Year P
Curriculum Content

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INTRODUCTION

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. Curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

PRE-PRIMARY CURRICULUM CONTENT

The *Western Australian Curriculum and Assessment Outline*:
- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Pre-primary includes:
- guiding principles of teaching, learning and assessment
- the Pre-primary English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Pre-primary English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

LEARNING AREAS AND SUBJECTS

Learning areas and subjects	Implementation timeline
English	2015
Health and Physical Education	2017
Humanities and Social Sciences	2017
Languages	2018
Mathematics	2015
Science	2015
Technologies (Design and Digital)	2018
The Arts (Dance, Drama, Media Arts, Music, Visual Arts)	2018

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Pre-primary. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Pre-primary. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

ENGLISH

YEAR LEVEL DESCRIPTION

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will develop and strengthen these as needed.

In the Pre-primary year, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Pre-primary students as beginner readers include decodable and predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known, high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

CONTENT DESCRIPTIONS

LANGUAGE

Language variation and change
- Understand that English is one of many languages spoken in Australia and that different **languages may be spoken by family**, classmates and community

Language for interaction
- Explore how language is used differently at home and school depending on the relationships between people
- Understand that language can be used to explore ways of expressing needs, likes and dislikes

Text structure and organisation
- Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes
- Understand that some language in written texts is unlike everyday spoken language
- Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
- Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality

Expressing and developing ideas
- Recognise that sentences are key units for expressing ideas
- Recognise that texts are made up of words and groupd of words that make meaning
- Explore the different contribution of words and images to meaning in stories and informative texts
- Understand the use of volcabulary in familiar contexts related to everyday experiences, personal interests and topics taught in school

Phonics and word knowledge
- Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words
- Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents
- Understand how to use knowledge of letters and sounds including onset and rime to spell words
- Know how to read and write some high-frequency words and other familiar words
- Understand that words are units of meaning and can be made of more than one meaningful part
- Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words
- Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words

LITERATURE

Literature and context
- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences

Responding to literature
- Respond to texts, identifying favourite stories, authors and illustrators
- Share feelings and thoughts about the events and characters in texts

Examining literature
- Identify some features of texts, including events and characters and retell events from a text
- Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry
- Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures

Creating literature
- Retell familiar literary texts through performance, use of illustrations and images
- Innovate on familiar texts through play

LITERACY

Texts in context
- Identify some familiar texts and the contexts in which they are used

Interacting with others
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact
- Deliver short oral presentations to peers

Interpreting, analysing, evaluating
- Identify some differences between imaginative and informative texts
- Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge
- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently

Creating texts
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops
- Produce some lower case and upper case letters using learned letter formations
- Construct texts using software, including word processing programs

School Curriculum and Standards Authority: Pre-Primary Curriculum Content

HEALTH AND PHYSICAL EDUCATION

YEAR LEVEL DESCRIPTION

In Pre-primary, the content provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. Students focus on becoming aware of their strengths and the simple actions they can take to keep safe and healthy. Opportunities are provided for students to better understand their own feelings and explore the ways they can communicate their feelings to others. Students are provided with opportunities to develop personal and social skills necessary to effectively interact with others and build relationships.

Students are encouraged to explore a range of environments through active play and structured movement activities. They focus on the introduction and development of basic fundamental movement skills across a range of settings to improve their competence and confidence in their movement abilities. They are provided with opportunities to work collaboratively, follow rules and problem solve through games and physical activities.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

CONTENT DESCRIPTIONS

PERSONAL, SOCIAL AND COMMUNITY HEALTH

Being healthy, safe and active
- Personal strengths of individuals
- The different parts of the body and where they are located
- Protective behaviours to keep safe and healthy:
  - saying 'no'
  - moving away
  - telling an adult
  - asking for help
- Trusted people in the community who can help individuals feel safe

Communicating and interacting for health and wellbeing
- Personal and social skills to interact with others:
  - expressing needs, wants and feelings
  - active listening
  - self-discipline
- Emotional responses individuals may experience in different situations, such as feeling:
  - happy
  - sad
  - excited
  - tired

- angry
- scared
- confused
- Appropriate language and actions to communicate feelings in different situations

Contributing to healthy and active communities

- Actions that promote health, safety and wellbeing, such as:
    - eating healthy food
    - practising appropriate personal hygiene routines
    - identifying household substances that can be dangerous
    - following safety symbols and procedures
- Safe active play in outdoor settings and the natural environment

MOVEMENT AND PHYSICAL ACTIVITY

Moving our body

- Body management skills:
    - static balance (one foot)
    - line walk
- Locomotor skills:
    - run
    - jump (two foot)
    - hop

gallop

- Object control skills:
    - kick off the ground
    - catch
- Fundamental movement skills in simple games with or without equipment

Understanding movement

- The ways in which regular physical activity keeps individuals healthy and well
- Ways to maintain a balanced position when walking, running, hopping and jumping

Learning through movement

- Cooperation with others when participating in physical activities, including partners, small group and whole class
- Rules when participating in physical activities:
    - use of boundaries
    - safe use of appropriate equipment
    - responding to a whistle and commands/instructions

HUMANITIES AND SOCIAL SCIENCES

YEAR LEVEL DESCRIPTION

In Pre-primary, Humanities and Social Sciences consists of Geography and History.

