



Connected Outcomes Group (A)

Connection focus: exploring the influence of the natural, built and heritage environments on people's lifestyle choices, leisure and artistic expression. Our actions impact upon the environment and have implications for the future.

Creative Arts

The natural environment is a rich source of ideas. From the micro to the macro and the tangible to the spiritual, the forces of nature inspire artists to make works. The sounds, surfaces, forms, rhythms and patterns in nature are all phenomena that can be investigated by students when making works.

HSIE

Students identify and evaluate how people interact with and change natural, built and heritage environments through Australian case studies of world environments, including knowledge of Aboriginal land use and customary beliefs. Opportunities for social and civic participation can be developed as a result of environmental investigations. Students develop their own values and attitudes associated with ecological sustainability, among other values and attitudes.

Students will be engaged in:

- developing a performance
- making a mixed media artwork
- undertaking an environmental case study
- evaluating the effect of peoples' use and management of a sensitive environment
- investigating the impact of environment on health
- producing a model of an energy efficient house.

Science and Technology

As part of a global society, Australians are influenced by trends, materials and technologies from around the world. They adapt and modify designs and technologies to suit the Australian environment and the needs of people now and in the future.

PDHPE

Students have opportunities to explore content related to environmental health. This connection links with natural environment concepts and how humans fit into the management of the environment. Students explore how different environments and products and services can impact on personal safety. Students explore safety through a variety of contexts including school, road, home, rural and water. The choices that students make are a key factor in relation to issues such as safety. This connection focuses on students developing a commitment towards keeping themselves, the environment, and others, safe from harm.

Planned assessment:

- review and analysis of artworks based on the school environment
- evaluation of the design process and models of energy efficient homes
- analysis of a media report describing the impact of development on the environment
- analysis and review of dramatic production on the social impact of disasters
- analysis of improvisation and composition in dance
- analysis of safety in the school environment
- observation of singing and instrumental accompaniment in music.

Students engage in the design process by researching designs and technologies from around the world that relate to sustainability, aesthetics, culture and lifestyle in the built environment. They consider preferred futures.

Students apply their knowledge and understandings by designing and making models of residential dwellings to be located in different Australian environments – case study environment or local environment.

Students should consider suitability of materials, design and function of spaces, efficient use of resources i.e. heat, water, light and waste products.

Living Land

Stage 3



Connection description

The following information describes how the KLAs connect and contribute to the connection focus. Outcomes are unpacked and connections with specific content are described. The key concepts and enduring understandings describe skills, knowledge and understandings that can be transferred to new contexts.

NB. This information can be adapted by teachers who may wish to incorporate school specific content that still addresses syllabus requirements and the outcomes chosen for this connected outcome group.

Literacy connections:	Numeracy connections:
<p>Texts that inform and persuade</p> <p>Talking and listening: developing a focus question for research</p> <p>Reading: finding main idea and point of view</p> <p>Writing: using persuasive texts to express a point of view to a variety of audiences</p>	<p>Data: read and interpret graphs with scales of many-to-one correspondence. Analyse graphs relating to road safety issues and report on findings.</p> <p>Length: convert between metres and kilometres; millimetres, centimetres and metres. Convert measurement units in climate graphs.</p>

KLA	Outcomes	Connections	Content	Key concepts and enduring understanding
CREATIVE ARTS	<p>DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.</p> <p>DAS3.2 Explores, selects, organises and refines movement, using the elements of dance to communicate intent.</p> <p>DAS3.3 Discusses and interprets the relationship between content, meaning and context of their own and others' dances.</p> <p>DRAS3.1 Develops a range of in-depth and sustained roles.</p> <p>DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.</p> <p>DRAS3.3 Devises, acts and rehearses drama for performance to an audience.</p> <p>DRAS3.4 Responds critically to a range of drama works and performance styles.</p> <p>MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.</p> <p>MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts.</p> <p>MUS3.3 Notates and discusses own work and the work of others.</p>	<p>The natural environment is a rich source of ideas. From the micro to the macro and the tangible to the spiritual, the forces of nature inspire artists to make works. The sounds, surfaces, forms, rhythms and patterns in nature are all phenomena that can be investigated by students when making works.</p>	<p>Content is presented as suggested learning opportunities for students.</p> <p>In Dance, students can:</p> <ul style="list-style-type: none"> use shapes, line, rhythms or patterns found in the natural environment or in artists' works that represent the environment as stimulus for dance explore and organise movement using aspects of space, time, dynamics and relationships to communicate about the forces of nature. <p>In Drama, students can:</p> <ul style="list-style-type: none"> use movement and improvisation to develop and present a performance which explores the forces of nature and its impact on the community, e.g. bushfires consolidate and extend belief in roles, manipulating drama elements to enhance meaning and critically evaluate drama. <p>In Music, students can:</p> <ul style="list-style-type: none"> learn to play and sing a song about the environment learn to perform in unison and in parts, demonstrating independence as well as emerging ensemble skills in vocal and instrumental performance learn about pulse, rhythm, harmony and tone colour through their performance and listening activities. 	<p>Dance: Students take on roles of choreographers and dancers to compose and perform a dance work about the contrasts they perceive in nature.</p> <p>Drama: Students confidently use movement, mime and improvisation to playbuild a drama based on the themes of the unit.</p> <p>Music: Students learn musical repertoire that relates to the themes of the unit and create a class performance that is the culmination of learning and manipulating singing and instrumental patterns in the repertoire.</p> <p>Visual Arts: Students explore landscape as subject matter for artmaking – they way artists represent the land; how to document and capture built and natural environments using 2D media; culminating in a work that represents their own local environment.</p>

KLA	Outcomes	Connections	Content	Key concepts and enduring understanding
CREATIVE ARTS	<p>VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.</p> <p>VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.</p> <p>VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.</p> <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks.</p>		<p>In Visual Arts, students can:</p> <ul style="list-style-type: none"> investigate ways of recording responses to their local environment by making sketches and documenting ideas develop these investigations into artworks develop skills and techniques using a variety of media look at how various artists have represented the environment. 	
HSIE	<p>ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.</p> <p>ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.</p>	<p>Students use an Australian environmental case study to explore its geographical features. Students develop technical language, understanding of the different environmental features related to landform, use, climate and biodiversity of the selected case study. Include knowledge of Aboriginal land use and customary beliefs. Provide opportunities for social and civic participation to be developed as a result of environmental investigations.</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> geographical terminology e.g. latitude and longitude communities, regions and environments in Australia and the world effects of human and natural changes on environments ecologically sustainable development of environments different perspectives about the maintenance and improvement of environments selected natural or built heritage sites in the world, through case studies. 	<p>Students have experience in examining an environmental case study using geographical processes and terminology.</p>

