



School Curriculum
and Standards
Authority



Pre-primary

Curriculum content

UPDATED



08/05/2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Copyright

© School Curriculum and Standards Authority, 2026

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Cover image adapted from: nilimage. (2018). [iStock photograph ID: 998670532]. Retrieved May, 2026, from <https://www.istockphoto.com/>

Contents

Introduction	1
Pre-primary curriculum content	1
Learning areas and subjects	2
English	3
Health and Physical Education	6
Humanities and Social Sciences	9
Languages	11
Chinese: Second Language	11
French: Second Language	14
German: Second Language	17
Indonesian: Second Language	20
Italian: Second Language	23
Japanese: Second Language	26
Mathematics	29
Science	31
Technologies	33
Design and Technologies	33
Digital Technologies	35
The Arts	37
Dance	37
Drama	39
Media Arts	40
Music	41
Visual Arts	42

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. The 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* (the *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 from Kindergarten to Year 10
- 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, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts content, including the General Capabilities and Cross-curriculum Priorities
- the Pre-primary English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts Year level descriptions
- a student diversity statement.

Learning areas and subjects

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 arts subject (Dance, Drama or Music) and a visual arts subject (Media Arts or Visual Arts).

English

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

English provides opportunities for children to learn through an orchestrated blend of play, deliberate and intentional teaching, and spontaneous experiences and actions.

In Pre-primary, children act with intentionality and agency to develop an understanding that English is the shared language of the learning environment, used to interact and communicate with known audiences for different purposes and to meet their personal needs and interests. English provides children with opportunities to develop their control and understanding of the symbolic representations associated with written language. They draw on their funds of knowledge to make connections to the English curriculum and explore concepts through a range of modes of communication, including music, dance, movement, storytelling, visual arts, and drama.

Critical literacy is integral to the English curriculum. It is developed when children actively question, analyse and evaluate the texts they engage with. Children begin to learn about the structure and purpose of texts.

Children engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts that include traditional oral tales; imaginative and informative picture books; various types of print, oral and digital stories; rhyming verse, poetry, songs and chants; film and animations; dramatic performances; presentations; conversations and discussions; non-fiction texts; and websites and other digital media. In Pre-primary, children develop their reading in a text-rich environment through engagement with a range of texts, including:

- literature that reflects and expands their world, and supports learning in English and across the curriculum
- texts that support children as meaning makers and enables them to share feelings and thoughts about texts
- texts for beginning readers that systematically introduce words with a limited number of phoneme–grapheme correspondences and add phoneme–grapheme correspondences as proficiency develops
- texts that support developing readers, including authentic literary texts that involve straightforward sequences of events and everyday happenings, some less familiar content, a small range of language features, including simple and compound sentences, high-frequency words, and other words that can be decoded using developing phonic knowledge
- authentic, informative texts that reflect their interests and curiosities.

Children create short imaginative and informative texts that may include some words, images and/or gestures to create texts that may include retells or adaptations of stories, messages, short recounts, thoughts and opinions, and dramatic performances for a known purpose and audience. Children make choices about texts according to their interests and curiosities.

Content descriptions

Language

Language for interacting with others

- Explore how language is used differently at home, in school and in communities depending on the relationships between people
- Explore different ways of using language to express opinions, likes and dislikes

Text structure, organisation and features

- Understand that texts can take many forms, such as signs, books and digital texts
- Recognise that some language in written texts is unlike everyday spoken language
- Explore conventions of print and screen, including how books and simple digital texts are usually organised

Language for expressing and developing ideas

- Recognise that sentences are key units for expressing ideas
- Recognise that sentences are made up of groups of words that work together in particular ways to make meaning
- Explore the contribution of images and words to meaning in stories and informative texts
- Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school
- Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end

Phonic and word knowledge

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

Literature

Literature and contexts

- Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators

Engaging with and responding to literature

- Respond to stories and share feelings and thoughts about their settings, events and characters

Examining literature

- Recognise different types of literary texts and identify features, including setting, events, characters, and beginnings and endings
- Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs

Creating literature

- Retell and adapt literary texts through play and performance

Literacy**Texts in context**

- Identify some familiar texts, such as stories and informative texts, and their purposes

Interacting with others

- Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice, including volume levels

Analysing, interpreting and evaluating

- Identify some differences between imaginative and informative texts
- Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge
- Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning to understand and discuss texts listened to, viewed or read

Creating texts

- Create written and multimodal texts for a range of purposes, including:
 - giving a message
 - expressing an opinion
 - sending a greeting
 - recounting an experience
- Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features, such as appropriate voice modulation
- Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality
- Explore the use of digital tools to create or add to a visual or spoken text

Health and Physical Education

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Health and Physical Education provides opportunities for the social and emotional development of children so that they build strong relationships, can work with others and develop a positive sense of self.

