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MENTAL HEALTH AND WEllbeing: years 5 and 6

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 5 and 6 |
| 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 | explain how identities can be influenced by people and places, and how we can create positive self-identitiesAC9HP6P01 | * explaining how role models influence the way individuals see themselves; for example, sporting role models, social media influencers, parents, friends and coaches
* investigating how First Nations Australians identify within and across communities through connection to Country/Place; for example, Bama People of the rainforests of North Queensland or Quandamooka People of South East Queensland
* examining how beliefs and cultural practices convey meanings for cultural groups, including Australians of Asian heritage, and contribute to the development of positive self-identities
* exploring how connection to people and places can influence personal and cultural identities over time
* exploring the different levels of connection within First Nations Australian communities, such as cultural group, clan, Country/Place, skin names and social standing within community
* exploring how family, peers, popular culture, gender stereotypes and the media influence developing identities
 |
| **Personal, social and community health**Interacting with others | describe and implement strategies to value diversity in their communities AC9HP6P05 | * discussing how adaptations and modifications to physical activities can enable inclusivity for students with a range of abilities
* exploring the importance of cultural expressions of First Nations Australians in maintaining a continuing deep connection to Country/Place and its influence on wellbeing
* examining how beliefs, values and cultural practices convey meaning and influence peoples’ sense of identity and belonging, including Australians of Asian heritage
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| **Personal, social and community health**Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communitiesAC9HP6P10 | * describing strategies to support a sense of belonging and connection, and recognising the importance of social support for enhancing mental health and wellbeing
 |
| **Movement and physical activity**Making active choices | participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation AC9HP6M05 | * discussing how a connection to a community space or special place can influence the types of physical activity options people will choose to participate in, such as links to skate parks, surf beaches or bushwalking trails
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| **Humanities and Social Sciences (HASS) – Year 5** | **Knowledge and understanding**Civics and citizenship | how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal AC9HS5K07 | * discussing how and why people volunteer for community groups such as religious and other charities, rural fire services, surf life-saving clubs, emergency services groups, First Nations community groups and youth groups
 |
| **Skills**Interpreting, analysing and evaluating | evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationshipsAC9HS5S03 | * exploring maps and sources showing First Nations Australians’ language groups and Countries/Places, to explain the diversity of their connections to Country/Place
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| Years 5 and 6 |
| 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 | investigate resources and strategies to manage changes and transitions, including changes associated with pubertyAC9HP6P02 | * understanding that experiences of puberty differ, and the resources and strategies chosen to manage these changes are personal
* examining the range of products and resources available to manage the physical changes associated with puberty, including products for managing menstruation
* understanding that physical changes experienced during puberty are linked to rites of passage ceremonies in many First Nations Australian communities
* discussing ways families and cultural groups acknowledge and celebrate major stages of development in young people’s lives
* analysing how roles and responsibilities change as people grow older and examining strategies for managing these increasing responsibilities
* examining how the developmental changes that occur through puberty prepare a persons' body for reproduction
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| **Personal, social and community health**Identities and change | investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes AC9HP6P03 | * identifying characters in texts who are not constrained by traditional gender stereotypes and how this influences their choices and actions
* questioning the fairness of gender roles and proposing ways to challenge those practices that infringe on an individual’s human rights
* investigating how social and cultural norms about gender can influence the roles and responsibilities of family members and people within their community
* identifying those gender norms that can have limiting and harmful effects, and proposing strategies to advance gender equality and respect for human rights
 |
| **Personal, social and community health**Interacting with others | describe and demonstrate how respect and empathy can be expressed to positively influence relationships AC9HP6P04 | * exploring strategies for responding when relationships change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team
* proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment, and building new friendships
* exploring and performing different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for all participants
* recognising how words and labels used regarding First Nations Australians can cause offence and how this awareness can support and strengthen respectful relationships
* examining the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence
 |
| **Personal, social and community health**Interacting with others | describe and implement strategies to value diversity in their communities AC9HP6P05 | * proposing strategies to help others understand points of view that differ from their own and to encourage discussion about individual and cultural similarities and differences to tackle discrimination such as sexism, racism and homophobia
* exploring initiatives that sporting and cultural groups use to celebrate diversity, counter discrimination and racism, and support the wellbeing of their communities
* discussing the role bystanders can play in promoting respectful interactions and challenging disrespect and discrimination such as homophobia, transphobia and racism
 |
| **Personal, social and community health**Interacting with others | apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06 | * exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations
* analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations
* exploring when emotional responses can be intense or unpredictable and practising strategies to self-regulate and manage expression of strong emotions
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|  | describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully AC9HP6P07 | * exploring the steps of seeking, giving or denying consent (asking, responding, listening and reacting) and practising how to communicate their intentions effectively at each step
* practising and refining strategies for interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations
* analysing how a person’s reaction to being denied permission to do something can affect others’ feelings and discussing options for dealing with situations when this may occur; for example, feelings of disappointment, shame and anger associated with rejection
 |
| **Movement and physical activity**Learning through movement | devise and test alternative rules and game modifications to support fair play and inclusive participation AC9HP6M08 | * proposing changes to rules and/or conditions to create a more inclusive game or to allow for a fairer contest
* recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues
* discussing where and when they have witnessed fairness and inclusion in a game situation and explaining what factors led to the game being inclusive and fair
* investigating the effectiveness of rules used in traditional games of First Nations Australians to promote participation, such as Inkanyi: a cooperative running game played by the Pitjantjatjara / Yankunytjatjara of central Australia where there are no winners and Barambah gimbe: a throwing and catching game from the lands of the Wakka Wakka where catchers can be nominated to increase participation
 |
| **Movement and physical activity**Learning through movement | participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities AC9HP6M09 | * exploring and performing the different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants
* demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations
* using reflective listening and assertive communication when working in small groups on movement tasks or challenges
 |
| **The Arts – Dance** | **Exploring and responding** | explore ways that the elements of dance are combined to communicate ideas, perspectives and/or meaning in dance across cultures, times, places and/or other contexts [AC9ADA6E01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-6/content-description?subject-identifier=ARTDANY56&content-description-code=AC9ADA6E01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | * discussing the purpose of movements, elements of dance, production elements, technical and expressive skills, such as use of projection and focus, and how these affect mood of audience and the relationship between dancers and the audience
 |
| **The Arts – Drama** | **Developing practices and skills** | explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama [AC9ADR6D01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-6/content-description?subject-identifier=ARTDRAY56&content-description-code=AC9ADR6D01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | * experimenting with empathy to develop characters and relationships in drama, considering situations from the perspectives of different characters, exploring responses and challenging stereotypes; for example, when interpreting scripted drama
 |
| **The Arts – Media Arts** | **Exploring and responding** | explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts[AC9AMA6E01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-6/content-description?subject-identifier=ARTMEDY56&content-description-code=AC9AMA6E01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | * exploring status, such as power relationships, and showing different perspectives of character by using framing, colour and costume to create a hero or villain character
 |
| **The Arts – Music** | **Developing practices and skills** | develop listening/aural skills and skills for manipulating elements of music to achieve expressive effects when composing, singing and playing instrumentsAC9AMU6D01 | * combining listening/aural and performance skills; for example, listening to hear other parts when singing or playing in a group and adjusting own volume to achieve a balanced sound
 |
| **The Arts – Visual Arts** | **Exploring and responding** | explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts[AC9AVA6E01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-6/content-description?subject-identifier=ARTVISY56&content-description-code=AC9AVA6E01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=2&view=quick) | * using Viewpoints to develop questions to examine, compare and contrast what they notice in an artwork; for example, as a class, critically navigating multiple perspectives of the same artwork and questioning why they see these works so differently
 |
| **Digital Technologies** | **Process and production skills**Collaborating and managing | select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours AC9TDI6P08 | * following a previously created plan to report back to the class on a given problem, using digital tools, for example small groups reporting on the best location for a new skate park in the local government area
* defining and acting collectively using online community standards and valuing the work of others, for example moderating language and behaviour in an online class forum, not deleting the work of collaborators, and respecting others’ intellectual property
* demonstrating agreed behaviours; following cultural protocols, including relevant permissions and attributions; acknowledging diversity, capability and strength; and addressing risks and responsibilities such as privacy, security, and accuracy of data; for example when sharing images of First Nations Australians’ cultural artefacts
 |
| **English – Year 5** | **Language** Language for interacting with others | understand that language is selected for social contexts and that it helps to signal social roles and relationships AC9E5LA01 | * identifying ways in which cultures differ in making and responding to common requests; for example, periods of silence, degrees of formality
* identifying some cultural protocols and communication processes of First Nations Australians
 |
| **Language** Language for interacting with others | understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources AC9E5LA02 | * recognising that a bare assertion (for example, “It's the best film this year.”) often needs to be tempered by: using the “impersonal it” to distance oneself (for example, “It could be said that it is the best film this year.”); recruiting anonymous support (for example, “It is generally agreed that it is the best film this year.”); indicating a general source of the opinion (for example, “Most critics agree that it is the best film this year.”); specifying the source of the opinion (for example, “Reviewers for The Reel Film stated that it is the best film this year.”) and reflecting on the effect of these different choices