KLA	Outcomes	Connections	Content	Key concepts and enduring understanding
Science and Technology	<p>DMS3.8 Develops and resolves a design task by planning, implementing, managing and evaluating design processes.</p> <p>UTS3.9 Evaluates, selects and uses a range of equipment, computer-based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks.</p> <p>BES3.1 Creates and evaluates built environments, demonstrating consideration of sustainability and aesthetic, cultural, safety and functional issues.</p>	<p>As part of a global society Australians are influenced by trends, materials and technologies from around the world. They adapt and modify designs and technologies to suit the Australian environment and the needs of people now and in the future.</p> <p>Students engage in the design process by researching designs and technologies from around the world that relate to sustainability, aesthetics, culture and lifestyle in the built environment, considering preferred futures.</p> <p>Students apply knowledge and understandings by designing and making models of residential dwellings to be located in different Australian environments, e.g. rural or metropolitan.</p> <p>Students should consider suitability of materials, design and function of spaces, efficient use of resources i.e. heat, water, light and waste products.</p>	<p>Content is selected from the Science and Technology big ideas.</p> <p>Students learn that:</p> <ul style="list-style-type: none"> communities create complex environments, e.g. towns and cities, that address the needs of large numbers of people systems that provide services to communities greatly influence the types of environments that we build people influence the quality of life into the future through the products, systems and environments that they design, construct and use authorities are established to regulate standards of building and development. <p>Students learn to:</p> <ul style="list-style-type: none"> research needs that influence the development of products, systems and environments and establish criteria for the evaluation of produced designs generate design concepts that reflect the consideration of aesthetic, cultural, safety, sustainable and functional requirements methodically evaluate design concepts and use the results to further develop and improve ideas produce annotated concept sketches and (freehand) drawings for use by other people research the role of people who work in design and production evaluate equipment, materials and processes by researching, trialling and experimenting to ensure that requirements and constraints of investigation and design tasks are met work independently with equipment and materials, and apply established procedures for their safe use. 	<p>Students independently plan, implement the design process and evaluate the results using design criteria. They consider the implications of design in relation to environmental, aesthetic, cultural, ethical, safety and functional factors.</p> <p>Students recognise that built environments are systems created to meet the needs and requirements of people and communities.</p>

KLA	Outcomes	Connections	Content	Key concepts and enduring understanding
PDHPE	<p>PHS3.12 Explains the consequences of personal lifestyle choices.</p> <p>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems.</p> <p>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.</p> <p>DMS3.2 Makes informed decisions and accepts responsibility for consequences.</p>	<p>Students have opportunities to explore content related to environmental health. This connection links with natural environment concepts and how humans fit into the management of the environment. Students explore how different environments and products and services can impact on personal safety. Students explore safety through a variety of contexts including school, road, home, rural and water. The choices that students make are a key factor in relation to issues such as safety. This connection focuses on students developing a commitment towards keeping themselves, the environment, and others, safe from harm.</p>	<p>Content selected from PDHPE to support teaching and learning within this connection includes:</p> <ul style="list-style-type: none"> • Making decisions – decision making process; considering the effect of decisions on others; risk taking and decisions; evaluating decisions • Environmental health - energy conservation; global pollution; recycling; environmentally friendly products; planting programs • Home and rural safety – safety with machines, appliances, animals and substances; promoting safety awareness; responsibility for self and others • School and play safety – minimising hazards around the school/playground; promoting safety awareness at school and in play situations • Road safety – pedestrian safety; passenger safety; safety on wheels • Water safety – in different water environments 	<p>Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They understand, describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.</p>

Planning page

Resources	Literacy links include:	Numeracy links include:
<p>Creative Arts</p> <ul style="list-style-type: none"> • A visual arts diary to record ideas, experiments, notes and reflections. • Beyond the Frame (DET)# • Quantum leaps (DET)# • Exploring the worlds of K–6 drama: from Ancient Anna to the Cloth of dreams (DET)# • Vocal-Ease modules 1 and 2 (DET) # (teachers' book is available as a pdf on arts action CD-ROM [DET]#) • Search the Art Gallery of NSW database for links to artworks at http://www.artgallery.nsw.gov.au/collection/advanced_search <p>PDHPE</p> <ul style="list-style-type: none"> • Move ahead with street sense, Stage 3 (RTA) <p>HSIE</p> <ul style="list-style-type: none"> • Great National Parks of Australia, ABC video, this is out of production, the text provides alternatives • A collection of media articles that examine local and global environmental issues. <p>Science and Technology</p> <ul style="list-style-type: none"> • A design folder to keep a record of design tasks. The folder should include reflections on steps in the design process and new learning throughout the unit. • Library resources relating to the chosen case study and forms of energy. <p>Collaborate with your teacher-librarian for teaching and resource support.</p> <p>#Additional copies of some DET resources are available from DET sales at: https://www.det.nsw.edu.au/doingbusiness/product_service/schcurresource/index.htm</p> <p>Links to additional sources for resources: Henry Parkes Equity Resource Centre Library (the Library has a collection of COGs resources, including out of print resources, which can be borrowed a term at a time) https://detwww.det.nsw.edu.au/adminandmanage/infoman/eqreslib.htm</p> <p>School libraries and information literacy http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/tablecogs.htm ISP matrix for COGs</p> <p>TaLe http://www.tale.nsw.edu.au</p>	<ul style="list-style-type: none"> • locates relevant information and point of view in factual texts • writes to inform and persuade • uses language in different contexts i.e. to entertain, inform and influence • identifies visual literacy techniques used by an author • writes descriptive texts as an artist's statement. <p>Links to English programming support: Programming starters: https://detwww.det.nsw.edu.au/curr_support/english_prog/progstarts1.htm</p> <p>Programming templates: https://detwww.det.nsw.edu.au/curr_support/english_prog/templates.htm</p> <p>Connections with texts: https://detwww.det.nsw.edu.au/curr_support/english_prog/conn_texts.htm</p>	<ul style="list-style-type: none"> • interprets scale on maps and plans • analyses data presented in graphs • constructs three - dimensional models from drawings • draws and labels a map of the school environment • uses scale to calculate distances on a map • converts between measurement units. <p>Links to Mathematics programming support: https://detwww.det.nsw.edu.au/curr_support/maths_prog/index.html</p>

Term planner (This example shows how this unit can be planned over a term.)