In Pre-primary, children focus on becoming aware of their strengths and the actions they can take to keep safe and healthy in their community. Opportunities are provided for children to better understand their own feelings and explore the ways they can communicate their feelings to others. They are provided with learning opportunities to develop personal and social skills necessary to build strong relationships, work with others and develop a positive sense of self.

Children are encouraged to explore safe and active play in a variety of physical activities to keep them healthy and well. They focus on the introduction and development of fundamental movement skills across a range of settings to improve their competence and confidence in their movement abilities. Children are provided with opportunities to cooperate with others and follow rules in games and physical activities.

Content descriptions

Personal, social and community health

Personal identity and change

- Personal strengths and qualities of individuals and a sense of belonging to groups and communities
- Body parts, visible and private, and where they are located

Staying safe

- Protective behaviours and help-seeking strategies to keep safe
- Trusted people in the community who can help individuals feel safe
- Actions that promote safety in a range of situations
- Appropriate language and actions to communicate feelings in different situations, including exploring how to seek, give or deny permission when sharing possessions or personal space

Healthy and active communities

- Actions that promote health and wellbeing

Interacting with others

- Personal and social skills to interact respectfully with others
- Emotional responses individuals may experience in different situations

Movement and physical activity

Movement skills

- Introduce fundamental movement skills:
 - Body management
 - static balance (one foot)
 - climb
 - line walk
 - Locomotor
 - run
 - hop
 - gallop
 - Object control
 - underarm throw
 - underarm roll
 - catch
- Apply fine and gross motor skills, play, and structured activities in increasingly complex patterns
- Movement skills combining elements of effort, space and time

Understanding movement

- Ways in which safe and active play, and regular physical activity keep individuals healthy and well
- Rules when participating in physical activities

Interpersonal skills

- Cooperation skills when participating in physical activities, including partners, small groups and whole class

Humanities and Social Sciences

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Humanities and Social Sciences provides opportunities for children to make sense of their world through experimentation and play.

In Pre-primary, children explore, play, investigate and communicate their understandings through a range of intentional learning experiences in creative ways. They have the opportunity to pose questions about and respond to their natural curiosities. Children collect, sort, represent and record information into categories.

Children gain a sense of location and learn about the globe as a representation of the Earth, on which Australia and other countries can be located. There is a focus on fostering their interest in their personal world, with connections made between the early childhood setting and the local community. In the context of children developing a sense of identity and belonging, children investigate the features of familiar places and explore what makes a place special, including its significance to Aboriginal and Torres Strait Islander peoples.

Children engage in stories of families and the past, which 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 may differ, depending on who is telling them. In the early years, children have the opportunity to explore family structures, their heritage, culture, backgrounds and traditions.

Content descriptions

Knowledge and understanding

Geography

People live in places

- The globe as a representation of the Earth on which Australia and other familiar countries can be located
- The location of familiar places on a map
- The places people live in and belong to, the reasons places are special or important to people and their significance to Aboriginal and Torres Strait Islander peoples

History

Personal and family histories

- The different structures of families, the people in their family, their culture, where they were born and raised, and how they are connected to each other
- The celebrations and commemorations of significant events shared with their families and others
- How the stories of families and the past can be communicated and passed down through generations and how the stories may differ, depending on who is telling them

Humanities and Social Sciences skills

Questioning and researching

- Share prior knowledge about a topic
- Pose and respond to natural curiosities about known objects, people, places and events
- Sort and record information and/or data into simple categories

Analysing

- Explore points of view

Evaluating

- Draw conclusions based on discussions and/or observations
- Participate in decision-making processes

Communicating and reflecting

- Share observations and ideas, using everyday language
- Reflect on and assess learning and thinking

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, *Steh 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, *nomor 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 cocodrillo 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 world languages

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

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)

Understanding

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

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Mathematics provides opportunities for children to learn through a variety of means, including play and experimentation. Concrete materials are used to explore and visualise concepts, developing content knowledge and understanding of the symbolic representations associated with Mathematics.

Children engage in a range of approaches to learning through the proficiencies of understanding, fluency, problem-solving and reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed.

In Pre-primary, children begin to explore the number system and partitions of collections. They represent situations involving addition, subtraction, grouping and sharing using role-play and concrete materials. Children explore measurement attributes, familiar two-dimensional shapes and three-dimensional objects, and use everyday mathematical language to describe the world around them. They explore chance in familiar contexts and collect and compare data relevant to them.

