



School Curriculum  
and Standards  
Authority



# Year 1

## Curriculum content

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## **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.

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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. 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.

## Year 1 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 Year 1 includes:

- guiding principles of teaching, learning and assessment
- the Year 1 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 Year 1 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 Year 1. 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 Year 1. 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 experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. 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 a blend of developmentally appropriate intentional approaches, including play-based learning, inquiry and explicit teaching.

In Year 1, children act with intentionality and agency to explore how English, as the shared language of the learning environment, can be used to meet their diverse needs and interests. They learn to interact with familiar audiences for different purposes. Children have opportunities to develop their control and understanding of the symbolic representations associated with written language. An emphasis on literacy is encapsulated in a holistic approach to learning where key ideas and concepts in a range of learning areas are presented in culturally and phase-appropriate ways.

Critical literacy is integral to the English curriculum. It is developed when children actively question, analyse and evaluate the texts they engage with. In Year 1, children draw on growing knowledge of context, text structures and features as they begin identifying the 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; spoken texts; media, online and digital texts; non-fiction texts; and texts used by children as models for creating their own texts. In Year 1, children develop their reading in a text-rich environment through engagement with a range of texts, including:

- literature that reflects and expands their world, with straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters
- texts to support children to make literal and inferred meaning
- decodable texts that systematically introduce words with phoneme–grapheme correspondences that align with phonic development for children to continue to practise and consolidate their decoding, if required
- authentic texts that support and extend developing readers and use a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, high-frequency words and other words that need to be decoded using developing phonic knowledge
- informative texts, with illustrations and diagrams, presenting new content about familiar topics of interest and topics introduced in other learning areas
- texts that support learning in English and across the curriculum.

Children create short spoken, written, visual and multimodal texts whose purposes may be imaginative, informative and persuasive. These texts may include responses, such as personal reflections or opinions, recounts of events or experiences, procedures, retells or adaptations of familiar stories, reports, dramatic performances and poetry. Children make choices about texts according to their interests and curiosities.

## Content descriptions

### Language

#### Language for interacting with others

- Explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands
- Explore language to provide reasons for likes, dislikes and preferences

#### Text structure, organisation and features

- Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain
- Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs
- Explore how print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images

#### Language for expressing and developing ideas

- Understand that a simple sentence consists of a single independent clause representing a single event or idea
- Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs)
- Compare how images in different types of texts contribute to meaning
- Recognise the vocabulary in everyday contexts as well as learning area topics
- Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns

#### Phonic and word knowledge

- Segment words into separate phonemes (sounds), including consonant blends or clusters at the beginnings and ends of words (phonological awareness)
- Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)
- Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words
- Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound
- Spell one- and two-syllable words with common letter patterns
- Read and write an increasing number of high-frequency words
- Recognise and know how to use grammatical morphemes to create word families

## Literature

### Literature and contexts

- Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators

### Engaging with and responding to literature

- Discuss literary texts and share responses by making connections with children's own experiences

### Examining literature

- Discuss plot, character and setting in stories
- Listen to, discuss and perform literary texts, including stories, poems, chants, rhymes and songs, and imitate and invent sound patterns, including alliteration and rhyme

### Creating literature

- Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools

## Literacy

### Texts in context

- Discuss different texts and identify some features that indicate their purposes

### Interacting with others

- Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions

### Analysing, interpreting and evaluating

- Describe some similarities and differences between imaginative, informative and persuasive texts
- Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures

### Creating texts

- Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of one- and two-syllable words
- Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace
- Write words using unjoined lower- and upper-case letters
- Explore features of familiar digital tools to create or add to texts

## Health and Physical Education

### Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. 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 enhancement of children's social and emotional development, so that they build strong relationships, can work with others and develop a positive sense of self.

In Year 1, children explore personal qualities and factors that contribute to and influence identities. They understand the importance of assertive behaviour to ensure they build strong relationships and that interactions with others are respectful and safe. Children learn about physical changes to the body as they grow older. They are provided with opportunities to explore health messages in the media and how they are communicated.

Children are introduced to new fundamental movement skills, consolidate previously learnt skills and explore ways to select, transfer and apply simple movement skills. They learn about changes to the body when exercising, and work cooperatively to learn new skills and solve movement challenges through minor games and physical activities.

## Content descriptions

### Personal, social and community health

#### Personal identity and change

- Personal strengths and qualities and how they change over time
- Changes to the body, visible and private, as individuals grow older

#### Staying safe

- Protective behaviours and help-seeking strategies to keep safe
- Strategies to use when help is needed
- Strategies to use when needing to seek, give or deny permission are practised

#### Healthy and active communities

- Benefits of healthy eating and regular physical activity on health and wellbeing
- Ways health messages are communicated in the media
- Actions that support a safe and inclusive environment

#### Interacting with others

- Skills and strategies to develop respectful relationships
- Appreciation and encouragement of the behaviour of others through the use of:
  - culturally appropriate manners
  - positive language
  - praise
- Positive ways to react to their own emotions in different situations

### Movement and physical activity

#### Movement skills

- Introduce fundamental movement skills:
  - Body management
    - side roll (pencil)
    - dynamic balance
  - Locomotor
    - jump (one foot)
    - jump (distance)
    - skip (step-hop movement)
  - Object control
    - overarm throw
    - kick-off the ground
    - two-handed side strike
- Apply and consolidate fine and gross motor skills previously learnt through minor games and play situations
- Movement skills that combine the elements of effort, space and time

**Understanding movement**

- Ways in which the body reacts during moderate physical activity
- Simple rules and fair play in partner or group activities, and minor games

**Interpersonal skills**

- Cooperation skills in partner and group work during physical activity practices

# Humanities and Social Sciences

## Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. 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, exploration and play.