Click here for Assessment task supporting S3



Click here for Smart Notebook supporting S3



Learning object



Internet based activity

Week	Creative Arts	HSIE	PDHPE	Science and Technology
1	Visual Arts - responding to the natural and built environments Visual Arts - contrasts in local environments	Local neighbourhoods are different in different places An environmental case study – Kosciuszko National Park (or alternative case study)		Design task: Design and model proposals for the modification of a home or school to make it more energy efficient Global effects and built environments Identifying needs and wants – ongoing assessment
2	Visual Arts - responding to natural, built and heritage environments – artwork	Natural features of the environment	Analysing risk in the school environment (Weeks 2–4)	Designing modifications to houses to better suit environments i.e. case study environment or local environment
3	Visual Arts – environment artwork Dance – Nature as a starting point for dance	Mapping features of Kosciuszko National Park	Environmental health – examining a local or global issue	Generating and selecting ideas (Weeks 3–4)
4	Visual Arts – artwork (cont.) Dance – (cont.) Music – the earth is our mother	Climate of the Kosciuszko area		Developing plans and proposals Evaluating and modifying plans
5	Visual Arts –artwork (cont.) Dance (cont.)	People of the Kosciuszko area – Aboriginal communities		Constructing models and presentations
6	Drama – responding to an environmental tragedy	People of the Kosciuszko area – European settlement	Planning for a dangerous situation	Constructing models and presentations
7	Drama – developing a performance	Media release		Groups present models to the class
8	Drama – developing a performance (cont.)	Impact of tourism		Evaluating proposals – assessment task
9	Drama - group performance			Presentation of proposals and evaluation of design processes
10				

Unit of work

Outcomes	Learning experience	Planned assessment
	<p>Activities in this connected outcome group have been organised in four sections:</p> <ul style="list-style-type: none"> • Section 1 – <i>Recognising</i> the local neighbourhood as a place connected to the Earth and influenced by its location. • Section 2 – Recognising that our homes and schools can be designed, constructed and used in ways that have less impact on the environment. • Section 3 – Recognising risk and being safe and healthy in our homes and schools. • Section 4 – Appreciating our natural environment and valuing it for our lifestyles and the future. 	
	<p>Section 1 – Recognising the local neighbourhood as a place connected to the Earth and influenced by its location.</p>	
	<p>Local neighbourhoods are different in different places Connection link: understanding that location on the planet greatly influences how neighbourhoods are designed and how they are used to satisfy the needs of people.</p> <div data-bbox="958 627 1413 927" data-label="Image"> </div> <ul style="list-style-type: none"> • Using <i>Google Earth</i>, students pretend they are space travellers and journey from outer space to visit 'neighbourhoods in different places including your own local neighbourhood (by inserting an address in the Search function in the side menu) and two selected from the list below: Tennant Creek - 19 39 22.29 S, 134 11 17.93 E or 19 38 36.05 S, 134 11 47.06 E Redfern - 33 53 35.34 S, 151 12 13.11 E Tempe - 33 55 14.72 S, 151 09 40.48 E Alexandria - 33 54 03.47 S, 151 11 49.9 E Beach - 33 53 29.34 S, 151 16 39.13 E or 43 18 57.82 N, 1 59 39.58 W Venice (no roads) - 45 26 14.98 N, 12 20 14.42 E • Students survey each neighbourhood to find evidence of: <ul style="list-style-type: none"> - types of activities people do in each neighbourhood - how people provide for their basic needs for food and shelter - how people move around the neighbourhood - how they spend their leisure time. 	

Outcomes	Learning experience	Planned assessment
	<ul style="list-style-type: none"> • Students compare neighbourhoods and discuss the influence of climate on the way people live. • Students suggest the ways people in each location depend on aspects of their environment for living. 	

Outcomes	Learning experience	Planned assessment
<p>Creative Arts: Visual Arts</p> <p>VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks</p> <ul style="list-style-type: none"> • <i>talks about the meaning of artworks, recognising that an audience may value an artwork in different ways.</i> <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks</p> <ul style="list-style-type: none"> • <i>discusses how the artist communicated ideas and represented places and spaces.</i> 	<p>Creative Arts</p> <p>Responding to the natural and built environments</p> <p>Connection link: understanding diversity in local environments through visual art.</p> <ul style="list-style-type: none"> • Compare pairs of artworks from Beyond the Frame image kit (DET) (e.g. images 18 & 22, 2 & 33, 28 & 25) The notes on the back of the images provide additional information. Question students about the artworks. Consider: <ul style="list-style-type: none"> - the initial impressions of the works (feelings and emotional response) - details in the artworks (what you see) - media and techniques (how the work was made) - location and time represented in the artworks. What clues are there to identify the time and place represented in the work? e.g. the clothing of the subjects. - how various audiences may respond and value the artworks differently (i.e. different cultures, and different times in history). • Discuss the environments depicted. For example: <ul style="list-style-type: none"> - what might the environment in image 22 from Beyond the frame, View upon the Nepean River, at the Cow Pastures, NSW, look like now? Why might it have changed? - compare and contrast how the environment is depicted in image 22 with the depiction in image 18. • Also look at works depicting the Australian landscape by artists such as Albert Namatjira, Arthur Streeton, Fred Williams, John Glover, Rover Thomas, John Olsen. • Search the Art Gallery of NSW database for links to artworks at http://www.artgallery.nsw.gov.au/collection/advanced_search • Compare and discuss how these artists have represented the environment. <p>For additional ideas, look at Learning experience 1, in the unit of work, <i>Evoking the environment</i> from arts action CD-ROM (DET).</p> <p>Introduce visual arts diaries to document ideas, experiments and notes. The diary may include drawings, photographs, diagrams and written information. It may be used for reflection, evaluation and assessment.</p> <p>NB shaded text is background information for teachers.</p>	