Students have the opportunity to pose and respond to 'who', 'what', 'when', 'where' and 'why' questions. They collect, sort, represent and record information into simple categories. Students explore, play and investigate, and communicate their understandings through activities such as writing, painting, constructions or role-plays.

Students gain a sense of location and learn about the globe, as a representation of the Earth, on which places can be located. There is a focus on developing students' curiosity of their personal world, with connections made between the early childhood setting and the local community. In the context of developing a sense of identity and belonging, students investigate the features of familiar places, why and how places are cared for, and explore what makes a place special.

Students engage in stories of the past, particularly in the context of themselves and family. This may include stories from different cultures and other parts of the world. They perceive that the past is different from the present and understand the many ways in which stories of the past can be told. In the early years, students have the opportunity to explore their heritage, background and traditions.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. *The Early Years Learning Framework* provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.

CONTENT DESCRIPTIONS

GEOGRAPHY

KNOWLEDGE AND UNDERSTANDING

People live in places
- The globe as a representation of the Earth on which Australia and other familiar countries can be located
- The representation of familiar places, such as schools, parks and lakes on a pictorial map
- The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs)
- The reasons some places are special to people and how they can be looked after, including an Aboriginal and Torres Strait Islander Peoples' places of significance

HISTORY

KNOWLEDGE AND UNDERSTANDING

Personal and family histories
- Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees
- The different structures of families and family groups (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) today and what they have in common
- How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations)
- How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ depending on who is telling them

HUMANITIES AND SOCIAL SCIENCES SKILLS

KNOWLEDGE AND UNDERSTANDING

Questioning and researching
- Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share)
- Pose and respond to questions about the familiar
- Explore a range of sources (e.g. observing, interviews, photographs, print texts, digital sources)
- Sort and record information and/or data into simple categories (e.g. using graphic organisers,

School Curriculum and Standards Authority: Pre-Primary Curriculum Content

drawings)

Analysing

- Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations)
- Explore points of view (e.g. understand that their point of view may differ from others)
- Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays)

Evaluating

- Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions)
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions)

Communicating and Reflecting

- Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)
- Develop texts (e.g. retelling, describing personal stories)
- Reflect on learning (e.g. drawings, discussions)

LANGUAGES

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

CHINESE: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to Chinese: Second Language with little to no prior experience of the Chinese language and culture.

In Pre-primary students communicate in Chinese, interacting orally with the teacher and peers to exchange greetings, introduce and share simple information about themselves and their family members. Students interact with simple written texts, recognising and discussing examples of common Chinese characters. They participate in shared group performance of simple Chinese songs and rhymes, reproducing rhythm and playing with sound patterns. Students also participate in the shared reading of books and Chinese idiom stories, retelling these stories using images, illustrations and captions.

Students become familiar with the systems of the Chinese language, recognising that *Pinyin* is the spelled-out sounds of spoken Chinese that uses familiar letters. Students notice and use vocabulary related to greetings, themselves and their family. They recognise some first elements of grammar to generate language for purposeful interaction such as that Chinese sentences have a particular word order.

In Pre-primary students recognise that while English is the official language spoken in Australia, Chinese is one of many community languages, including Aboriginal languages and Torres Strait Islander languages, which is spoken in Australia. They also notice similarities and differences between Chinese and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.

Students learn Chinese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising

- Interact orally with the teacher and peers, using learnt sounds, verbal and non-verbal responses and listen to and engage with teacher-modelled tones and rhythms in class routines, structured conversations and activities to exchange greetings such as 早、你好；王老师, 再见
- Introduce and share simple information about themselves and their family members, for example, 你叫什么名字？；我叫 Anna；我五岁；这是我爸爸；我爸爸叫
- Respond to teacher talk and instructions, for example,站起来 and 请坐
- Interact with simple written texts found in familiar settings such as signs and labels, recognising and discussing examples of common Chinese characters, for example, 八、我、爸爸

Informing

- Locate information in simple scaffolded models of spoken and visual texts related to their personal worlds
- Recognise and practise tone, actions and gestures that support meaning and/or convey information
- Locate factual information about their personal worlds in written texts and convey information using pictures, labels, familiar words, simple statements and contextual cues

Creating

- Respond orally to simple Chinese songs and rhymes, reproducing rhythm and playing with sound patterns and non-verbal forms of expression
- Participate in the shared reading of books and idiom stories, retelling these stories using images, illustrations, labels and captions

Translating

- Share with others familiar Chinese words, phrases, sounds and gestures, noticing that they may have similar or different meanings in English or other known languages