 |
| **Literacy**Interacting with others | use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea AC9E5LY02 | * participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations
* asking specific questions to clarify a speaker’s meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions
* using strategies for discussion, such as speaking clearly, pausing, asking questions and linking students’ own responses to the contributions of others
* choosing vocabulary and sentence structures for particular purposes including formal and informal contexts, to report and explain new concepts and topics, to offer an opinion and to persuade others
 |
| **English – Year 6** | **Language** Language for interacting with others | understand that language varies as levels of formality and social distance increase AC9E6LA01 | * recognising language protocols for formal address; for example, words used to address principals, heads of state and monarchs
* discussing levels of language such as slang, colloquial, conversational and formal, and how their appropriateness changes with the situation and audience
* presenting ideas and opinions at levels of formality appropriate to the context and audience
 |
| **Language** Language for interacting with others | understand the uses of objective and subjective language, and identify bias AC9E6LA02 | * identifying language choices that evoke emotion and judgements in direct and indirect ways, and how they are used to persuade different audiences to take a position and/or action
* understanding when to share feelings and opinions; for example, in a personal recount, and when to remain more objective; for example, in a factual recount
* differentiating between reporting the facts; for example, in a factual recount or unedited photograph, and providing a commentary; for example, in an editorial
 |
| **Literacy**Interacting with others | use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02 | * participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations
* using strategies; for example, pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions when discussing topics
* recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information
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| Years 5 and 6 |
| 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 | analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situationsAC9HP6P08 | * researching sources of health information and places where they can seek help, and prioritising those that are reliable and trustworthy
* examining ways to normalise and de-stigmatise help-seeking behaviour so all students feel more comfortable and confident to seek help when needed
* discussing strategies for maintaining online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour
* exploring actions they can take when they feel unsafe when online; for example, who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions
* proposing strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust
* analysing the responses of characters in TV shows or movies when in unsafe or risky situations and discussing the efficacy of their response to the situation
 |
| **Personal, social and community health**Making healthy and safe choices | investigate different sources and types of health information and how these apply to their own and others’ health choicesAC9HP6P09 | * examining how family, friends, media and public identities may influence the way people act and the choices they make in relation to their health
* identifying trusted people in their lives with whom they can share their health needs and concerns, and rehearsing ways to communicate concerns about their health to a variety of support people
* examining and comparing relevant health information and opinions, and identifying which aspects can be verified as accurate and reliable
 |
| **Personal, social and community health**Making healthy and safe choices | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communitiesAC9HP6P10 | * recognising actions that can help keep classmates safe, including strategies to reduce potential for contamination, infection and anaphylaxis
* practising and refining assertive communication techniques that can be used in a range of situations where they may be asked to do something they don’t believe is appropriate
 |
| **English – Year 5** | **Literacy**Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05 | * summarising ideas and information to determine the main idea of a text
* using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating relative value, evaluating the accuracy and currency of print and digital sources, and summarising information from several sources
* comparing texts on the same topic to identify similarities and differences in the ideas or information that are included
 |
| **English – Year 6** | **Literacy**Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05 | * making connections between the text and students’ own experience or other texts
* making connections between information in print and images
* asking and answering questions
* summarising a text or part of a text
 |
| **Humanities and Social Sciences (HASS) – Year 5** | **Skills**Interpreting, analysing and evaluating | evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationshipsAC9HS5S03 | * interpreting data presented in a line, bar, column or pie graph; for example, data about election results, common influences on the purchases of class members, the likelihood of an outcome or event reoccurring
* examining visual and written sources to infer relationships; for example, examining photographs to see how people respond to droughts in enterprising ways; examining maps to investigate patterns in the characteristics of a place; investigating written sources to explore patterns in the development of colonial society
 |
| **Skills**Interpreting, analysing and evaluating | evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS5S04 | * evaluating the accuracy and the perspectives in information gained from primary and secondary sources; for example, checking publication details for the author of speeches, advertisements, campaign materials, symbols and how-to-vote cards, or comparing sources of evidence to identify similarities and/or differences in accounts of the past that reflect different perspectives
 |
| **Skills**Concluding and decision-making | develop evidence-based conclusions AC9HS5S05 | * identifying valid evidence that can be used to form a conclusion and considering the difference between a conclusion based on evidence and one based on personal preference or on the use of limited sources
* drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence
* considering the primary and secondary sources used and how this may have influenced the validity of the conclusions of the inquiry; for example, the reliability of information in a source such as a government agency website versus a private blog, the date a secondary source was created and the views that prevailed at the time
 |
| **Humanities and Social Sciences (HASS) – Year 6** | **Skills**Questioning and researching | locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02 | * determining the most appropriate range of methods to find information, including digital tools, such as personal observation, interviews and surveys, internet searches, census data, and primary and secondary sources, and using excursions and field trips; for example, a study trip to wetlands, or a visit to a war memorial, a cultural site, an Asian food festival, a courthouse, a town hall, a not-for-profit enterprise or a bank
* identifying key words to search for relevant information when using search tools, such as internet search engines and library catalogues and indexes, and recognising that internet domain names “com”, “edu” and “gov” indicate the provenance of a source
 |
| **Skills**Interpreting, analysing and evaluating | evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS6S04 | * examining the publishing details and content of a text to help clarify the publication’s purpose, to distinguish fact from opinion, to identify potential bias in the content, to assess its relevance, and to put information presented in a historical or geographical context
* identifying persuasive techniques such as modality (for example, “would”, “could”, “may” and “might”) and the use of the passive voice (for example, “It is claimed by the government that…”) rather than the active voice (for example, “The government claims that...”), and considering reasons for these choices
 |
| **Skills**Concluding and decision-making | develop evidence-based conclusions AC9HS6S05 | * identifying valid evidence that can be used to form a conclusion, and considering the difference between a conclusion based on evidence and one based on personal bias or preference, or one that is based on use of limited sources
* drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence
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| Years 5 and 6 |
| 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 | analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communitiesAC9HP6P10 | * investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting The Australian Guide to Healthy Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health
* exploring how kinship and extended family structures in First Nations Australian communities support and enhance the health, safety and wellbeing of their communities
* proposing strategies they can use in daily routines to increase physical activity levels and reduce sedentary behaviour
* proposing and implementing strategies to positively contribute to online environments, such as evaluating the impact of “character” behaviour when gaming with peers
* examining sustainable food practices to measure the quality of food available in the school canteen or local area
 |
| **Movement and physical activity**Making active choices | participate in physical activities to investigate the body’s reaction to different levels of intensity AC9HP6M04 | * performing activities of different intensities and measuring breathing rate, heart rate and other body responses to categorise activities into low, moderate and high intensity
* designing and modelling different warm-up and cool-down routines for the class and discussing their importance for reducing the chance of injuries or soreness after activity
* participating in and designing physical activity opportunities that support their health and fitness goals
 |
| **Movement and physical activity**Making active choices | participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation AC9HP6M05 | * analysing how access to natural environments and the outdoors can influence participation in physical activities, and enhance health and wellbeing
* learning traditional dances from local First Nations Australian community members and recognising the role dance plays in the lives of these communities
* researching the Australian 24-Hour Movement Guidelines for Children and Young People, comparing their daily habits of physical activity to the recommendations and proposing strategies for enhancing or maintaining their levels of activity
 |
| **Movement and physical activity**Making active choices | propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives AC9HP6M06 | * creating and participating in an activity circuit they could replicate at home that is designed to improve health-related fitness
* examining the benefits of physical activity for social health and mental wellbeing, and researching options for participating in physical activities in the local area
* investigating the resources needed and steps required to set up a lunchtime sports competition, activity circuit or playground games aimed at increasing levels of physical activity among students and staff
 |
| **Movement and physical activity**Learning through movement | participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities AC9HP6M09 | * exploring and performing the different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants
 |
| **Humanities and Social Sciences (HASS) – Year 5** | **Skills**Concluding and decision-making | propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS5S06 | * undertaking a project that responds to an identified challenge or issue with strategies to be used that will achieve desired outcomes; for example, a school fundraising activity, an ecological preservation project, a school-based opinion poll about a relevant issue
 |
| **Humanities and Social Sciences (HASS) – Year 6** | **Skills**Concluding and decision-making | propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS6S06 | * brainstorming solutions to an issue that is significant to a group, collecting evidence to build a case for action that takes account of alternative views, minimises risks and mitigates any negative outcomes, and using negotiation to reach consensus on a preferred approach to resolving the issue
 |
| **The Arts – Dance** | **Creating and making** | manipulate the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaningAC9ADA6C01 | * creating a dance that focuses on use of technical and expressive skills such as control, coordination and balance
* creating a dance that explores a theme or an issue such as a theme from a known text or an issue relating to sustainable ways of living
 |