In Year 1, children have a natural curiosity about their physical, social and technological world. Children are provided with a holistic and integrated curriculum through which they build, design, problem-solve, represent and reflect on new learning in ways that are meaningful to them. Children have the opportunity to investigate different ways of collecting information and/or data through a range of intentional learning experiences, books, people and photos. They learn how narratives can be used to communicate and represent their changing understandings in multiple ways.

In the early years, children have the opportunity to develop an appreciation for both natural and constructed environments as they understand how places are cared for by different groups, including Aboriginal and Torres Strait Islander peoples. Children's understanding of place is further developed through investigating maps as a visual representation of Earth, as they begin to locate geographical divisions.

The concept of continuity and change is extended through exploring how family life has changed or remained the same over time and how the present is similar to, or different from, the past. The understanding of time as a sequence is developed in the context of the present, past and future.

## Content descriptions

### Knowledge and understanding

#### Geography

##### Places have distinctive features

- The location of the Equator and the Northern and Southern Hemispheres, including the poles
- The location of local places and their natural, managed and constructed features
- How places change and how they can be cared for by different groups, including Aboriginal and Torres Strait Islander peoples

#### History

##### Present and past family life

- The diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time
- How the present, past and future are represented by terms indicating time as well as by dates and changes that may have personal significance
- The differences and similarities between children's daily lives and life during their parents' and grandparents' childhoods and how daily lives have changed

### Humanities and Social Sciences skills

#### Questioning and researching

- Reflect on current understanding of a topic
- Pose and respond to reflective questions about objects, people, places and events in the past and present
- Locate information from a variety of provided sources
- Sort and record selected information and/or data

#### Analysing

- Process information and/or data collected
- Explore and discuss points of view

#### Evaluating

- Draw conclusions based on information and/or data
- Participate in decision-making processes

#### Communicating and reflecting

- Present findings in a range of communication forms, using relevant terms
- Reflect on learning and respond to findings

## 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

Year 1 Chinese: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Chinese language and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Chinese language and culture is from their school learning environment.

Students communicate in Chinese, interacting orally with their teacher and peers to talk about themselves, the members of their family, their favourite things and their pets. They recognise and copy high-frequency characters through guided group activities. Students locate key words and factual information in simple oral texts related to their personal worlds. They also locate and convey information about their personal worlds in written texts using pictures, familiar words and simple statements. Students engage with simple Chinese songs, poems and rhymes and respond by creating and performing their own simple Chinese songs, poems and rhymes. Students participate in the shared reading and retelling of well-known Chinese stories.

Students become familiar with the systems of the Chinese language, recognising how the tones can change the meaning of words. They match *Pinyin* to known Chinese characters and recognise that *Pinyin* also has tones. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposeful interactions.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different community languages, including Chinese and that Chinese and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.

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, formulaic phrases and verbal and non-verbal responses to talk about themselves, the members of their family, their favourite things and their pets, for example, 你家有几个/口人? ;我家有四个/口人, 我有爸爸、妈妈和哥哥; 我喜欢蓝色;我有一只狗
- Express gratitude and apologies, for example, 不用谢/不客气;谢谢;对不起;没关系
- Interact with simple written texts, recognising and copying high-frequency characters relating to members of their family, their favourite things and their pets, for example, 妈妈、爸爸、哥哥、妹妹;我爱我的猫

#### Informing

- Locate key words and information in simple texts such as video clips, games and songs and convey information in simple scaffolded models of spoken and visual texts related to their personal worlds
- Locate factual information about their personal worlds in written texts and convey information using pictures, labels, captions, familiar words, characters and modelled language

#### Creating

- Engage orally with simple Chinese songs, poems and rhymes, reproducing rhythm and sound patterns and respond by creating their own simple Chinese songs, poems and rhymes to convey ideas related to their personal worlds
- Participate in the shared reading and retelling of imaginative short written texts for well-known Chinese stories such as *Tadpoles Looking For Their Mama* 《小蝌蚪找妈妈》, or *Pony Crossed the River* 《小马过河》 and respond to the texts by captioning or labelling images and copying characters

#### Translating

- Match characters to the meanings and sounds of familiar words, noticing that meanings are similar or different in English or other known languages

#### Reflecting

- Notice ways of talking in Chinese that appear different to their own ways and aspects of Chinese culture that are different when speaking in Chinese such as behaviour, voice or body language