Outcomes	Learning experience	Planned assessment
<p>Creative Arts: Visual Arts</p> <p>VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world</p> <ul style="list-style-type: none"> represents the qualities of the natural and built environment using a variety of techniques. <p>VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways</p> <ul style="list-style-type: none"> explores the use of line and tone in drawing. <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks</p> <ul style="list-style-type: none"> discusses the techniques the artist has used to represent places and spaces. 	<p>Contrasts in local environments</p> <p>Connection link: understanding differences in local environments through visual art.</p> <ul style="list-style-type: none"> Examine picture book images that represent changes in an environment such as Jeannie Baker's books <i>Belonging</i>, <i>Window</i> and <i>Home</i>. List on a chart the terms used when discussing Jeannie Baker's work. For example, consider: <ul style="list-style-type: none"> some of the main elements in Jeannie Baker's work e.g. line, tone, texture, colour, shape, balance, harmony, pattern some of the techniques Jeannie Baker uses, e.g. collage, overlapping, texture, layering, tonal gradation. Refer to Lie of the land reference for examples. Information on the charts can be recorded into students' Visual Arts diaries. Students explore the use of various drawing techniques to create an illusion of surface texture (e.g. hatching, cross-hatching, shading, repeat patterns, and overlapping) <p>Drawing and other art making techniques are demonstrated in Lie of the land.</p> <ul style="list-style-type: none"> Students use a variety of drawing techniques to record shapes, lines and textures found within the school grounds. A range of media could be used to record different textures e.g. pencil, pen, charcoal, crayon, pastels. Students could also make a frottage or rubbing of various textures. <p>A frottage is where a sheet of paper or material is placed on a surface and an image is made by rubbing over the surface with a pencil, crayon or charcoal to re-create lines, patterns, shapes and textures. These may be used in future works, or placed into student Visual Arts diaries.</p> <ul style="list-style-type: none"> Question students during the production of their artworks and encourage them to reflect on their own art making by recording ideas, notes and experiments in their visual arts diaries. <p>Lie of the land is a unit of work from Literacy and numeracy through the arts. This can be found at: http://www.curriculumsupport.education.nsw.gov.au/litnum/lieoftheland/index.html</p> <p>(Literacy link: identifies visual literacy techniques used by an author)</p>	

Outcomes	Learning experience	Planned assessment
<p>Creative Arts: Visual Arts</p> <p>VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world</p> <ul style="list-style-type: none"> • <i>closely observes and records details of the natural and built environments</i> • <i>uses various techniques including overlapping, perspective, tonal gradation, mark-making and pattern when drawing.</i> <p>VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways</p> <ul style="list-style-type: none"> • <i>makes an artwork responding to the natural and built environment using a variety of media.</i> <p>VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks</p> <ul style="list-style-type: none"> • <i>writes about the meaning of their artwork (artist's statement).</i> 	<p>Creative Arts</p> <p>Natural, built and heritage environments</p> <p>Connection link: exploring and responding to the school environment through visual art.</p> <ul style="list-style-type: none"> • Working in small groups, students take two photographs in the school environment: one of the natural environment, e.g. plants, gardens and trees; and one of the built environment, e.g. buildings, classrooms, doorways and gates. • Make enlarged photocopies of the photographs. If possible, increase the tonal contrast of photocopies by reducing the amount of grey so that the image is almost black and white. This may help the students to copy the image. Photocopies are used because the images can be enlarged and the tones and contrasts can be enhanced. • Students make a drawing based on a detail of the photocopy of the natural environment. Focus on line, shape and pattern, using drawing techniques explored in the previous activity. Use soft pencils such as 4B or 6B, or graphite. Repeat the activity using the photocopy of the built environment. • Compare and contrast the difference in line, shape and pattern between the two drawings, e.g. manufactured and natural textures, straight and controlled lines and curved harmonious lines. • Over a period of five weeks, students develop one artwork or a combined/related body of work that may include the two drawings as well as other investigations. A focus of the final work could be to emphasise the difference between the two environments. A combination of techniques and media may be used. See Lie of the land for an example of drawing, printmaking and painting combined in one work. • Students should consider how and where the final work will be displayed. Exhibit student work within the school or at a local community centre. Students write an artist's statement to accompany their work. This needs to include information about the work, e.g. how it was made (media and techniques) and why it was made (intentions – what meaning they intended to communicate to the audience). <p><i>(Literacy link: writes descriptive texts as an artist's statement)</i></p>	<p>Assessment strategy</p> <p>The teacher:</p> <ul style="list-style-type: none"> • observes and questions students about techniques and styles used during production of their artworks • analyses students' artist's statements. <p>Assessment criteria</p> <p>The student:</p> <ul style="list-style-type: none"> • illustrates the contrast between the natural and built environment in their artwork • writes about their intention and the meaning of their work in the form of an artist's statement. <p>These criteria address outcomes VAS3.1, VAS3.2, VAS3.3</p>
	<p>Section 2 – Recognising that our homes and schools can be designed, constructed and used in ways that have less impact on the environment.</p>	
<p>Science and Technology</p> <p>DMS3.8 Develops and resolves a design task by planning, implementing, managing and evaluating design processes</p> <ul style="list-style-type: none"> • <i>researches needs that influence the development of products, systems and environments and establishes criteria for the evaluation of produced designs</i> • <i>generates design concepts that reflect the consideration of aesthetic, cultural, safety and functional requirements</i> • <i>methodically evaluates design concepts and uses the results to further develop and</i> 	<p>Design task: Design and model proposals for the modification of a home or school to make it more energy efficient</p> <p>Connection link: developing capacities to modify the places we live in and use to make them more environmentally sustainable.</p> <p>This task is adapted from 'A house for now and the future' available at: http://www.curriculumsupport.education.nsw.gov.au/primary/scitech/index.htm</p> <p>Introduction</p> <p>Students can design modifications to an existing home in their immediate environment, or an existing home in a case study environment. A useful source of information about homes in the case study environment can be found by searching for available properties in real estate sites on</p>	<p>Assessment strategy</p> <p>Ongoing observation and on completion of the task.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • observes student's use and understanding of the design process • analyses documentation of the design process in design folders • analyses each groups' review of their design process.