Reflecting

- Begin to notice how using Chinese feels and sounds different from their own language(s) such as use of voice to show courtesy, expression of disagreement, or smiling so as not to offend

UNDERSTANDING

Systems of languages

- Notice *Pinyin* as the spelled-out sounds of spoken Chinese
- Notice the tonal nature of spoken Chinese and use gestures to enhance the differentiation of tones
- Recognise Chinese characters as a form of writing that is different from other forms of written expression, for example, the Roman alphabet
- Notice and use context-related vocabulary to generate language
- Begin to notice some first elements of grammar, including:

- - using vocabulary related to greetings, name, age and talking about how they are feeling, for example, 你好，再见，我叫 Anna；我五岁
  - recognising adjectives to describe how one is feeling, for example, 我很好；我不好
  - recognising and using numbers 0-5
  - noticing that Chinese sentences have a particular word order
- Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal

Language variation and change
- Recognise that in Chinese, as in English and other languages, there are different ways of greeting, addressing and interacting with people

Role of language and culture
- Recognise that Chinese is one of many major community languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

FRENCH: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to French: Second Language with little to no prior experience of the French language and culture.

In Pre-primary students communicate in French, interacting and exchanging greetings and simple information about themselves with their teacher and peers, through action-related talk and structured play. They participate in shared activities facilitated by movement and gestures, to perform rhymes, songs and stories or to respond to teacher talk and instruction in French. Students recognise pictures, key words and phrases and written French in rhymes, songs and titles and convey factual information about themselves, using gestures and familiar words. They engage by listening to and viewing short imaginative texts, through action and other forms of expression and participate in shared performance of short imaginative texts, playing with sound patterns and non-verbal forms of expression.

Students become familiar with the systems of the French language, recognising and experimenting with reproducing the common vowel sounds and rhythms of spoken French by singing, reciting and repeating words and phrases in context. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for purposeful interaction.

In Pre-primary students recognise that while English is the official language spoken in Australia, French is one of many languages, including Aboriginal languages and Torres Strait Islander languages, which is spoken in Australia. They also notice similarities and differences between French and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.

Students learn French in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising
- Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as *Bonjour Madame; Bonjour la classe; Ça va, Emilie ? Ça va bien, merci*
- Introduce and share information about themselves, for example, *Comment t'appelles-tu ? Je m'appelle…; Tu as quel âge ? J'ai cinq ans/Cinq ans; Tu aimes … ? Oui/non*
- Participate in shared action with the teacher and peers using simple, repetitive key words, images, movement and songs such as *Tourne petit moulin*

- Respond to teacher talk and instruction, for example, *Lève-toi !*; *Regardez-moi !*; *Écoutez !*; *Doucement !*

Informing

- Recognise pictures, symbols, key words and phrases of spoken and written French in rhymes, songs, labels and titles related to their personal worlds
- Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words

Creating

- Engage by listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing, movement and other forms of expression
- Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression

Translating

- Share with others familiar French words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other known languages

Reflecting

- Begin to notice how French feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)

UNDERSTANDING

Systems of Languages

- Recognise and experiment with reproducing the common vowel sounds and rhythms of spoken French by singing, reciting and repeating words and phrases in context
- Notice and use context-related vocabulary to generate language
- Recognise some first elements of grammar, including:
  - becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns, for example, *le chien*, *la maison*, *le copain*, *la copine*
  - noticing appropriate pronouns to identify people, for example, *Je m'appelle Adam, et toi ? C'est Adam ?*
  - developing number knowledge for numbers 0–10
  - responding non-verbally to simple imperative verb forms, for example, *Lève-toi !*; *Regardez-moi !*; *Écoutez !*; *Doucement !*
  - repeating simple questions and statements, for example, *Tu t'appelles comment ? C'est un poisson*
- Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal

Language variation and change

- Recognise that in French, as in English and other languages, there are different ways of greeting and interacting with people, for example, *Bonjour Madame, comment ça va ?*

Role of language and culture

- Recognise that French is one of many languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

GERMAN: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to German: Second Language with little to no prior experience of the German language and culture.

In Pre-primary students communicate in German, interacting and exchanging greetings and simple information about themselves with their teacher and peers, through action-related talk and structured play. They participate in shared activities facilitated by movement and gestures, to perform rhymes, songs and stories or to respond to teacher talk and instruction in German. Students recognise pictures, key words and phrases and written German in rhymes, songs and titles and convey factual information about themselves, using gestures and familiar words. They engage by listening to and viewing short imaginative texts, through action and other forms of expression and participate in shared performance of short imaginative texts, playing with sound patterns and non-verbal forms of expression.

Students become familiar with the systems of the German language, recognising and experimenting with reproducing the sounds and rhythms of spoken German, by singing, reciting and repeating words and phrases in context. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for purposeful interaction.