## Understanding

### Systems of language

- Recognise that *Pinyin* has tones and reproduce the four tones, but not always with accuracy
- Associate *Pinyin* with relevant characters taught
- Recognise how the tones can change the meaning of words, for example, 妈 *mā* and 马 *mǎ*
- Recognise that each Chinese character has meaning, for example, 鱼 (fish), 鸟 (bird), 姐 (elder sister)
- Copy or trace characters with attention to stroke order and direction
- Notice the formation 上下、左右、内外、独体字 and spacing of characters such as 朋 and 月
- Notice and use context-related vocabulary and begin to use some first elements of grammar to generate simple spoken and written texts for a range of purposes, including:
  - recognising nouns for pets and animals, for example, 狗、猫、蛇、鸟
  - describing things using adjectives, for example, 黄色、棕色、小、大、长、只、红色的小鸟
  - expressing likes and dislikes, for example, 你喜欢吃什么…? ; 你喜欢吃…吗? 我喜欢吃…;我不喜欢吃…
- Understand that language is organised as ‘text’ and that different types of texts have different features

### Language variation and change

- Recognise that Chinese speakers use language differently in different situations such as when socialising with peers and friends or at home with the family

### Role of language and culture

- Recognise that Australia is a multilingual society with speakers of many different world and community languages, including Chinese
- Recognise that Chinese and English borrow words and expressions from each other, for example, *typhoon*, *tai chi*, *bok choy*

## French: Second Language

### Year level description

Year 1 French: Second Language builds on the skills, knowledge and understanding required by students to communicate in the French language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the French language and culture is from their school learning environment.

Students communicate in French, interacting with their teacher and peers to share information about themselves, their age and where they live, and to talk about their favourite things. They participate in guided group activities, using simple repetitive language to support understanding and to convey meaning or to respond to teacher talk and instruction in French. Students locate key words and information in simple texts and convey factual information about their personal worlds using pictures, familiar words and simple statements. They participate in listening to and viewing a range of short imaginative texts and in shared performance of short imaginative texts.

Students become familiar with the systems of the French language, recognising and reproducing the sounds and rhythms of spoken French and become familiar with the French alphabet, noticing similarities and differences to English. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposeful interactions.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different languages, including French and that French and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.

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, using simple modelled language and gestures, to share information about themselves, their age and where they live and to talk about their favourite things, for example, *Moi, j'ai six ans; Où habites-tu ? J'habite à Perth/à la campagne/en banlieue/en ville; J'aime le sport; Moi, je préfère le fromage; Tu as un stylo ? Oui, j'ai un stylo*
- Participate in guided group activities, using simple repetitive language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning
- Respond to teacher talk and instruction, for example, *Monsieur, s'il vous plaît ?; Je ne comprends pas; Donne-moi le crayon; Voilà/voici ... merci*

#### Informing

- Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds
- Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements

#### Creating

- Participate in listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing and collaborative retelling
- Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language

#### Translating

- Share with others simple French expressions, sounds and gestures, name familiar objects and use French and/or English to conduct simple conversations

#### Reflecting

- Notice ways of talking in French that appear different to their own ways and become aware of how voice, behaviour and body language may change when speaking French

### Understanding

#### Systems of language

- Recognise and reproduce the sounds and rhythms of spoken French, noticing similarities and differences to English
- Become familiar with the French alphabet, noticing similarities and differences to English, for example, *double-v, i-grec* and the possible confusion between *g* and *j*
- Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:
  - becoming aware of the French subject-verb-object structure, for example, *J'aime le basket; Tu as un frère*

- becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives, for example, *le chien, la maison, le petit garçon, la petite fille, le copain, la copine*
- using appropriate pronouns to identify people, for example, *Je m'appelle Anne, et toi, tu t'appelles comment ? C'est elle ?*
- recognising and using some prepositions in simple sentence structures, for example, *C'est devant la maison ; Je suis sous la chaise*
- developing number knowledge for numbers 0–31
- responding to simple imperative verb forms, for example, *Viens ici !; Écoutez bien !*
- developing understanding of singular forms of common verbs in the present tense, for example, *Je suis Paul* and some forms of irregular verbs such as *aller, venir* and *faire*
- noticing and using simple questions and statements, for example, *Qu'est-ce que c'est ?; Qui est-ce ? Tu t'appelles comment ?; C'est un poisson; Je préfère les fraises*
- Understand that language is organised as 'text' and that different types of texts have different features

### **Language variation and change**

- Recognise that French speakers use language differently in different situations such as when socialising with peers and friends or at home with the family, for example, *Un bisou, Papa ! Je t'aime, ma puce !*

### **Role of language and culture**

- Recognise that Australia is a multilingual society with speakers of many different languages, including French and that French and English borrow words and expressions from each other

## German: Second Language

### Year level description

Year 1 German: Second Language builds on the skills, knowledge and understanding required by students to communicate in the German language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the German language and culture is from their school learning environment.

Students communicate in German, interacting with their teacher and peers to share information about themselves, their age and where they live, and to talk about their favourite things. They participate in guided group activities, using simple repetitive language to support understanding and to convey meaning or to respond to teacher talk and instruction in German. Students locate key words and information in simple texts and convey factual information about their personal worlds using pictures, familiar words and simple statements. They participate in listening to and viewing a range of short imaginative texts and in shared performance of short imaginative texts.

Students become familiar with the systems of the German language, recognising and reproducing the sounds and rhythms of spoken German, developing familiarity with the German alphabet and sound-letter correspondence. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposeful interactions.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different languages, including German and that German and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.

