

ACSSO Roundtable

Australian Curriculum: Supporting Parents

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acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

The Australian Curriculum: a national curriculum

- Sets the expectations of learning for all Australian students
- Regardless of where they live and learn, their background



The Australian Curriculum: development

- Began in 2009
- New learning areas/subjects completed and published up to December 2016
- First generation of AC: Foundation - Yr 10

The Australian Curriculum: challenges

- Vast country
- Small, diverse population
- Living and learning in wide range of contexts
- Students
- Parents
- Employers
- Universities

The Australian curriculum: structure

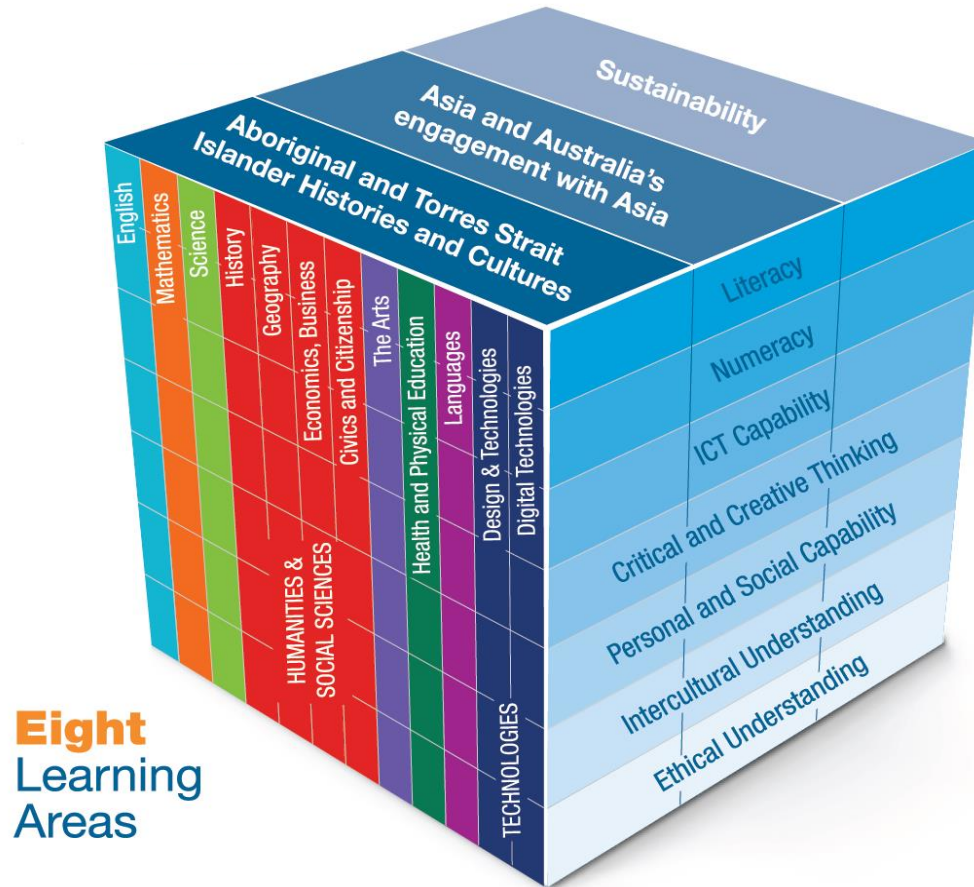
Three dimensional design

- Learning areas: academic disciplines
- Capabilities: knowledge, skills, behaviours and dispositions
- Priorities: national, regional and global dimensions

The three dimensions of the Australian Curriculum



The three dimensions of the Australian Curriculum



Eight
Learning
Areas

Learning areas

- Eight learning areas
 - English, Mathematics, Science, Health and Physical Education
- Some learning areas with multiple subjects
 - The Arts
 - Humanities and Social Sciences
 - Languages
 - Technologies