In Pre-primary students recognise that while English is the official language spoken in Australia, German is one of many languages, including Aboriginal languages and Torres Strait Islander languages, which is spoken in Australia. They also notice similarities and differences between German and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.

Students learn German in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising

- Interact with the teacher and peers using action-related talk and structured play, to exchange greetings such as *Guten Morgen!*; *Auf Wiedersehen!*; *Danke!*
- Introduce and share information about themselves, for example, *Wie heißt du?*; *Ich heiße ... und du? Magst du...?*; *ja*; *Nein*; *Wie geht's? Gut/Schlecht/Es geht*
- Participate in shared action with the teacher and peers using simple, repetitive key words, images, movement and songs *such as Kopf*, *Schulter*, *Knie und Fuß*

- Respond to teacher talk and instruction, for example, S*teh auf*; *sieh mich an; hört zu, genau hinhören!*; *im Kreis*; *Können Sie bitte langsamer sprechen? Wie sagt man … auf Deutsch?*

Informing
- Recognise pictures, symbols, key words and phrases of spoken and written German in rhymes, songs, labels and titles related to their personal worlds
- Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words

Creating
- Engage by listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, movement and other forms of expression
- Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression

Translating
- Share with others familiar German words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other known languages

Reflecting
- Begin to notice how German feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)

UNDERSTANDING

Systems of language
- Recognise and experiment with reproducing the sounds and rhythms of spoken German such as *ch* (*ich* or *acht*)*, u* (*du*), *r* (*rot*) and *z* (*zehn*), by singing, reciting and repeating words and phrases in context
- Notice that all nouns are capitalised in German
- Notice and use context-related vocabulary to generate language
- Recognise some first elements of grammar, including:
  - noticing that German has multiple words for 'the'
  - identifying people, animals and things using an article and a concrete noun, for example, *der Lehrer, eine Freundin*, or a pronoun, for example, *ich, du, er, sie, es, wir*
  - understanding and describing actions using verbs such as *gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, spielen* and *wohnen*
  - understanding and using some question words and the intended/related answer in limited contexts, including *was* (an object) and *wer* (a person)
  - gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0-10
  - using simple adjectives to describe things such as *braun*, *rot*, *blau*, *groß*, *klein*, *schnell*, *langsam*
  - gaining awareness of vocabulary referring to time of the day such as *Morgen, Nachmittag, Mittag*, days, months and seasons
- Recognise that language is organised as 'text' that can be spoken, written, digital, visual or

multimodal

Language variation and change

- Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people, for example, first names with peers *Tag, Luke!* and *Guten Morgen, Frau Stein!* for the teacher

Role of language and culture

- Recognise that German is one of many languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

INDONESIAN: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to Indonesian: Second Language with little to no prior experience of the Indonesian language and culture.

In Pre-primary students communicate in Indonesian, interacting and exchanging greetings and simple information about themselves with their teacher and peers, through action-related talk and structured play. They participate in shared activities using simple, repetitive key words, movement and songs or to respond to teacher talk and instruction in Indonesian. Students recognise pictures, key words and phrases and written Indonesian in rhymes, songs and titles and convey factual information about themselves, using gestures and familiar words. They engage by listening to and viewing short imaginative texts, through action and other forms of expression and participate in shared performance of short imaginative texts, playing with sound patterns and non-verbal forms of expression.

Students become familiar with the systems of Indonesian language, experimenting with reproducing the vowel sounds and the letters of spoken Indonesian as modelled by the teacher. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for purposeful interaction.

In Pre-primary students recognise that while English is the official language spoken in Australia, Indonesian is one of many languages, including Aboriginal languages and Torres Strait Islander languages, which is spoken in Australia. They also notice similarities and differences between Indonesian and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.

Students learn Indonesian in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising
- Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as *Selamat pagi Ibu/Bapak*; *Sampai jumpa!*; *Apa kabar? Baik-baik saja*
- Introduce and share information about themselves, for example, *Nama saya…*; *Umur saya…*; *Saya tinggal di…*; *Apa kabar? Saya senang / sedih / cape / marah / sakit*; *Berapa umurmu? Umur saya lima*
- Participate in shared action with the teacher and peers using simple, repetitive key words, images, movement and songs, for example, *Topi Saya Bundar*, *Lingkaran Kecil, Di Sini Senang*;

Balonku Ada Lima, Selamat Pagi Bu
- Respond to teacher talk and instruction, for example, *duduklah*; *berdirilah*; *diamlah*; *lihatlah*; *maju*; *klik di sini*

Informing
- Recognise pictures, symbols, key words and phrases of spoken and written Indonesian in rhymes, songs, labels and titles related to their personal worlds
- Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words

Creating
- Engage by listening to and viewing a range of short imaginative texts and respond through action, dance, singing, drawing, movement and other forms of expression
- Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression

Translating
- Share with peers, family and others, familiar Indonesian words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other known languages

Reflecting
- Begin to notice how Indonesian feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)