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 simple modelled language and gestures, to share information about themselves, their age and where they live and to talk about their favourite things, for example, *Ich bin fünf; Wie alt bist du?; Ich wohne in Perth; Ich mag ... (nicht); ich mag Äpfel; Ich habe eine Katze; Mein Lieblingstier ist ... Hast Du einen Bleistift?; Ich habe einen Bleistift*
- Participate in guided group activities, using simple repetitive language in songs and rhymes such as *1, 2, Polizei*, games, gestures and pictures to support understanding and to convey meaning
- Respond to teacher talk and instruction, for example, *Entschuldigung!; Bitte; Hebt/Heb die Hand; Sprecht/Sprich lauter/leiser*

#### Informing

- Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs, related to their personal worlds
- Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements

#### Creating

- Participate in listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing and collaborative retelling
- Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language

#### Translating

- Share with others simple German expressions, sounds and gestures, name familiar objects and use German and/or English to conduct simple conversations

#### Reflecting

- Notice ways of talking in German that appear different to their own ways and how voice, behaviour and body language may change when speaking German

### Understanding

#### Systems of language

- Recognise and reproduce the sounds and rhythms of spoken German, developing familiarity with the German alphabet and sound-letter correspondence, for example, through singing *das Alphabetlied* or playing games such as *Ich sehe was, was du nicht siehst*
- Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:
  - noticing that German has multiple words for 'the' and 'a/an'
  - using the possessive adjectives *mein/e* and *dein/e* or a form of *haben* and an indefinite article to express a relationship to an object, for example, *Das ist mein Bleistift*

- gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0–20 and *mehr* and *weniger*
- understanding and using some question words and the intended/related answer in limited contexts, including *was* (an object), *wer* (a person), *wie* (manner) and *wie viele* (quantity)
- using simple modelled questions and statements
- negating verbs and adjectives using *nicht*
- Understand that language is organised as ‘text’ and that different types of texts have different features

### **Language variation and change**

- Recognise that German speakers use language differently in different situations such as when socialising with peers and friends, at home with the family, for example, *Ein Kuss, Papa! Ich liebe dich, mein Schatz!*

### **Role of language and culture**

- Recognise that Australia is a multilingual society with speakers of many different languages, including German and that German and English borrow words and expressions from each other

## Indonesian: Second language

### Year level description

Year 1 Indonesian: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Indonesian language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Indonesian language and culture is from their school learning environment.

Students communicate in Indonesian, interacting with the teacher and peers to share information about themselves, their age and where they live, and to talk about their favourite things. They participate in guided group activities, using simple repetitive language to support understanding and to convey meaning or to respond to teacher talk and instruction in Indonesian. Students locate key words and information in simple texts and convey factual information about their personal worlds using pictures, familiar words and simple statements. They participate in listening to and viewing a range of short imaginative texts and in shared performance of short imaginative texts.

Students become familiar with the systems of the Indonesian language, recognising and reproducing the sound of the vowels and the letters of spoken Indonesian and recognising that Indonesian is written using the Roman alphabet. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposes.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different languages, including Indonesian and that Indonesian and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.

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, using simple modelled language and gestures, to share information about themselves such as their age and where they live and to talk about their favourite things, for example, *Berapa umur kamu? Umur saya ...; Saya tinggal di Perth; Saya suka kucing hitam; Saya tidak suka anjing*
- Participate in guided group activities, using simple repetitive language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning
- Respond to teacher talk and instruction, for example, saying the date and responding to the calling of the class roll

#### Informing

- Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds
- Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements

#### Creating

- Participate in listening to and viewing a range of short imaginative texts and respond through action, dance, singing, drawing and collaborative retelling
- Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language

#### Translating

- Share with others simple Indonesian expressions, sounds, gestures, name familiar objects and use Indonesian and/or English to conduct simple conversations

#### Reflecting

- Notice ways of talking in Indonesian that appear different to their own ways and how voice, behaviour and body language may change when speaking Indonesian

### Understanding

#### Systems of language

- Recognise and reproduce the sound of the vowels and the letters of spoken Indonesian and recognise that Indonesian is written using the Roman alphabet
- Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:
  - identifying people using pronouns, for example, Ibu and Pak and using concrete nouns for objects, for example, *buku, tas, pintu, anjing, kucing*
  - using imperatives to tell others to do something, for example, *Duduklah; Lipat tangan; Tepuk tangan*

- referring to numbers of things using cardinal numbers, for example, *nol-sepuluh, puluh, belas*
- negating verbs using *tidak*
- understanding different question words and the anticipated answer, for example, *Siapa?; Apa?; Berapa?; Di mana?*
- describing the colour and size, of an animal or thing using noun–adjective phrases, for example, *bola merah, anjing besar, kucing kecil, saya pendek*
- Understand that language is organised as ‘text’ and that different types of texts have different features

### **Language variation and change**

- Recognise that Indonesian speakers use language differently in different situations such as when socialising with peers and friends, or at home with the family

### **Role of language and culture**

- Recognise that Australia is a multilingual society with speakers of many different languages, including Indonesian and that Indonesian and English borrow words and expressions from each other

## Italian: Second Language

### Year level description

Year 1 Italian: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Italian language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Italian language and culture is from their school learning environment.

Students communicate in Italian, interacting with their teacher and peers to share information about themselves, their age and where they live, and to talk about their favourite things. They participate in guided group activities, using simple repetitive language to support understanding and to convey meaning or to respond to teacher talk and instruction in Italian. Students locate key words and information in simple texts and convey factual information about their personal worlds using pictures, familiar words and simple statements. They participate in listening to and viewing a range of short imaginative texts and in shared performance of short imaginative texts.