Outcomes	Learning experience	Planned assessment																				
<p><i>improve ideas</i></p> <ul style="list-style-type: none"> • produces annotated concept sketches and freehand drawings for use by other people • selects tools with equipment and resources to meet the requirements of production and use • researches the role of people who work in design and production • assesses the efficiency of processes of design and production and evaluates the result against established criteria for success. <p>BES3.1 Creates and evaluates built environments demonstrating consideration of sustainability, aesthetic, cultural, safety and functional issues</p> <ul style="list-style-type: none"> • systems that provide services to communities greatly influence the types of environments that we build • people will influence the quality of life into the future through the products, systems and environments that they design, construct and use • authorities are established to regulate standards of building and development • computers can be used to control the functions of systems and the conditions in built environments. <p>UTS3.9 Evaluates, selects and uses a range of equipment, computer-based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks</p> <ul style="list-style-type: none"> • works independently with equipment and materials, and applies established procedures for their safe use • considers issues of safety, appearance, ethics; and social and environmental appropriateness when making choices of equipment, materials and processes • describes the roles of people who develop equipment, materials and processes. 	<p>the Internet. Many real estate agents web sites offer virtual tours, brochures, and additional information via email.</p> <p>It is important that students find out the orientation of the property with respect to the path of the sun, the direction of prevailing wind or other weather patterns.</p> <p>Exploring the task: Planning</p> <p>Global effects and built environments – the need to design buildings to suit environments</p> <ul style="list-style-type: none"> • Introduce the concept that: ‘the human impact on global environments and nature’s impact on built environments are interrelated’. • Explain that students will be completing a design task: ‘Design and model proposals for the modification of a home or school to make it more energy efficient.’ • Ask: what are the major stages in a design process? Review stages the students have worked through to resolve an earlier design task. Discuss key terms used in the design brief, e.g. energy efficiency, modifications. • Begin a KWLH on the topic of energy. Some focus questions include: <ul style="list-style-type: none"> - what is energy? - what are renewable and non-renewable resources and their uses? - why build energy efficient homes? For example: <table border="1" data-bbox="618 746 1756 1126"> <thead> <tr> <th></th> <th>What I Know</th> <th>What do I Want to know</th> <th>What have I Learnt</th> <th>How do I know the information</th> </tr> </thead> <tbody> <tr> <td>What is energy?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What are renewable and non-renewable resources and their uses?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Why build energy efficient homes?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • If possible, visit a building site or invite an architect or town planner to give a talk on energy use in the construction of buildings and sustainable energy uses in homes. Students should ask questions about building in different environments such as: <ul style="list-style-type: none"> - how does the climate impact on the types of homes people need to build? - how should we consider the environment when we are designing and building? • As a follow-up to the talk, have students identify aspects of homes or schools that influence its energy efficiency, e.g. transfer of energy through glass windows, use of heaters and lights, heat generated by sunlight on walls, loss of heat through ceilings and roofs. • Review students’ design process knowledge. Ask students: why do we establish criteria for 		What I Know	What do I Want to know	What have I Learnt	How do I know the information	What is energy?					What are renewable and non-renewable resources and their uses?					Why build energy efficient homes?					<p>Assessment criteria</p> <p>The student:</p> <ul style="list-style-type: none"> • makes connections between energy efficiency and the design of their house • identifies the issues of efficiency/sustainability in their design and make task • shows their understanding that aesthetics and functional qualities must be considered in their design • uses the relevant terminology • assesses the effectiveness of their design processes and suggests how the process could be improved. <p>These criteria address outcomes DMS3.8, BES3.1, UTS3.9</p>
	What I Know	What do I Want to know	What have I Learnt	How do I know the information																		
What is energy?																						
What are renewable and non-renewable resources and their uses?																						
Why build energy efficient homes?																						

Outcomes	Learning experience	Planned assessment
	<p>success when we start designing? How do we use the criteria we establish? Students should recognise that criteria are established to help them judge the success of their development and that evaluation against the criteria should occur throughout the design process.</p> <ul style="list-style-type: none"> • Have students draft a short list of criteria that might be used to judge the success of their proposed modifications. Criteria for the proposed modifications might include: reduce energy use in the day-to-day living, improve living conditions, complement the design of the existing structure, making it cost effective. • Discuss: <ul style="list-style-type: none"> - how will our knowledge help us to improve the design to make the residence more energy efficient? - how will designs differ between the two environments? <p>Generating ideas and realising solutions: Conducting</p> <ul style="list-style-type: none"> • Ask students: What means could we use to find out how other people have improved the energy efficiency of buildings and environments? Students should refer to earlier discussions with architects and town planners. They should identify libraries, magazines, web sites, councils, etc as sources of relevant information. • Have students work in groups to prepare a list of ideas on how energy efficiency might be improved. Have each group report to the class while the teacher synthesises an overall list that represents the collection of ideas across the class group. • Divide students into groups of 4–6 for the purpose of designing modifications to a selected residence. Working in groups, have students identify strategies to make the residence more energy efficient. For example, turning off the lights during lunch break, changing to off-peak electricity, planting trees to shade buildings from the western sun, erecting awnings or shade cloth structures, installing blinds or window coverings, installing insulation. • Students may want to research other countries that have similar climates and conditions for ideas. • Students collect and record information in a learning log that will help them make informed decisions when planning. They use the ‘criteria for success’ when evaluating the worth of the different ideas. • Students choose specific roles within groups, such as architect, builder, garden designer or electrician, to research their responsibilities. • Have each group work collaboratively to design modifications to their house, keeping in mind the ideas of energy efficiency and sustainability. They need to sketch floor plans and front and side views (elevations). • Each group considers the most appropriate way it will present and explain its proposal to the class. • Ask groups to evaluate their designs using the criteria, and to modify their design where necessary. • Have groups present their designs to the class, justifying and explaining the design features they have included to improve energy efficiency. • Each group discusses and lists materials and equipment needed to construct their model/s. 	

Outcomes	Learning experience	Planned assessment
	<ul style="list-style-type: none"> If necessary, have students develop a plan for modelling any significant modifications or additions to the property. Each group will identify roles and responsibilities of group members. Discuss, as a class, safety procedures to be used while building their models. <p>Evaluating processes and solutions: Evaluating</p> <ul style="list-style-type: none"> Groups present their models to the class with an explanation of the general location of the residence and a summary of issues that impact on environmental efficiency. Have the class evaluate each proposal. Have each group prepare a response sheet for use by the class. Questions should be based on the criteria for success. If relevant, have class members make comparisons between designs for the two different environments. Groups may present their models to other school personnel and community members, highlighting their understanding of energy efficiency and sustainability. Groups may make recommendations for housing in the local area, based on codes and restrictions, referring to the criteria they have established. Have each group review the design process it used. Ask students: <ul style="list-style-type: none"> how could our design process be improved? did we meet the requirements of the design task? why so or why not? what skills did I develop by working through the design task? Have each group document their review findings. <p>English This task requires students to use most of the <i>Talking and listening, Reading and writing</i> outcomes. Explicit teaching of the information process will support the design and make process. An outline of the Information Skills Process can be found at: http://www.schools.nsw.edu.au/schoollibraries/pdf/infoskills.pdf</p> <p>Mathematics This task links three-dimensional and two-dimensional <i>Space and geometry</i> outcomes in constructing three-dimensional models from two-dimensional drawings.</p>	
<p>PDHPE SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</p> <ul style="list-style-type: none"> demonstrates ways to improve unsafe environments. <p>DMS3.2 Makes informed decisions and accepts responsibility for consequences</p> <ul style="list-style-type: none"> analyses situations and information in order to make an informed decision. 	<p>PDHPE Analysing risk in the school environment Connection link: understanding the importance of safety in the places we live in and use.</p> <ul style="list-style-type: none"> In small groups, students observe and analyse the school environment to identify areas where safety may be at risk. Areas for observation might include vehicle and pedestrian entry and exit points, play equipment and trip hazards, such as fallen branches and slippery floors. Students could take photographs or make sketches to include in their presentation. Each group is to analyse the risk situation and present findings to the class. Presentations need to include: 	<p>Assessment strategy The teacher</p> <ul style="list-style-type: none"> observes and analyses group findings and recommended improvements for safety. <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> analyses situations and identifies possible risks makes recommendations in