UNDERSTANDING

Systems of language
- Recognise and experiment with reproducing the sound of the vowels and the letters of spoken Indonesian by singing, reciting and repeating words and phrases in context
- Notice and use context-related vocabulary to generate new language
- Recognise some first elements of grammar, including:
  - greeting and farewelling others, for example, *Selamat pagi / siang / sore / malam*; *Sampai jumpa!*
  - describing actions using simple verbs, for example, *makan*, *duduk*, *minum*, *tidur*
  - understanding different question words and the anticipated answer, for example, *Siapa?*; *Apa?*; *Berapa?*
  - referring to numbers of things using cardinal numbers, for example, *nol-sepuluh*, *belas*
- Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal

Language variation and change
- Understand that in Indonesian, as in English and other languages, there are different ways of greeting and interacting with people

Role of language and culture
- Recognise that Indonesian is one of many languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

ITALIAN: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to Italian: Second Language with little to no prior experience of the Italian language and culture.

In Pre-primary students communicate in Italian, interacting and exchanging greetings and simple information about themselves with their teacher and peers, through action-related talk and structured play. They participate in shared activities facilitated by movement and gestures, to perform rhymes, songs and stories or to respond to teacher talk and instruction in Italian. Students recognise pictures, key words and phrases and written Italian in rhymes, songs and titles and convey factual information about themselves, using gestures and familiar words. They engage by listening to and viewing short imaginative texts, through action and other forms of expression and participate in shared performance of short imaginative texts, playing with sound patterns and non-verbal forms of expression.

Students become familiar with the systems of the Italian language, recognising and experimenting with reproducing the sounds and intonation patterns of the Italian language by singing, reciting, imitating and repeating words and phrases in context. They notice and use context-related vocabulary and recognise some first elements of grammar to generate Italian language for purposeful interaction.

In Pre-primary students recognise that while English is the official language spoken in Australia, Italian is one of many community languages, including Aboriginal languages and Torres Strait Islander languages, which is spoken in Australia. They also notice similarities and differences between Italian and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.

Students learn Italian in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising
- Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as *Ciao!*; *Buongiorno Signora!*; *Arrivederci!*; *Come stai, Anna? Bene, grazie*
- Introduce and share information about themselves, for example, *Chi sei?*; *Chi è …?*; *Sono …, e tu?*; *Come ti chiami? Mi chiamo Anna…e tu?*; *Quanti anni hai? Cinque*; *Ti piace…? Sì, no*
- Participate in shared action with the teacher and peers using simple, repetitive key words,

images, movement and songs such as *Il coccodrillo come fa?*

- Respond to teacher talk and instruction, for example, *Ciao!*; *Presente/assente*; *In cerchio!*; *Insieme*; *Qui*

Informing

- Recognise pictures, symbols, key words and phrases of spoken and written Italian in rhymes, songs, labels and titles related to their personal worlds
- Convey factual information about their personal worlds, using songs, rhymes, gestures, pictures, labels, captions and familiar words

Creating

- Engage by listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing, movement and other forms of expression
- Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression

Translating

- Share with others familiar Italian words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other known languages

Reflecting

- Begin to notice how Italian feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)

UNDERSTANDING

Systems of language

- Recognise and experiment with reproducing the sounds and intonation patterns of the Italian language by singing, reciting, imitating and repeating words and phrases in context
- Notice and use context-related vocabulary to generate language
- Recognise some first elements of grammar, including:
  - becoming aware of gender in patterns of naming, for example, *Paolo/Paola*; *Alessandro/ Alessandra*
  - beginning to notice definite and indefinite articles with nouns, for example, *la classe*, *una classe*; *il banco*, *un banco*
  - recognising different words for asking questions and making requests, for example, *Chi....?*; *Chi è?*; *Vieni qui!*
  - noticing the structure of simple statements and questions based on models, for example, *Io sono Anna*; *Non sto bene*; *È un gatto? Sì, è un gatto*
  - learning simple verbs to describe actions and using them in formulaic expressions, for example, *Mi piace cantare/giocare*; *Ti piace questo giocattolo?*
  - expressing negation, for example, *Non mi piace*
  - developing number knowledge for numbers 0-10
- Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal

Language variation and change

- Recognise that in Italian, as in English and other languages, there are different ways of greeting and interacting with people, for example, *Buongiorno Signora, come sta?*; *Ciao, Isabella*

Role of language and culture

- Recognise that Italian is one of many community languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and worlds languages

School Curriculum and Standards Authority: Pre-Primary Curriculum Content

JAPANESE: SECOND LANGUAGE

YEAR LEVEL DESCRIPTION

Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to Japanese: Second Language with little to no prior experience of the Japanese language and culture.

In Pre-primary students communicate in Japanese, exchanging greetings and simple information about themselves with their teacher and peers, through action-related talk and structured play. They participate in group activities by performing short songs, rhymes, chants or stories in Japanese facilitated by movement and gestures. Students respond to teacher talk and instruction in Japanese.