Students become familiar with the systems of the Italian language, recognising and reproducing the sounds and intonation patterns of the Italian language noticing similarities and differences with English and pronounce the Italian alphabet – in particular the vowel sounds *a, e, i, o, u* and the rolled *r*. They notice and use context-related vocabulary and recognise some first elements of grammar such as grammatical gender and formulaic structures with *ho* and *sono*, to generate language for a range of purposeful interactions.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different community languages, including Italian and that Italian and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.

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, using simple modelled language and gestures to share information about themselves, their age and where they live and to talk about their favourite things, for example, *Io ho sei anni; Io ho gli occhi verdi e i capelli rossi; Sono italiano, e tu? Sono australiana; Da dove vieni? Vengo da Torino; Abito a Subiaco; Hai una matita? Sì, ho una matita; Ti piace il gelato? Sì, molto; Preferisco la pizza; Gioco a football*
- Participate in guided group activities, using simple repetitive language in songs, rhymes, games such as *tombola*, songs such as *canzone alfabeto italiano*, gestures and pictures to support understanding and to convey meaning
- Respond to teacher talk and instruction, for example, *In cerchio!; Insieme; Qui; Attenzione!; Non parlare/ parlate!; Silenzio!; Alza/Alzate la mano!*

#### Informing

- Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds
- Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements

#### Creating

- Participate in listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing and collaborative retelling
- Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language

#### Translating

- Share with others simple Italian expressions, sounds and gestures, name familiar objects and use Italian and/or English to conduct simple conversations

#### Reflecting

- Notice ways of talking in Italian that appear different to their own ways and become aware of how voice, behaviour and body language may change when speaking Italian

### Understanding

#### Systems of language

- Recognise and reproduce the sounds and intonation patterns of the Italian language noticing similarities and differences with English
- Pronounce the Italian alphabet – in particular the vowel sounds *a, e, i, o, u*, the rolled *r*, the *c* as in *ciao* and the *ch* as in *chi*
- Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:

- noticing definite and indefinite articles with nouns, for example, *la matita, il libro, il quaderno; una maestra, uno studente; i ragazzi, le ragazze*
- noticing that Italian words end mostly with vowels to mark gender and number, for example, *fratello, sorella, libro, libri*
- observing that some words which do not end with a vowel are the same in English, for example, *computer, robot, yogurt, sport*
- identifying people using pronouns, for example, *io, tu*
- noticing the use of formulaic structures with *ho* and *sono* when giving personal information about state or identity, for example, *Ho due fratelli; Sono basso; Ho sei anni; Ho gli occhi verdi; Sono alto*
- understanding and responding to imperatives, for example, *Vieni qui!; Fate attenzione!*
- learning the structure of simple statements and questions based on models, for example, *Io ho sei anni; Io abito a Subiaco; È Marco? No, è Stefano*
- developing number knowledge for numbers 0–31
- Understand that language is organised as ‘text’ and different types of texts have different features
- Language variation and change
- Recognise that Italian speakers use language differently in different situations such as when socialising with peers and friends or at home with the family, for example, *Un bacio, papà!; Ti voglio bene, tesoro!*

### **Role of language and culture**

- Recognise that Australia is a multilingual society with speakers of many different worlds and community languages, including Italian and that Italian and English borrow words and expressions from each other such as *opera, pasta, spaghetti, computer*

## Japanese: Second Language

### Year level description

Year 1 Japanese: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Japanese language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Japanese language and culture is from their school learning environment.

Students communicate in Japanese, interacting with the teacher and peers in Japanese to share information about themselves and to talk about their favourite things. They participate in guided group activities, using simple and repetitive language in songs, rhymes and games. They respond to teacher talk and instruction in Japanese and use formulaic expressions to express support and respect for others during class activities. Students locate key words and simple *kanji* or *hiragana* in texts such as charts, lists, rhymes and songs that relate to their personal worlds. They engage with the shared reading and viewing of Japanese texts and use simple language to describe and respond to the characters in these texts. They participate in shared performance of short imaginative texts re-enacting and retelling stories in Japanese using modelled language.

Students become familiar with the systems of the Japanese language, beginning to recognise the sequence of *hiragana* from あ to ん and to trace some *hiragana* characters. They build on their understanding of stroke order and that individual *kanji* represent meaning as well as sounds.

In Year 1 students start to explore Japanese words that are used in English and notice how their behaviour and body language may change when they are speaking in Japanese.

