AC9ADA4P01 | * using expressive skills such as projection and focus to communicate dance ideas to an audience; for example, looking out and up to the ceiling and extending movements outwards to express a feeling of joy |
| **The Arts – Drama** | **Creating and making** | improvise and/or devise and shape drama using the elements of drama to communicate ideas, perspectives and/or meaning  AC9ADR4C01 | * using learning from explorations of drama that communicate First Nations Australians’ connection to and responsibility for Country/Place to devise drama that communicates their own connection to and responsibility for place; for example, devising drama that communicates their feelings about a “favourite” place or shows how they care for a place in their community * creating drama by exploring and experiencing a range of roles and situations that they initiate and develop; for example, exploring roles and situations in a “miniature world” * using the elements of drama and the principles of story to shape improvisations to communicate their intentions as drama makers; for example, establishing time and place, and the roles and characters in the drama * working in groups to devise sections of a drama (for example, using process drama strategies) and then, working as a class, using a guided play-building process to combine the sections |
| **Presenting and performing** | perform improvised and/or devised drama in informal settings  AC9ADR4P01 | * using voice, movement and language to sustain role and relationships when performing drama; for example, varying facial expressions and movements to create roles and situations |
| **The Arts – Media arts** | **Creating and making** | use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning  AC9AMA4C01 | * taking a series of photographs that show themselves and their friends as comic superheroes and villains through setting, costume and body language, and using questions based on Viewpoints relating to forms and elements; for example, “What images will I use and in what order?” * using learning from explorations of media arts works that communicate First Nations Australians’ connection to and responsibility for Country/Place to devise media arts works that communicate their own connection to and responsibility for place; for example, creating a short film that communicates their feelings about a “favourite” place or shows how they care for a place in their community * collaborating with others to make a small publication to explore ideas that are significant in their lives; for example, a zine or new website, using collaged images and texts and drawings |
| **The Arts – Music** | **Creating and making** | manipulate elements of music to communicate ideas, perspectives and/or meaning when composing and practising for performance  AC9AMU4C01 | * using available technologies to create accompaniments; for example, improvising patterns (body percussion, classroom instruments) and recording as a loop or using digital tools to notate/document music; for example, using a template to create a lead-sheet or a story-boarding app to record information about where music will be used in a claymation they are creating in Media Arts * learning songs and/or instrumental music associated with specific cultures, such as cultural groups in the local community or cultures from Asia, or cultures where a language they are learning is spoken * listening to live or recorded performances of music and gathering ideas they can use in their performance, such as the feel or mood of the song/music, how to interpret characteristic rhythmic patterns or how they might use body percussion or other movements in their performance * working in pairs or groups to create ostinatos or accompaniments; for example, using ukuleles or bucket drums and composing ostinatos or accompaniments for songs they are learning |
| **Presenting and performing** | sing and play music they have learnt and/or composed in informal settings  AC9AMU4P01 | * rehearsing and performing music using a range of technologies; for example, learning and (with assistance) applying techniques for using sound reinforcement equipment such as PA, microphones and speakers efficiently to ensure that the audience can hear their performance and they can hear other performers (foldback) or making recordings of rehearsals, listening and evaluating how well they are achieving their aims and making adjustments (as required) |
| **The Arts – Visual arts** | **Creating and making** | use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning  AC9AVA4C01 | * creating a visual artwork inspired by a performance that can become a part of the performance or the setting for a situation; for example, creating an abstract painting that documents the lines, movement and gestures in a dance, or illustrating a scene from a devised drama * using Viewpoints to develop questions as they experiment with composition to arrange visual conventions, subject matter and materials based on a designated area and deliberately changing the meaning of a visual story; for example, “What happens if I make the subject fill the frame?”, “Can I change the meaning of my work by using darker or lighter tones?” |