Content descriptions

Number and algebra

Understanding number

- Say, read, write and order numbers to 20, from any starting point. Count collections to 20
- Subitise, partition and compare small collections
- Explore grouping and sharing of small collections

Patterns and relationships

- Copy and continue repeating patterns in everyday environments using a range of materials, sounds and movement

Financial mathematics

- Explore making purchases using coins, notes and debit cards

Modelling with number

- Explore and represent familiar real-world situations involving adding, removing, grouping or sharing small collections using role-play or concrete materials

Measurement and geometry

Two-dimensional space and structures

- Sort, name and represent familiar two-dimensional shapes and recognise them within the environment
- Explore and directly compare the length of everyday items to say which is longer and explain reasoning
- Show and describe position and movement in familiar locations

Three-dimensional space and structures

- Explore familiar three-dimensional objects in the environment
- Explore capacity and directly compare containers to say which holds more and explain reasoning

Non-spatial measurement

- Explore mass and directly compare everyday items by hefting
- Sequence days of the week and times of the day, making connections to routines, and compare duration of familiar events using everyday language

Probability and statistics

Probability

- Identify and describe familiar events using the everyday language of chance

Statistics

- Collect, group and compare data using objects and images to answer questions

Science

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Science provides opportunities for children to explore, make observations and develop their understanding of their world.

In Pre-primary, children recognise that plants and animals share the same basic needs, and these can be met by the places where they live. They observe everyday objects and the materials from which they are made. Children explore daily and seasonal changes and changes in the world around them. They explore factors that affect how objects move.

Children learn that observations and experiences can be used to pose questions and make predictions. They participate in investigations, share their questions, predictions and ideas with others and develop scientific ideas about the natural and physical world.

Content descriptions

Science understanding

Biological sciences

- Plants and animals have basic needs that are met by the places they live

Chemical sciences

- Objects are made of various materials that have observable properties

Earth and space sciences

- Daily and seasonal changes in the environment affect our local community and the world around us

Physical sciences

- The way objects move depends on factors, including their size, shape, material and the force applied

Science inquiry

Questioning and predicting

- Pose questions and make predictions based on prior knowledge and shared experiences

Planning and conducting

- Participate in guided and self-initiated investigations safely
- Make observations using comparison

Processing, modelling and analysing

- Represent and discuss observations and identify patterns

Evaluating

- Discuss similarities and differences between predictions and observations

Communicating

- Share questions, predictions, observations and ideas with others

Collaborating and applying

- Use the senses to learn about the natural and physical world and develop scientific 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

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Design and Technologies provides opportunities for children to explore familiar technologies and the need for design, while developing an understanding of the components and processes involved. They generate, record and share design ideas through discussion and drawing to create solutions, and use personal preferences to evaluate products.

In Pre-primary, children discover the uses of familiar technologies in everyday life in at least one of the following Design and Technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations, and Materials and technologies specialisations. They explore common objects for their purpose and design features to develop understandings of designing solutions to solve a problem and meet personal needs. Children use technologies safely by observing teacher modelling or role-play to participate in either elementary engineering, plant/fibre production, food preparation or identify materials used for clothing needs. They experiment with identifying problems and draw on their memory of a sequence of steps to complete a task, such as packing away play equipment or completing a puzzle.

Content descriptions

Contexts

Engineering principles and systems

- Objects can be moved when force is applied

Food and fibre production

- Animals and plants have essential needs, including food, water, space and shelter

Food specialisations

- Foods come in different colours, textures, flavours and shapes
- Appropriate hygiene practices are necessary for safe food handling

Materials and technologies specialisations

- Everyday objects are made using different materials

Technologies and society

- Explore familiar technologies to meet personal needs

Design thinking skills

Project management

- Share ideas to develop a solution

Investigating and defining

- Explore the purpose for design

Designing

- Design solutions through discussion, drawing and/or modelling to meet a personal need

Producing and implementing

- Use available technologies and materials to safely create a solution

Evaluating

- Use personal preferences to evaluate the solution

Digital Technologies

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Digital Technologies provides opportunities for children to explore digital systems and the use of digital technologies, while developing an understanding of what the internet is, participating in digital contexts safely and developing foundational skills in computational thinking.

In Pre-primary, children discover the uses of digital technologies in everyday life. They explore common objects and images that exist within data they encounter and use this data to make meaning. Children develop their understandings of digital safety and personal data through a variety of ways, such as teacher modelling or role-play. They learn the steps to take when encountering inappropriate content, pop-ups or uninitiated contact. Children identify problems and design solutions, such as following a sequence of steps (algorithm) to achieve an outcome.

Content descriptions

Digital systems

- Digital systems have common features, including hardware devices and software, and are used at home, in school and in the community

Data representation

- Data can be represented as objects and images

Privacy and security

- Some data is personal and owned by them
- Steps to take when encountering inappropriate content, pop-ups, or uninitiated contact

Digital implementation

- Follow an algorithm (sequence of steps) to achieve an outcome

Design thinking skills

Project management

- Share ideas to develop a solution

Investigating and defining

- Explore the purpose for design

Designing

- Design solutions through discussion, drawing and/or modelling to meet a personal need

Producing and implementing

- Use available technologies and materials to safely create a solution

Evaluating

- Use personal preferences to evaluate the solution

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 descriptions

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 descriptions

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

Responding

- 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, short; 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