Students become familiar with the systems of the Japanese language, beginning to recognise simple pictographic *kanji* and recreating these using kinaesthetic activities. They begin to notice that Japanese has different sounds and words to English and any other languages they may have been exposed to.

In Pre-primary students recognise that while English is the official language spoken in Australia, Japanese is one of many languages, including Aboriginal languages and Torres Strait Islander languages, which is spoken in Australia. They also notice similarities and differences between Japanese and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.

Students learn Japanese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

CONTENT DESCRIPTIONS

COMMUNICATING

Socialising
- Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as おはよう、さようなら、 じゃあね
- Introduce and share information about themselves, for example, *name* です；五さい です
- Respond to praise, support and respect for others using formulaic expressions modelled by the teacher, for example, だいじょうぶ？；たいへん？；すごい！；よくできました；ありがとうございます；ありがとう
- Participate in shared action with the teacher and peers using simple, repetitive key words, images, gestures, movement and songs, for example, むすんでひらいて、 ひげじいさん、 しあわせならてをたたこう
- Respond to teacher talk and instruction, for example, たってください；うたいましょう

Informing

- Recognise symbols, key words and phrases of spoken and written Japanese in rhymes, songs, labels, titles and captions in their environment and related to their personal worlds, for example, 男の子、女の子、　　トイレ
- Convey factual information about their personal worlds, using pictures, labels, captions, songs, rhymes, gestures and familiar words, for example, あか、おおきい

Creating

- Engage by listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, movement and other forms of expression, for example, あたまかたひざポン、こぶたたぬききつね、キャベツの中から
- Make simple statements about favourite characters in stories or songs, for example, やさしい、　かわいい、　こわい、つよい
- Participate in the shared performance of songs or rhymes, playing with sound patterns, verbal and non-verbal forms of expression

Translating

- Share with others the meaning of simple expressions related to their day, for example, どうぞ；おはようございます；いただきます；ありがとう

Reflecting

- Begin noticing how Japanese feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)

<div align="center">

UNDERSTANDING

</div>

Systems of language

- Recognise and experiment with reproducing sounds and rhythms of spoken Japanese by singing, reciting and repeating words and phrases in context
- Recognise that the Japanese language uses three different scripts, depending on word origin and the context of language use
- Notice that Japanese can be written vertically or horizontally
- Recognise simple *kanji*, using early language strategies, for example, making play dough *kanji* characters over a template
- Notice and use context-related vocabulary to generate language
- Recognise some first elements of grammar, including:
  - knowing common forms of greetings and noticing the different levels of formality, for example, おはようございます／おはよう
  - understanding different question words such as だれ/なに/どこ and the sentence-ending particle か
  - understanding that Japanese uses name + suffix instead of pronouns when referring to other people, for example, John くん/はなこさん/Grant せんせい
  - building vocabulary to describe and label familiar and immediate objects and environments
- Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal

Language variation and change

- Recognise that in Japanese, as in English and other languages, there are different ways of

greeting, addressing and interacting with people and that greetings vary according to the time of day or the occasion, for example, おはよう、こんにちは、こんばんは

Role of language and culture

- Recognise that Japanese is one of many languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

MATHEMATICS

YEAR LEVEL DESCRIPTION

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes connecting names, numerals and quantities
- **fluency** includes readily counting numbers in sequences, continuing patterns and comparing the lengths of objects
- **problem-solving** includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer
- **reasoning** includes explaining comparisons of quantities, creating patterns and explaining processes for indirect comparison of length

CONTENT DESCRIPTIONS

NUMBER AND ALGEBRA

Number and place value
- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond
- Subitise small collections of objects
- Compare, order and make correspondences between collections, initially to 20, and explain reasoning
- Represent practical situations to model addition and sharing

Patterns and Algebra
- Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings

MEASUREMENT AND GEOMETRY

Using units of measurement
- Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language
- Compare and order the duration of events using the everyday language of time
- Connect days of the week to familiar events and actions

Shape
- Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment

Location and transformation
- Describe position and movement

STATISTICS AND PROBABILITY

Data Representation and Probability
- Answer yes/no questions to collect information and make simple references

SCIENCE

YEAR LEVEL DESCRIPTION

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

From Pre-primary to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.

In Pre-primary, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to questions they pose and making observations is a core part of science and use their senses to gather different types of information.