Outcomes	Learning experience	Planned assessment
<p>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</p> <ul style="list-style-type: none"> enlists the support of appropriate authority. 	<ul style="list-style-type: none"> a school map with the risk area marked and labelled identification of particular groups who may be at risk e.g. Early Stage 1 students, bike riders recommendations or steps involved in order to improve the risk situation. <p>• Groups need to consider who could use this information and what authorities they could notify e.g. the RTA, local council or student council.</p> <p>• As a class, discuss:</p> <ul style="list-style-type: none"> why is it important to be able to identify risk situations in our school environment? what risk situations do we need to be aware of outside our school environment? e.g. traffic environment, water environment, home or rural environment what responsibility should you take if you identify a potential risk or a hazardous situation? what strategies can you use if you identify a potential risk or dangerous situation in your home environment, the local park, the footpath in your street? <p>For additional information, refer to <i>Move ahead with street sense – Stage 3 – a road safety resource to support the PDHPE syllabus.</i></p> <p>(Literacy link: presents information gathered through research) (Numeracy link: draws and labels a map of the school environment)</p>	<p>order to improve unsafe environments.</p> <p>These criteria address outcomes SLS3.13, DMS3.2, PSS3.5</p>
<p>PDHPE</p> <p>PHS3.12 Explains the consequences of personal lifestyle choices</p> <ul style="list-style-type: none"> researches current issues affecting the environment. <p>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</p> <ul style="list-style-type: none"> enlists the support of appropriate community bodies in order to solve a problem. <p>HSIE</p> <p>ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value the environment</p> <ul style="list-style-type: none"> identifies environmental issues describes the impact of the issue on the local environment 	<p>Environmental health</p> <p>Connection link: understanding the relationship between the environment and people's health.</p> <ul style="list-style-type: none"> In small groups, students choose an article from their local paper that addresses an environmental issue e.g. clearing of parklands for development, pollution of a local creek. Each group reads the article and identifies the issues to report back to the class. Each group's presentation needs to identify: <ul style="list-style-type: none"> the issue, and then describe the point of view or position the article takes how the issue impacts on the environment how the issue impacts on the health of individuals and the community two or more possible solutions. Discuss issues where the class could take action on e.g. a presentation of solutions to local council. <p>(Literacy link: uses research and group discussion skills to identify key issues and possible solutions)</p>	

Outcomes	Learning experience	Planned assessment
<p>HSIE ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, and change and value their environment</p> <ul style="list-style-type: none"> identifies and lists information covered in the video. 	<p>HSIE Kosciuszko National Park (Alpine region) Connection link: a case study of a natural environment. <i>An alternative case study can be used that is representative of a global environment in Australia e.g. the Great Barrier Reef (coral reef), Uluru National Park (desert), Kakadu National Park (wetlands), Greater Blue Mountains (temperate forest/woodlands).</i> This lesson uses a 10 minute video segment, <i>Kosciuszko National Park</i>, from the ABC video <i>Great National Parks of Australia</i>. This video can be borrowed from the Equity Resource Library (phone (02) 9550 2874) and many council libraries. A collection of images or bookmarked internet sites can be used to replace the video.</p> <p>Alternative resources to support some other case studies include:</p> <ul style="list-style-type: none"> <i>Naturally Australia</i> video available from ABC content sales Audio recordings from: http://abc.net.au/rn/features/walkpark/ <p>For the Great Barrier Reef go to www.gbrmpa.gov.au > Information services > student projects > library image library.</p> <ul style="list-style-type: none"> Before viewing - students predict and list key topics that might be included in the video. During viewing - students record information in point form under listed headings. After viewing - combine and compare information as a class. Further viewing - view video slowly, stopping at relevant places to discuss and record additional information, including more detailed notes. Students keep these notes for future reference. <p>Additional information on Kosciuszko National Park can be found at: http://www.nationalparks.nsw.gov.au</p> <p><i>(Literacy link: viewing for specific information)</i></p>	
<p>HSIE ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment</p> <ul style="list-style-type: none"> identifies key features of an alpine environment researches and presents information on the alpine environment. 	<p>Natural features of the environment Connection link: a case study of a natural environment.</p> <p>Students work in groups to research one aspect of Kosciuszko National Park (or the alternative case study):</p> <p>Information sources can include: http://www.nationalparks.nsw.gov.au/npws.nsf/content/Australian+Alps+Bioregion</p> <ul style="list-style-type: none"> Organise groups of students to research the following aspects: <ul style="list-style-type: none"> alpine region features – (also known as a bioregion) landform. In particular the topography, significant flora and fauna, towns and resorts in Kosciuszko National Park (climate is addressed in a following lesson) caves, including limestone caves e.g. Yarrangobilly Caves glacier Lakes (also known as cirque lakes) and other ‘wetlands’ e.g. Blue Lake Ramsar. Corroboree frog Mountain Pygmy Possum 	