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, using simple modelled language and gestures, to share information about themselves and to talk about their favourite things, for example, *ちいさい 目です; ねずみ です; ちいさい です; かわいい です; はいいろ です; すいか です; おいしい です; いちご が すきです; へび が すきじゃないです*
- Express praise, support and respect for others, using formulaic expressions such as *おめでとう、がんばって、じょうず*
- Participate in guided group activities, using simple repetitive language in songs, rhymes, games such as *じゃんけんぽん*, transactions, gestures and pictures, to support understanding and to convey meaning
- Respond to teacher talk and instruction, for example, *Tia さん は いません ; はい、います ; おやすみです ; おくれて すみません*

#### Informing

- Locate key words, simple *kanji* or *hiragana* and information in simple spoken and written texts such as charts, lists, *anime*, rhymes and songs related to their personal worlds *ちいさい です ; ももたろう は つよい です*
- Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements, for example, *ぼく の えんぴつ です ; いぬ が すき です*

#### Creating

- Participate in listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, collaborative retelling and responding to prompt questions, for example, *だれ ですか; ちいさい ですか; おおきい ですか; かわいい ですか*
- Use simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences, for example, *おには こわい ! ; いっすんぼうし は ちいさい です ; ももたろう は つよい です*
- Re-enact or retell simple stories or interactions with puppets, props, actions or gestures, using modelled language, for example, *おむすびころりん*

#### Translating

- Identify key words in children's stories or songs and provide English translations or explanations of meaning, for example, *むかしむかし; おわり*
- Find examples of Japanese words used in English and explain what they mean, for example, *sushi, karate, origami*

#### Reflecting

- Notice ways of talking in Japanese that appear different to their own ways and notice how voice, behaviour and body language may change when speaking Japanese

## Understanding

### Systems of language

- Recognise and reproduce the sounds and rhythms of spoken Japanese
- Learn how sounds are produced and represented in the three different scripts
- Recognise, trace and copy some *hiragana*
- Recognise that *kanji* and *hiragana* have stroke order, for example, using *tai chi* to demonstrate stroke order
- Understand that each individual *kanji* represents meaning as well as sounds, for example, 月 Moon, 一月 January
- Recognise sequence of *hiragana* あ to ん, for example, through singing a *hiragana* rap song
- Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:
  - understanding basic word order in simple sentences, for example, *noun* が すき です; りんごが すき です; adjective + noun です; おおきいいぬ です
  - referring to numbers of things using cardinal numbers 0–10, for example, 一、二、三
  - recognising that numbers 4, 7 and 9 have more than one reading
  - learning to describe the colour, size and shape of things, for example, みどり です; おおきい です; まる/しかく/ほし です
  - recognising and responding to a request using verb ください, for example, すわって ください
- Understand that language is organised as ‘text’ and that different types of texts have different features

### Language variation and change

- Understand that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people, and that particular interactions can vary between cultural contexts, for example, the use of titles in Japanese ~さん/~せんせい compared with the informal use of names in Australian English

### Role of language and culture

- Recognise that Australia is a multilingual society with speakers of many different languages, including Japanese, and that Japanese and English borrow words and expressions from each other and from other languages, for example, *sushi*, *origami*, *anime* and *manga*

## Mathematics

### Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. 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 Year 1, children become more familiar with the number system beyond two digits. They manipulate and compare small collections, using them to build calculation strategies and model real-world situations. Children explore their world, comparing everyday items based on different measurement attributes. They name two-dimensional shapes and three-dimensional objects and read the time on digital clocks. Children describe and reason about the likelihood of familiar events occurring and answer questions of interest by collecting categorical data.

## Content descriptions

### Number and algebra

#### Understanding number

- Say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero
- Explore different ways to represent and partition collections up to 100, including in groups of 10, using concrete materials
- Explore partitions of numbers with small collections using part-part-whole relationships
- Explore different ways to equally group or share collections
- Explore and create a half by dividing a physical whole into two equal parts or a collection into two equal quantities, using the language of sharing and grouping

#### Patterns and relationships

- Continue and create repeating patterns. Explore and label repeating patterns to show how many of each element is in a repeat unit (core)

#### Calculating with number

- Manipulate collections to add and subtract quantities to 20 and beyond, exploring a range of strategies

#### Financial mathematics

- Explore different payment formats and identify Australian coins and notes, according to their value

#### Modelling with number

- Represent quantities and actions in real-world situations involving adding, taking away, sharing or equal groupings using role-play, concrete materials, drawings or numbers. Describe the meaning of the representations and answers in context

### Measurement and geometry

#### Two-dimensional space and structures

- Name and classify familiar two-dimensional shapes based on sides and vertices using informal language
- Directly and indirectly compare lengths, including by counting uniform informal units
- Give and follow directions within familiar locations

#### Three-dimensional space and structures

- Recognise, sort and name familiar three-dimensional objects and identify the two-dimensional shapes that comprise them
- Directly and indirectly compare the capacities of a pair of containers

**Non-spatial measurement**

- Directly compare the masses of two objects by hefting and using balance scales
- Read the time on digital clocks and make connections to routines. Explore and describe duration informally in years, months, weeks, days, hours, minutes and seconds

**Probability and statistics****Probability**

- Describe and reason about the likelihood of familiar events occurring, using the everyday language of chance

**Statistics**

- Answer simple questions of interest by collecting and comparing categorical data to record frequencies

## Science

### Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. 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 the world.

Science provides opportunities for children to use their senses to observe and gather information, describe, make comparisons, sort and classify to create an order that is meaningful.

In Year 1, children group plants and animals based on their observations of external features. They observe physical changes to materials to establish their composition remains unaffected. Children explore water as a natural resource and how it is used by people, plants and animals in different ways. They investigate how objects can move or change shape when force is applied.

Children pose questions and make predictions and are introduced to ways of sorting and ordering data. They compare their observations with their predictions and communicate findings with others. Children use their science knowledge to make decisions and choices in their environment, such as how to stop an object in motion or how to look after water sources.