CONTENT DESCRIPTIONS

SCIENCE UNDERSTANDING

Biological Sciences
- Living things have basic needs, including food and water

Chemical Sciences
- Objects are made of materials that have observable properties

Earth and Space Sciences
- Daily and seasonal changes in our environment affect everyday life

Physical Sciences
- The way objects move depends on a variety of factors, including their size and shape

SCIENCE AS A HUMAN ENDEAVOUR

Nature and development of science
- Science involves exploring and observing, asking questions about, and describing changes in, objects and events

SCIENCE INQUIRY SKILLS

Questioning and predicting
- Pose and respond to questions about familiar objects and events

Planning and conducting
- Participate in guided investigations and make observations by using the senses

Processing and analysing data and information
- Engage in discussions about observations and represent ideas

Communicating
- Share observations and ideas

TECHNOLOGIES

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Pre-primary. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

DESIGN AND TECHNOLOGIES

YEAR LEVEL DESCRIPTION

Learning in Design and Technologies builds on the dispositions developed in the early years. Learning focuses on practical and applied knowledge and understanding of process and production skills.

In Pre-primary, students have hands on opportunities to explore designs and solutions in at least one of the following technologies contexts: Engineering principles and systems; Food and fibre production (includes Food specialisations in this year); and Materials and technologies specialisations. Students explore the design of products and begin to develop an understanding about products.

Students have opportunities to explore technologies taking particular note of the components and equipment used to make products. They begin to develop an understanding that products have a purpose for their own personal needs and that of their family. Students reflect on designed solutions using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?'

Pre-primary students begin to explore the needs for design of products that impact on people's everyday lives. Using a range of techniques, students will communicate their design ideas.

CONTENT DESCRIPTIONS

KNOWLEDGE AND UNDERSTANDING

Technologies and society
- People produce familiar products to meet personal and community needs

In Pre-Primary, students have hands on opportunities to explore designs and solutions in at least one of the following technologies contexts:

Engineering principles and systems
- Ways in which products move: push, pull, bounce, slide, fall, spin, float

Food and fibre production

- Plant and animal products are used in everyday life for food, clothing and shelter

Materials and technologies specialisations
- Characteristics of materials can be explored using senses

PROCESSES AND PRODUCTION SKILLS

Creating solutions by:
Investigating and defining
- Explore needs for design

Designing
- Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps

Producing and implementing
- Use given components and equipment to safely make simple solutions

Evaluating
- Use personal preferences to evaluate the success of simple solutions

Collaborating and managing
- Works with others, or independently, when creating designs

DIGITAL TECHNOLOGIES

YEAR LEVEL DESCRIPTION

Learning in Digital Technologies builds on the dispositions developed in the early years. Learning focuses on developing foundational skills in computational thinking and an ability to engage in personal experiences using digital systems.

In Pre-primary, students explore the uses of technologies in everyday life. They develop an understanding that symbols are a powerful means of communication and how they can represent ideas, thoughts and concepts.

Students explore common patterns, pictures and symbols that exist within data they collect, and present this data in creative ways to make meaning.

Students learn to experiment with expressing ideas and make meaning when defining problems. Students draw on their memory of a sequence of steps to complete a task (algorithm), such as packing away play equipment or completing a puzzle.

Students explore how information systems meet recreational needs. They develop an awareness of the importance of online safety when engaging with digital technologies.

CONTENT DESCRIPTIONS

KNOWLEDGE AND UNDERSTANDING

Digital systems
- Digital systems (hardware and software) are used at home, in the school and in the community

Representation of data
- Data can have patterns and can be represented as pictures and symbols

PROCESSES AND PRODUCTION SKILLS

Collecting, managing and analysing data
- Collect and use data of any kind

Digital implementation
- Use data to complete a task
- Engage with information known people have shared in an online environment, and model strategies to stay safe online

Creating solutions by:

Investigating and defining
- Explore needs for design

Designing
- Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps

Producing and implementing
- Use given components and equipment to safely make simple solutions

Evaluating
- Use personal preferences to evaluate the success of simple solutions

Collaborating and managing
- Works with others, or independently, when creating designs

THE ARTS

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Pre-primary. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

DANCE

YEAR LEVEL DESCRIPTION

In Pre-primary, learning in Dance builds on the dispositions developed in the early years.

Students engage with purposeful play in structured activities to become aware of how the body moves through space. They explore movement ideas and learn about two of the elements of dance (body and space).

Students develop body control and coordination through exploring locomotor and non-locomotor movements.

Students experience performing dance and, as an audience, they learn how to focus their attention on the performance. They make simple observations of the dances they view and make.

They have the opportunity to explore different places and occasions where people dance.

CONTENT DESCRIPTION

MAKING

Ideas
- Use of stimuli to explore movement ideas to create simple dance sequences

Skills
- Exploration of, and experimentation with, two (2) elements of dance
  - Body:
    - body awareness (awareness of body in space in relation to objects)
    - body zones (whole body movements)
    - body bases (feet)
  - Space:
    - levels (medium)
    - direction (forward, backward)
    - personal space
    - shape (straight, curved)

  to create dance sequences

- Locomotor (walking, skipping, running) and non-locomotor movements (twisting, bending,

turning, swaying) to develop body control and coordination
- Safe dance practices, including being aware of personal space

Performance
- Performance of improvised movements that communicate ideas to an audience
- Performance skills (facing the audience) when presenting dance

RESPONDING

- Audience behaviour (being attentive, responding appropriately) to dance
- Different places and special occasions where people dance
- Personal responses to dances they view and make

DRAMA

YEAR LEVEL DESCRIPTION

In Pre-primary, learning in Drama builds on the dispositions of learning developed in the early years.