Outcomes	Learning experience	Planned assessment
	<ul style="list-style-type: none"> - Bogong moths. • Groups report back to the class to share their information. Jigsaw/expert groups can be used. Refer to p. 183, BOS, <i>HSIE K–6 units of work</i> for information on how to organise jigsaw/expert groups. • Discuss the differences between national parks and wilderness areas in terms of their use, access by people and the need for conservation of the area. <p>(<i>Literacy link</i>: strategies for choosing relevant information from a range of texts - can be included as part of English program)</p>	
<p>Creative Arts: Dance</p> <p>DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities</p> <ul style="list-style-type: none"> • <i>perform continuous improvised movement.</i> <p>DAS3.2 Explores, selects, organises and refines movement, using the elements of dance to communicate intent</p> <ul style="list-style-type: none"> • <i>compose a sequence using movement observed from improvisation.</i> <p>DAS3.3 Discusses and interprets the relationship between content, meaning and context of their own and others' dances</p> <ul style="list-style-type: none"> • <i>discuss the process of improvisation and composition.</i> <p>PDHPE</p> <p>Dance outcomes in PDHPE link with Dance in Creative Arts.</p> <p>DAS3.7 Performs a range of dance styles and sequences confidently</p> <ul style="list-style-type: none"> • <i>composes own sequences for performance, using a variety of stimuli.</i> 	<p>Nature as a starting point for dance</p> <p>Connection link: exploring and responding to the school environment through dance.</p> <p><i>Allow at least two sessions with additional time allocated for choreographers.</i></p> <ul style="list-style-type: none"> • Introduce contrasts that occur in nature, e.g. day/night, summer/winter, birth/death, natural/built environments. Discuss these contrasts in terms of colours, textures, movements, and shapes. • In small groups, students improvise movements. Ask students to experiment with ways that some of these themes can be translated into movement improvisations, e.g. winter may be interpreted using small linear movements and closed body shapes to represent staying indoors, while summer could be represented through sweeping, curved and open body shapes to represent the outside opportunities of summer. • Select eight students to work in pairs as choreographers. Each pair is allocated one of the themes from the initial discussion. The choreographers will observe and notate movements of the other students during the following activity, which they will later use to shape a dance work. The choreographers could notate the movement using graphics, e.g. stick figures, shapes, patterns or descriptive words. • Class improvisation. Divide the remainder of the students into two groups: <ul style="list-style-type: none"> - group A: improvise continuous movement that complements the ideas discussed in the movement brainstorm - group B: individuals choose a dancer in group A to copy. When the teacher claps, they select someone else to copy. • Between lessons, choreographers compose a short movement sequence based on their theme, using movement they have notated during the class improvisation exercise. • Select a group of students for each pair of choreographers to work with (ensure mixed ability). Each group learns, rehearses and presents their work. Reflect on and discuss the process used by the choreographers to structure and shape a movement sequence. • Discuss the success of the work. • Students write about the process of composing and performing the movement sequence: self assessment. <p>For additional ideas refer to: <i>Contrast</i>, p. 130 <i>Quantum leaps</i> (DET)</p>	<p>Assessment strategy</p> <p>The teacher:</p> <ul style="list-style-type: none"> • reviews and analyses self-assessment (written) of the process of composing and performing the movement sequence. • observes student participation in activities and performance. <p>Assessment criteria</p> <p>The student:</p> <ul style="list-style-type: none"> • describes how movement was created and selected in improvisation, and how the group sequenced movement to communicate their theme • evaluates the success of the work. <p>These criteria address outcomes DAS3.1, DAS3.2, DAS3.3 (Creative Arts) DAS3.7 (PDHPE)</p>

Outcomes	Learning experience	Planned assessment
<p>HSIE ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner</p> <ul style="list-style-type: none"> uses geographical terminology and tools to locate and investigate environments locates Kosciuszko National Park using latitude and longitude uses complex mapping key, symbols and scale to locate features on a map. 	<p>Mapping of Kosciuszko (or alternative case study) Connection link: a case study of a natural environment.</p> <p>Download and photocopy (or make overheads of) the three maps from: http://www.nationalparks.nsw.gov.au/parks.nsf/ParkContent/N0018?OpenDocument&ParkKey=N0018&Type=C</p> <ul style="list-style-type: none"> Park overview Northern section Central section <p>Additional maps can be found at http://www.nationalparks.nsw.gov.au/npws.nsf/Content/Australian+Alps+-+maps</p> <ul style="list-style-type: none"> Locate Kosciuszko National Park on a world map identifying latitude and longitude. Beginning with the <i>Park overview</i> map showing the full national park, guide students through the following mapping activities: <ul style="list-style-type: none"> locate the scale and estimate some of the distances shown on the map e.g. length (170 km) and width (45 km) of park; distance from Jindabyne to Khancoban as the crow flies (50 km), and by road (about 90 km) identify location of north, south, east and west. Use these terms when identifying locations e.g. Khancoban is north-west of Jindabyne use the key to identify the different features e.g. the difference between Kosciuszko National Park and wilderness areas, walking tracks, 4WD tracks, private property, historic buildings, sealed roads, unsealed roads, ski-tube. Use the other two maps for the following activities: <ul style="list-style-type: none"> identify the scale used and compare to previous map (these two maps are more detailed) identify the topographic features e.g. reservoirs, valleys, gullies, peaks, rivers, lakes (these maps appear as satellite images). Discuss the terrain you would encounter if you walked the Lobbs Hole trail and Blowering Cliffs track. Use maps to support your opinion. <p><i>(Numeracy link: uses scale to calculate distances on a map)</i></p>	
<p>HSIE ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner</p> <ul style="list-style-type: none"> analyses temperature and precipitation graphs considers the effects of temperature and precipitation on human interaction in the area. 	<p>Climate of the Kosciuszko area (or alternative case study) Connection link: a case study of a natural environment.</p> <ul style="list-style-type: none"> Download temperature and precipitation graphs from http://www.nationalparks.nsw.gov.au/parks.nsf/ParkContent/N0018?OpenDocument&ParkKey=N0018&Type=S Define temperature, precipitation and elevation. Discuss how they are measured: temperature (degrees Celsius), precipitation (millimetres), elevation (metres) Locate the measurements on the axes of the graphs. Locate the places on previous maps and note temperature, precipitation and elevation. Students use the graphs to write questions and answers for a class quiz e.g. which month had the highest/lowest rainfall? Which month had the highest/lowest temperature? Select students to present their questions to the class. 	

Outcomes	Learning experience	Planned assessment
	<ul style="list-style-type: none"> • Discuss: <ul style="list-style-type: none"> - the impact of climate on the environment - the way people interact with the environment e.g. housing, clothing and leisure. <p>(Numeracy link: presents a context for reviewing the teaching and interpretation of column graphs from Mathematics; converts between measurement units)</p>	
<p>Creative Arts: Music</p> <p>MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating knowledge of musical concepts</p> <ul style="list-style-type: none"> • maintains a steady beat while performing • performs in unison and in parts. <p>MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts</p> <ul style="list-style-type: none"> • experiments with movement to accompany singing • creates a class arrangement which varies the layers of sound. <p>MUS3.3 Notates and discusses own work and the work of others</p> <ul style="list-style-type: none"> • devises graphic symbols to represent sound, as a means of recording and communicating own musical ideas. 	<p>Musical expression: ‘The earth is our mother’</p> <p>Connection link: exploring and responding to a natural environment through music.</p> <p><i>This lesson focuses on understanding that the environment acts upon people’s lifestyle choices, leisure and artistic expression, and that our decisions have implications for the future. This activity is based on ‘The earth is our mother’ from Vocal-Ease modules 1 & 2 CD-ROM (DET).</i></p> <ul style="list-style-type: none"> • Listen to the recording of ‘The earth is our mother’ and softly perform a body percussion accompaniment to the song. • Discuss the lyrics of the song. • Teach the song phrase by phrase and perform the song in unison. More experienced classes could also add the harmony as a second vocal line or as an instrumental line. The song ‘Wearing my long wing feathers’ from <i>Vocal-Ease modules 1 & 2 CD-ROM (DET)</i> can also be added as a partner song. • Experiment with simple movements to accompany the song. The movements should reflect the ideas in the song. • Experiment with rhythmic and melodic ostinato patterns to accompany the song. Teach the patterns by singing them and playing them using body percussion before transferring them to percussion instruments. Effective ostinato patterns are demonstrated in ‘The earth is our mother’ unit on the <i>arts action CD-ROM</i>. • Create a class performance that uses both singing and instrumental patterns. Explore variations in the layers of sound, adding instrumental lines gradually until all parts have entered. • Experiment with a different version of the class performance. Use graphic symbols to represent the sound and structure of the class performance and variations. The backing tracks on the <i>Vocal-Ease modules 1 & 2 CD-ROM</i> could be used. • Use the class performance of ‘The earth is our mother’ as part of the drama performance on natural disasters. 	<p>Assessment strategy</p> <p>The teacher:</p> <ul style="list-style-type: none"> • observes student participation in performing activities. <p>Assessment criteria</p> <p>The student:</p> <ul style="list-style-type: none"> • performs a song in unison • performs simple instrumental accompaniments both individually and in groups • creates a class arrangement using singing and instrumental patterns • uses graphic symbols to represent the class arrangement. <p>These criteria address outcomes MUS3.1, MUS3.2, MUS3.3</p>