## Content descriptions

### Science understanding

#### Biological sciences

- Plants and animals have external features that serve a purpose and by which they can be grouped

#### Chemical sciences

- Materials can be changed physically without changing their composition

#### Earth and space sciences

- Water is a natural resource that comes from a range of sources and is used by people, plants and animals in different ways

#### Physical sciences

- The strength and direction of a push or a pull force affects how an object moves or changes shape

### Science inquiry

#### Questioning and predicting

- Pose questions and make predictions based on knowledge and experiences

#### Planning and conducting

- Engage in guided investigations to answer questions, test predictions and assess risks
- Make and record observations, including informal measurements

#### Processing, modelling and analysing

- Sort and order data using provided tables and represent data using visual or physical models

#### Evaluating

- Compare observations to predictions and identify further questions for investigation

#### Communicating

- Communicate observations, ideas, and findings using everyday and scientific vocabulary

#### Collaborating and applying

- Use science knowledge and understandings to make decisions and choices in their environment

## Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 1. 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 experiences are informed by the Principles and Practices of the Early Years Learning Framework. 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 ways force generates movement in objects, or identify essential needs for animals and plants, or know sources of familiar food, or recognise properties of selected materials and develop design thinking skills to create solutions.

In Year 1, children have opportunities to explore and create solutions 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 investigate the process of designing and producing products for personal needs.

Children have a natural curiosity about their physical, social and technological world and learn through play and experimentation. They observe, manipulate and explore objects and ideas, materials and technologies. Children explore technologies taking particular note of the materials, equipment, and ways to work safely to make products. They begin to develop an understanding that products have a purpose for their own personal needs and that of others. Children have opportunities to create solutions through guided learning, focusing on ideas and design for a personal need. They use available technologies and materials to safely manage and create a preferred solution, and evaluate these solutions based on personal preferences.

## Content descriptions

### Contexts

#### Engineering principles and systems

- Force generates movement in objects and can be affected by materials

#### Food and fibre production

- Living things are used in everyday life for food and clothing

#### Food specialisations

- Familiar foods are sourced from various places
- Foods are prepared in a range of ways for consumption

#### Materials and technologies specialisations

- Properties of a material determine its selection for a specified purpose

#### Technologies and society

- People use technologies to create products for personal needs

#### Design thinking skills

#### Project management

- Share ideas and work with others to develop a solution

#### Investigating and defining

- Explore ideas and design opportunities for a personal need

#### Designing

- Design solutions through drawing, modelling and/or a sequence of steps

#### Producing and implementing

- Use available technologies and materials to safely create a solution

#### Evaluating

- Use personal preferences to evaluate the solution for a personal need

## Digital Technologies

### Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. 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 digital technologies use, while developing an understanding of what the internet is, participating in digital contexts safely and developing foundational skills in computational thinking.

In Year 1, children have opportunities to create a range of solutions through guided learning, focusing on the use of digital systems comprised of hardware and software that are used together to achieve a common goal. Children explore ideas and design opportunities, and identify important information from data. They learn to follow a visual representation of a sequence of steps through flowcharting.

Children learn that data can be represented as images, symbols, numbers and words, and that some data is personal, owned by them and should be shared only with trusted people. They access their school account, with assistance. Children use available technologies to safely manage and create a preferred solution, and evaluate these solutions based on personal preferences.

## Content descriptions

### Digital systems

- Digital systems have hardware and software that are used together

### Data representation

- Data can be represented as images, symbols, numbers and words

### Privacy and security

- Some data is personal, owned by them and can be shared with trusted people
- Access their school account, with assistance, using a recorded username and password

### Digital implementation

- Follow a visual representation of an algorithm (sequence of steps)

### Design thinking skills

#### Project management

- Share ideas and work with others to develop a solution

#### Investigating and defining

- Explore ideas and design opportunities for a personal need

#### Designing

- Design solutions through drawing, modelling and/or a sequence of steps

#### Producing and implementing

- Use available technologies and materials to safely create a solution

#### Evaluating

- Use personal preferences to evaluate the solution for a personal need

## The Arts

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 1. 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 descriptions

In Year 1, learning in Dance builds on the dispositions developed in the early years.

Students use their natural curiosity to explore improvised movement responding to a variety of stimuli. Students continue to develop control and coordination of locomotor and non-locomotor movements and begin to experiment with three of the elements of dance (body, space and time) to create simple dance sequences in a supportive, safe environment.

They have the opportunity to perform dance expressing ideas through movement to an audience. As an audience, students make simple observations of dances they view and make, exploring what they like and why.

Students discover different types of dance and when these are performed.

## Content description

### Making

#### Ideas

- Exploration and improvisation of movement ideas to create simple dance sequences

#### Skills

- Exploration of, and experimentation with, three (3) elements of dance
  - Body:
    - body awareness (awareness of body in space in relation to objects)
    - body zones (whole body movements, moving different parts of the body)
    - body bases (feet, knees)
  - Space:
    - levels (medium, low)
    - direction (forward, backward)
    - personal space and general space
    - dimensions (big, small)
    - shape (straight, curved, angular)
  - Time:
    - tempo (fast, slow)to create dance sequences
- Locomotor (walking, skipping, running) and non-locomotor (twisting, bending, turning, swaying) movements to develop body control, coordination and strength
- Safe dance practices, including respecting others in the dance space

#### Performance

- Performance of planned and improvised dance sequences that express feelings, ideas and experiences to an audience
- Performance skills (facing and looking out into the audience) when presenting dance

#### Responding

- Audience behaviour (being attentive, responding appropriately) to dance
- Different types of dance and when these dances are used
- Personal responses, expressing ideas and feelings about dances they view and make

# Drama

## Year level description

In Year 1, learning in Drama builds on the dispositions of learning developed in the early years.