Students, through purposeful play, respond to stimuli to create drama and develop improvisation skills. They are introduced to the elements of voice and movement to create drama, offering and accepting ideas as they improvise, using simple stories.

Students experience drama as performers and audience members, engaging in both spontaneous and structured play to communicate stories; they explore the purpose of drama.

As they make and respond to drama, students explore the different places where drama can be seen or heard in the community.

CONTENT DESCRIPTION

MAKING

Ideas
- Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds

Skills
- Exploration and experimentation of two (2) elements of drama:
  - voice (loud, soft)
  - movement (big, small)

  to create drama
- Simple stories based on stimuli and available technologies

- Development of improvisation skills (accepting offers) to develop dramatic action

Performance
- Performance of improvised drama that communicate ideas to an audience
- Performance skills (facing the audience) when sharing drama with peers

RESPONDING

- Audience behaviour (being attentive, responding appropriately) when viewing drama
- Different places and occasions where drama is seen or heard in the community
- Personal responses to drama they view and make

MEDIA ARTS

YEAR LEVEL DESCRIPTION

In Pre-primary, learning in Media Arts builds on the dispositions developed in the early years.

Students engage with purposeful play in structured activities to explore, and become familiar with, signs and symbols that have meaning and purpose.

They explore and experiment with the technical codes and conventions of media to produce media work that communicates a message.

As students make and respond to media work, they explore the images that communicate messages in the community.

CONTENT DESCRIPTION

MAKING

Ideas
- Exploration and experimentation with images, with or without text, to communicate messages
- Familiarisation of signs and symbols, including logos and icons, that have meaning and purpose

Skills
- Exploration and experimentation with the codes and conventions of media:
  - technical (capturing, selecting and arranging images)
  - symbolic (objects, colour)

  to produce media work

Production
- Production of images and/or signs and symbols in a media work to communicate a message

for a purpose

- Responses to images that communicate messages in the community and use different features to capture an audience
- Personal responses to media work they view and produce

MUSIC

YEAR LEVEL DESCRIPTION

In Pre-primary, learning in Music builds on the dispositions developed in the early years. Students listen and respond to music through movement and play, using symbols and pictures to record and share their music ideas. They are introduced to the elements of rhythm, tempo, pitch, dynamics, form and timbre.

Students experience music as performers and audience members, engaging in improvisation to create and communicate music ideas.

As they make and respond to music, students have the opportunity to explore different places and special occasions where music is experienced.

CONTENT DESCRIPTION

MAKING

Ideas
- Improvisation with voice, movement and play to explore and create music ideas
- Use of symbols, pictures and movement and relevant technology to explore and share music ideas

Skills
- Development of aural skills by exploring the elements of music, including:
  - rhythm (sound, silence; long and short sounds; steady beat)
  - tempo (fast, slow)
  - pitch (high, low; pitch direction; distinguish between speaking and singing voice)
  - dynamics (loud, soft)
  - form (same, different; echo patterns)
  - timbre (exploration of sounds produced on percussion instruments)

  to create music

Performance
- Improvisation and practice of music (singing, playing, moving) for a specific purpose and familiar audience
- Development of performance skills (singing chants, songs and rhymes, and playing classroom

instruments in tune and in time)

RESPONDING

- Audience behaviour (being an attentive listener) during performances
- Different places and occasions where music is experienced
- Personal responses to music they listen to and make

VISUAL ARTS

YEAR LEVEL DESCRIPTION

In Pre-primary, learning in Visual Arts builds on the dispositions developed in the early years.

Students explore personal experiences as an inspiration to create original artwork. They explore natural and man-made materials and are introduced to the visual elements of shape, colour, line and texture. Students investigate different tactile techniques when creating artwork.

Students begin to see themselves as artists as they display and share their artwork with others.

As students make and respond to artwork, they explore different places art is displayed in the local community.

CONTENT DESCRIPTION

MAKING

Ideas
- Exploration of, and experimentation with, the visual elements of shape, colour, line and texture
- Exploration of natural and man-made materials when creating artwork

Skills
- Development of artistic skills through experimentation with:
  - shape (familiar shapes; simple 2D shapes)
  - colour (primary colours, secondary colours)
  - line (curved, straight, wavy, zigzag)
  - texture (familiar objects)

  to create artwork

- Exploration of tactile techniques, such as block printing, clay work or collage

Production
- Use of a variety of techniques, to create 2D and 3D artwork inspired by personal experiences ready for display
- Sharing artwork with others

RESPONDING
• Appreciation of where and how artwork is displayed in the local community • Personal responses and feelings about artwork they view and make