| **Presenting and performing** | practise and perform dances using technical and expressive skills in informal and/or formal settingsAC9ADA6P01 | * rehearsing and performing a range of learnt dance and/or dance they have choreographed with an awareness of how they are working within their body capabilities and applying technical and expressive skills
* using specific technical and expressive skills in their performance to communicate ideas, perspectives and/or meaning to the audience; for example, creating tension through use of a series of slow, controlled movements performed with neutral (blank) facial expressions

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| **The Arts – Drama** | **Creating and making** | develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms AC9ADR6C01 | * exploring physical, fictional or emotional spaces to create characters and respond to situations
* rehearsing, interacting and negotiating with others to interpret scripts and create characters and their relationships
* devising drama based on research or knowledge about a project happening in their school/local community to encourage cultural awareness or to present different perspectives in a debate, such as a debate about an environmental issue
* working collaboratively to devise drama for a school ritual, gathering (such as an assembly) or ceremony; for example, drama that explores a school motto, a health message or a campaign such as “no-packaging lunch”
 |
| **Presenting and performing** | rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settingsAC9ADR6P01 | * sharing ideas about their drama with audiences; for example, through choice of performance space, approach to entering or leaving the performance space, pre-show presentations or by creating an introduction such as a podcast that can be distributed when an audience member obtains their ticket
 |
| **The Arts – Media Arts** | **Creating and making** | use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiencesAC9AMA6C01 | * designing a storyboard that reflects a key scene in a sequence; for example, storyboarding an opening scene of a film that shows the important camera angles, transitions, edits, voice and soundtrack
* designing and drawing a game character for a particular genre and considering the appropriate costume, mannerisms and typical dialogue with a consideration for the relationships people can have with video games
 |
| **Presenting and performing** | present media arts works in informal and/or formal settings using responsible media practiceAC9AMA6P01 | * presenting a short film they have created to different audiences on different platforms, such as in an informal setting in the classroom and in a formal setting such as a school assembly, and reflecting on how and why their work may or may not have been received differently to their intention
* presenting their media arts works using internet-based media technologies; for example, on curated digital platforms, such as school learning management systems, while considering responsible media practice and online safety, and engaging with audience responses
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| **The Arts – Music** | **Creating and making** | manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meaning when composing and practising music for performance, and notate, document and/or record the music they composeAC9AMU6C01 | * improvising and experimenting with combinations of sounds and/or using digital tools to create moods and atmospheres, or organising, developing and refining ideas by experimenting with elements such as texture, tone colour or structure to achieve intended effects
* rehearsing a range of unison and part music individually and/or in an ensemble, using listening skills and questions based on Viewpoints to assist decision-making about how specific elements of music will be interpreted and using listening skills to refine their work (“How did the composer intend this melody to sound?” or “How can I incorporate a sense of the energy in the original performance of this song when my band doesn’t have all the instruments?”)
* using voice/vocalisation and sounds such as body percussion or drumming; for example, developing a song, chant or soundscape to accompany a Welcome to Country (for example, First Nations Australian students working with an Elder or a group of people who have permission to develop this part of a ceremony) or an Acknowledgement of Country (using correct protocols)
 |
| **Presenting and performing** | perform music in a range of forms they have learnt and/or composed in informal and/or formal settingsAC9AMU6P01 | * rehearsing and refining performances to engage audiences and communicate ideas, perspectives and/or meaning; for example, focusing on expressive elements of music such as dynamics and balance when rehearsing performances of songs from a cultural group in their community or songs in a language they are learning
* presenting performances via digital platforms including, if age-appropriate, interacting with audiences via platforms such as school intranet or website, and considering online safety protocols; for example, streaming or uploading recordings of performances and posing questions for the audience to respond to in a chat space
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| **The Arts – Visual Arts** | **Creating and making** | use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaningAC9AVA6C01 | * examining a series of diverse artworks that employ frames, windows, mirrors or sections as containers or portals into space, and using this tool as inspiration to create three versions or ideas for an artwork; for example, creating different sized frames to view the world around them and creating compositions for artworks, considering how they can include frames within frames
* trying and testing a range of analog visual arts materials, such as paints, drawing materials or clay, and comparing virtual simulations of these materials; entering their findings in a logbook and using findings to create an artwork that combines at least one virtual material and one analog material
* creating artworks that are the product of ideas they have developed through experimentation and planning; making choices about how to use visual art conventions, materials and techniques that best communicate their intentions
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| **Presenting and performing** | select and present documentation of visual arts practice, and display artworks in informal and/or formal settingsAC9AVA6P01 | * working collaboratively to create an online exhibition of student work; for example, on a school learning management system.
* creating a set of art labels to accompany artworks in a class exhibition of student work; for example, labels that inform audiences about the artist and their intentions, an exhibition introduction, advertising material and reviews
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