Students explore personal experiences to create drama and develop improvisation skills. They are introduced to the element of role and continue to experiment with voice and movement to create their drama.

Students experience the roles of performers and audience members, learning performance skills and audience behaviour. They have the opportunity to explore the different places where drama is performed.

As they make and respond to drama, students explore the key moments in drama they view and make.

## Content description

### Making

#### Ideas

- Use of dramatic action to sequence events to communicate an idea or message

#### Skills

- Exploration and experimentation of three (3) elements of drama:
  - voice (loud, soft, varying loud and soft)
  - movement (big, small, use of facial expressions)
  - role (fictional character)to create drama
- Use of known stories and personal experiences to create drama with simple objects and available technologies
- Improvisation skills (contributing to the progression of action) to develop dramatic action

#### Performance

- Performance of planned and spontaneous drama that expresses feelings, moods, ideas and experiences to an audience
- Performance skills (performing towards the audience, raising chin for good eye lines) when sharing drama with peers

### Responding

- Audience behaviour (paying attention to the development of a story) when viewing drama
- Different places where drama is performed
- Personal responses expressing ideas and feelings to key moments in drama they view and make

# Media Arts

## Year level description

In Year 1, learning in Media Arts builds on the dispositions developed in the early years.

Students experiment with familiar signs and symbols, used in different contexts, to communicate an idea or story.

They explore and experiment with technical codes and conventions, and are introduced to audio and written codes to produce media work to share with others.

As students make and respond to media work, they express ideas and feelings about media work they view and produce.

## Content description

### Making

#### Ideas

- Exploration and experimentation of images, sounds and text to communicate ideas and tell stories
- Use of familiar signs and symbols, including logos and icons, used in different contexts

#### Skills

- Exploration and experimentation with the codes and conventions of media:
  - technical (capturing, selecting and arranging images)
  - symbolic (objects, colour)
  - audio (selecting and capturing sounds to create a mood or feeling; loudness and softness)
  - written (adding text)to produce media work

#### Production

- Production of media through the selection and editing of sound, text and images, to communicate an idea or story to an audience

### Responding

- Different media work that convey messages (advertisements on television, billboards, digital and print)
- Personal responses, expressing ideas and feelings about the media work they view and produce

# Music

## Year level description

In Year 1, learning in Music builds on the dispositions developed in the early years.

Students continue to develop aural skills through exploring the elements of rhythm, tempo, pitch, dynamics, form and timbre. They improvise with sounds and simple rhythm and pitch patterns to create music ideas. They record and share music ideas using symbols, notation and movement.

Students experience music as performers and audience members, learning to sing and play instruments in tune and in time, and responding to changes in tempo and dynamics.

As they make and respond to music, students have the opportunity to explore places and occasions where music is performed, and express ideas and feelings about the music they listen to and make.

## Content description

### Making

#### Ideas

- Improvisation with sounds, simple pitch and rhythm patterns to create music ideas
- Use of symbols, notation, movement and relevant technology to explore and communicate music ideas

#### Skills

- Development and consolidation of aural skills by exploring the elements of music, including:
  - rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, □, Z)
  - tempo (getting faster, getting slower)
  - pitch (explore a limited pitch set)
  - dynamics (use terminology and symbols for loud (*forte, f*) and soft (*piano, p*))
  - form (echo patterns, call and response)
  - timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music

### Performance

- Practise of their own and others' music to perform for an audience
- Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)

### Responding

- Audience behaviour (being quiet during a performance; clapping after a performance)
- Places and occasions where different types of music are experienced and performed
- Personal responses expressing ideas and feelings about the music they listen to and make

# Visual Arts

## Year level description

In Year 1, learning in Visual Arts builds on the dispositions developed in the early years.

Students explore specific ideas as an inspiration to create original artwork. They continue to explore materials and are introduced to the visual element of space, while continuing to develop skills in shape, colour, line and texture. Students experiment with a variety of media, materials and techniques when creating artwork.

Students present artwork that communicate ideas to specific audiences.

As they make and respond to artwork, students express feelings and ideas about artwork they view and make.

## Content description

### Making

#### Ideas

- Exploration of, and experimentation with, the visual elements of shape, colour, line, space and texture
- Exploration of different materials, media and/or technologies when creating artwork

#### Skills

- Development of artistic skills through experimentation with:
  - shape (geometric shapes)
  - colour (mixing primary colours to create secondary colours)
  - line (broken, jagged, dashed)
  - space (background, foreground)
  - texture (changes in texture; transfer of texture)to create artwork
- Exploration of techniques and art processes, such as mixed media, colour mixing or drawing

#### Production

- Use of visual art elements and techniques, to create 2D and 3D artwork, that communicate an idea to an audience
- Display of artwork

#### Responding

- Appreciation of different types of artwork and where and how it is displayed
- Personal opinions, feelings and ideas about artwork they view and make

