

TEAM OF LIFE AUSVELS CURRICULUM LINKS

- SPORT! – Page 5: Critical thinking, intercultural understanding
- Exploring cultural significance- Page 7: Civics and Citizenship, Personal and Social capability
- Didgeridoo- Page 7: Languages other than English, Intercultural Understanding
- Cultural Protocols - Page 7: Intercultural Understanding, Personal and social learning
- Respect- Page 7: Personal and Social Learning, Critical and creative thinking, Intercultural Understanding
- Writing a letter to your ancestors- Page 8: English – Literacy and language, Personal and social capability
- Dancing sport- Page 8: Dance, Physical Education
- Arriving in Australia- Page 8: The Arts – Drama – making, ensemble/devising
- National Anthem- Page 9: Critical thinking, Literacy

| Domains | Dimensions | Focus |
|-------------------------|--------------------------|---|
| The Arts - Drama | Creating and Making | <ul style="list-style-type: none"> • Create roles and relationships • Create dramatic action • Shape dramatic action • Offer, accept and negotiate situations • Plan, rehearse and perform |
| | Exploring and Responding | <ul style="list-style-type: none"> • Identify, explain and comment on drama experiences (both own and others) as a participant and as audience |
| The Arts - Dance | Creating and Making | <ul style="list-style-type: none"> • Reference a range of contemporary and traditional styles of dance • Develop aesthetic qualities in movements sequences that best express creative intention |
| | Exploring and Responding | <ul style="list-style-type: none"> • Identify, describe and analyse modes of dance making • Analyse production elements in dance works • Analyse and interpret use of elements of dance and movement vocabulary |
| English/Literacy | Language | <ul style="list-style-type: none"> • Expressing and developing ideas • Text structure and organisation - working with script • Language for interaction – rehearsal and collaboration • To consolidate both ‘learning to read’ and ‘reading to learn’, students explore the language features of performance based texts. |
| | Literature strand | <ul style="list-style-type: none"> • Students are given opportunities to develop an informed appreciation of how stories and characters are developed in order to achieve particular purposes such as to generate pleasure and engagement, and for performance to an audience |
| | Literacy | <ul style="list-style-type: none"> • Interpreting, analysing & evaluating – researching the issues • Interacting with others • Creating texts - letters • Producing texts- letters |

| Domains | Dimensions | Focus |
|---------------------------------------|--|---|
| Humanities and Social Sciences | History Local/national history/ international and use of a range of sources | <ul style="list-style-type: none"> • Students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationship to others past and present. In these levels, • Students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. • Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts. |
| Civics and Citizenship | Community Engagement | <ul style="list-style-type: none"> • Students explore and consider different perspectives and articulate and justify their own opinions on local, national and global issues. They refine their opinions, values and allegiances. They apply their knowledge and skills in a range of community-based activities |
| Health and Physical Education | Movement and physical activity | <ul style="list-style-type: none"> • Students develop proficiency in a range of high-level movement and manipulative skills related to sports. • Students at this stage acquire descriptive and analytical skills for discussing roles and rules in competitive sports and they undertake a variety of roles in team games, including player, coach, and umpire and administer. They reflect on the experiences and develop an awareness of the responsibilities that accompany leadership roles. |
| General Capabilities | Critical & creative thinking | <ul style="list-style-type: none"> • Students think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation. |
| | Personal & social capability | <ul style="list-style-type: none"> • Recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively. |
| | Ethical Behaviour | <ul style="list-style-type: none"> • Ethical behaviour involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. |
| Cross Curriculum Priorities | Aboriginal & Torres Strait Islander histories and cultures | <ul style="list-style-type: none"> • Opportunities to link with this CCP. Who are the original peoples of your local area? How could you connect with them? What can you learn from them? |