The three dimensions of the Australian Curriculum



Eight
Learning
Areas

Seven
General
Capabilities

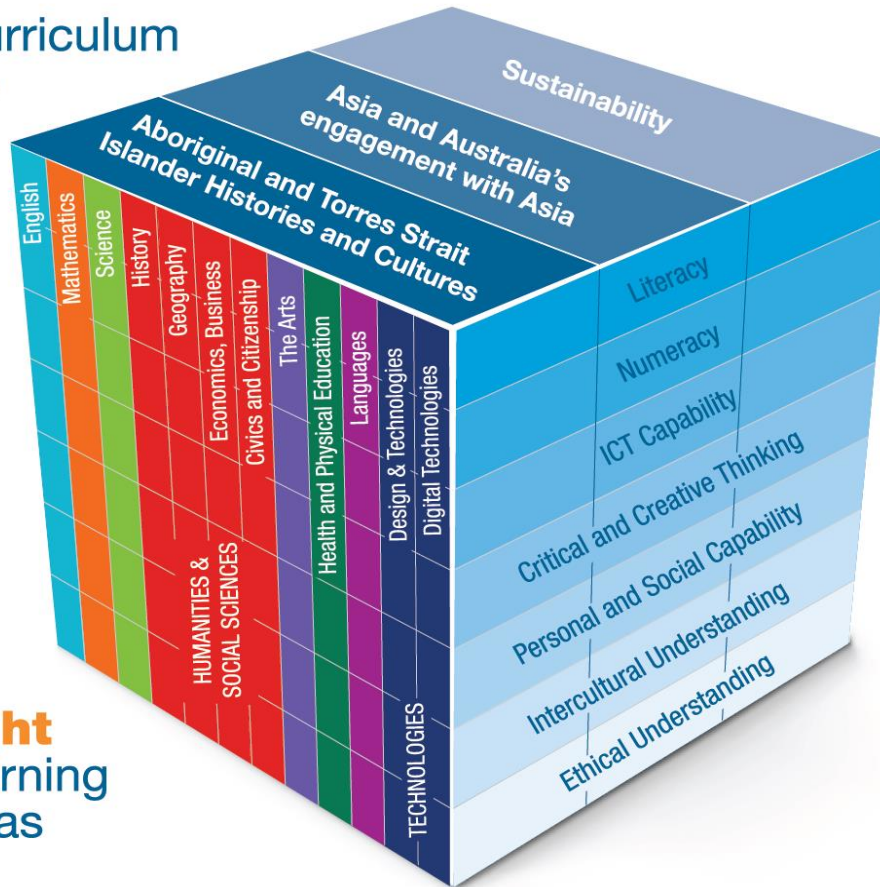
General Capabilities

- Critical and Creative Thinking
- Ethical Understanding
- Information and Communication Technology
- Intercultural Understanding
- Personal and Social Capability
- Literacy
- Numeracy

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

The three dimensions of the Australian Curriculum

Three
Cross-curriculum
Priorities



Seven
General
Capabilities

Eight
Learning
Areas

Cross-curriculum Priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

The Australian Curriculum: a teacher's perspective

Learning area content

- Knowledge, skills, understanding to be taught
- At different years/bands of schooling

Learning area achievement standards

- Describe what students expected to understand and do
- Typically
- At different years/bands of schooling

Work samples

- Student work aligned at/above achievement standard

The Australian Curriculum: Teaching/learning/assessment

Year 5 HASS: Australian communities – their past, present and possible futures



Knowledge and understanding

History sub-strand

- the role that a significant individual or group played in shaping a colony

Geography sub-strand

- the environmental and human influences on the location and characteristics of a place

Civics and citizenship sub-strand

- why regulations and laws are enforced and the personnel involved

Economics and Business sub-strand

- the differences between needs and wants and why choices need to be made about how limited resources are used

When cleaning up your grandparents' garage, you come across a dusty cardboard box. Inside are some very old papers. You show them to your teacher who gets very excited, as they appear to be documents from the early European settlement of your state/territory.

Your discovery is put on display in your state/territory capital, and you are interviewed on your local television news.

Your task is to:

- create the contents found in the box (a map of the first settlement with a list of reasons for its location, a series of diary entries by one of the 'founders', a timeline of key events in the first 20 years of the settlement, a letter from one of the founders to the British government about how you have overcome some problems, a poster proclaiming a new law for your settlement)
- write the text you would use in your television interview when asked: why would you like everyone in the state/territory to visit your display at the museum?

Inquiry and skills

Researching

- locate and collect relevant information and data from primary sources and secondary sources
- organise and represent data in a range of formats
- sequence information about people's lives, events and developments

Evaluating and reflecting

- reflect on learning to propose personal and/or collective action in response to an issue or challenge

Communicating

- present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, non-digital representations and discipline specific terms and conventions

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By the end of Year 5, students **describe the significance of people and events/developments in bringing about change.** They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. **They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places,** and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and **describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources.** They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They **locate and collect data and information from a range of sources** to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students **sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines**. They **sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions**. They work with others to generate alternative responses to an issue or challenge and **reflect on their learning** to independently propose action, describing the possible effects of their proposed action. **They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.**

The Australian Curriculum: a parent's perspective

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Learning area content

- Knowledge, skills, understanding to be taught
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Learning area achievement standards

- Describe what students expected to understand and do
- Typically
- At different years/bands of schooling

Work samples

- Student work aligned at/above achievement standard

Achievement Standards: a parent's perspective

Design and Technologies, Years 3 and 4

By the end of Year 4, students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.

← Understanding

Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.

← Skills

Achievement Standards: a parent's perspective

Dance, Years 9 and 10

By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.



Understanding

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.



Skills

Work samples

Illustrate purpose and context of learning and achievement

Achievement Standard



Foundation to Year 2 Work Sample Portfolios

- Satisfactory
- Above Satisfactory
- Below Satisfactory

Achievement Standard



Years 3 and 4 Work Sample Portfolios

- Satisfactory
- Above Satisfactory
- Below Satisfactory

Achievement Standard



Years 5 and 6 Work Sample Portfolios

- Satisfactory
- Above Satisfactory
- Below Satisfactory

Work sample: Dance Year 9-10



Work samples



The Arts: Dance

Years 9 and 10

Above satisfactory

Style: Hip-hop

Summary of task

Students were asked to choreograph a dance that explored the stylistic features and culture of hip-hop in a five-week unit. They worked collaboratively in pairs to manipulate and combine the elements of dance, choreographic devices, form and production elements to communicate their intent.

They were asked to respond to the dance they made and analyse their use of the elements of dance, choreographic devices, form and production elements to communicate their intent as a formative task.

Finally, they were assessed in a performance of their choreography demonstrating technical and expressive skills to communicate intent. At the end of the unit they performed before their peers in class to / *Can Transform Ya* (2009) by Chris Brown, featuring vocals from Swizz Beatz and Lil Wayne.

Achievement standard

Subject

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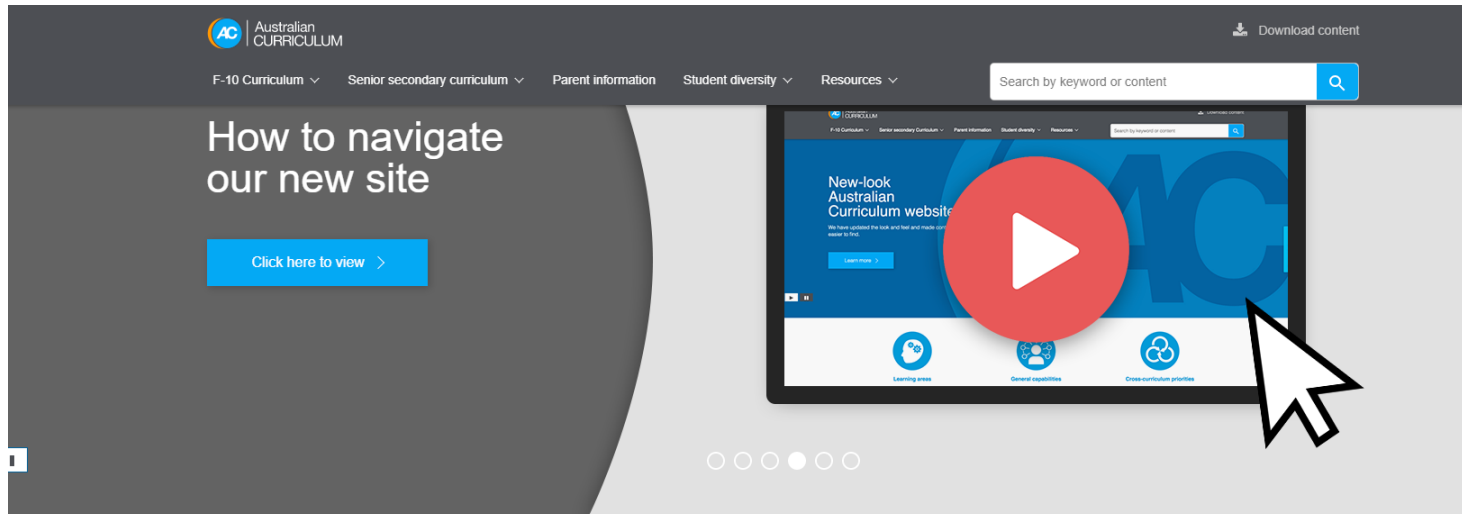
☒ Show all annotations

Annotated artwork

Response

Artwork display

The Australian Curriculum: online



Learning areas



General capabilities



Cross-curriculum priorities



Parent information



Student diversity



Resources

mathematical visual media
information
coding crowded
thinking scientific
STEM
future
financial
environmental technology
health political
skills
content multicultural
critical computer
literacies
numeracy
back-to-basics
citizenship
curriculum

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