Outcomes	Learning experience	Planned assessment
<p>HSIE ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value the environment</p> <ul style="list-style-type: none"> investigates the significance of the area to different Aboriginal tribes develops an understanding of the effect of white settlers on Aboriginal people interprets texts referring to Aboriginal people for bias and position of writer. 	<p>People of the Kosciuszko area (or alternative case study) Connection link: a case study of a natural environment and how it is used. Aboriginal communities</p> <p>The high country was used as a meeting place for the different Aboriginal groups during the summer months. Several different Aboriginal tribes have been identified as accessing the area. These include: Wolgal (Wolgulu/Walgalu), Waradgery (Wiradjuri), Ngarigo, Ngunawal, Jaimathang (Yaimathang).</p> <ul style="list-style-type: none"> Use the following web sites to select sections of information about the Aboriginal people of the area. Students read and develop a snapshot of the Aboriginal groups who lived with the land in the Kosciuszko area: http://www.cooma.nsw.gov.au/culturalmap/aboriginal/aboriginal.htm http://www.powerhousemuseum.com/hsc/snowy/impact.htm http://www.nationalparks.nsw.gov.au/npws.nsf/Content/South+Eastern+Highlands+-+regional+history http://www.nationalcapital.gov.au search for ngunnawal then select the fact sheet. Use the web site information to develop a class discussion on: <ul style="list-style-type: none"> places of significance to Aboriginal people e.g. the Ginini area, Mt Gingera, waterholes, caves reasons for visiting the high country e.g. Bogong moth harvesting social and spiritual aspects of life that were part of these gatherings e.g. ceremonies, initiations, marriages the cultural background of the author i.e. Aboriginal or non-Aboriginal eurocentric points of view and the reasons for this i.e. the dispersion of Aboriginal people, lack of accurate records. <p><i>(Literacy link: identifies point of view)</i></p>	
<p>HSIE ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value the environment</p> <ul style="list-style-type: none"> researches European settlement and uses of the Kosciuszko alpine area describes and considers the interaction of people on a specific aspect of the Kosciuszko environment identifies and explains the effects of different uses of the Kosciuszko area. 	<p>People of the Kosciuszko area (or alternative case study) Connection link: a case study of a natural environment and how it is used. European settlement</p> <p>Students research the question: 'What effect did European activity have on the area?'</p> <ul style="list-style-type: none"> Use the web site http://www.powerhousemuseum.com/hsc/snowy/impact.htm to select sections of information related to European settlement of the area. These include: <ul style="list-style-type: none"> the Snowy in the 19th century a wasted resource? environmental and social costs environmental and social benefits new towns Snowy scheme kids a multicultural workforce. Students read the texts in groups and gather at least three key points about how European settlement may have impacted upon the environment. Combine research in a class mind map. 	

Outcomes	Learning experience	Planned assessment
	<ul style="list-style-type: none"> Discuss what information these texts have in common, and what is different. <p>(Literacy link: locates and compares information)</p>	
<p>HSIE ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value the environment</p> <ul style="list-style-type: none"> reads and discusses environmental issues associated with Kosciuszko National Park develops own response to a specific environmental issue. 	<p>Media release Connection link: a case study of a natural environment and how it is used.</p> <ul style="list-style-type: none"> Use the web sites: http://www.nationalparks.nsw.gov.au/npws.nsf/Content/kosciuszko_pom_media_releases http://www3.environment.nsw.gov.au/npws.nsf/Content/Kosciuszko+Wild+Horse+Managemen+t+Plan+announced and make photocopies or an overhead of the article 'Kosciuszko wild horse management plan'. As a class, deconstruct the article: <ul style="list-style-type: none"> what is the main purpose of the article? (to promote the plan) who are the key groups involved? (NPWS, Wild Horse Management Steering Committee) what is the key issue or central point? (paragraph 5) what evidence is included to support the plan? (paragraph 6) what methods will be used to solve the problem? (paragraph 7) what evidence is included to support these methods? (paragraphs 7, 8, 9) what language is used in the article to promote and persuade? (e.g. major achievement, almost two years of discussion) Use the article as the basis for an informal class discussion or debate: 'What do you think should be done about wild horses in the national park?' <p>(Literacy link: uses modelled reading and class discussion to identify key issues and supporting evidence)</p>	
<p>HSIE ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value the environment</p> <ul style="list-style-type: none"> selects and research a specific tourist activity in the Kosciuszko area selects appropriate information to include in a letter to the local council or information brochure. 	<p>The impact of tourism on the Kosciuszko area (or alternative case study) Connection link: a case study of a natural environment and how it is used.</p> <p>Students select a recreational activity from the Kosciuszko area to write either a newspaper report, letter to the editor or a media release on the effect of this activity on the environment.</p> <ul style="list-style-type: none"> Each student gathers information on one aspect of tourism in Kosciuszko National Park in order to evaluate the effect of tourism on the environment. Students apply knowledge and understandings gained from previous lessons. They select appropriate information to include in the task using an inquiry process (refer to p. 12 HSIE syllabus). Topics could include: <ul style="list-style-type: none"> snow sports horse riding camping bush walking canoeing/kayaking fishing mountain huts. Students use this information to write either a newspaper report or a letter to the editor. Their 	<p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> analyses student's article on one aspect of tourism in Kosciuszko National Park. <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> gives reasons for the location of the activity in the national park explains the relationship between the recreation activity and the environment analyses the effect of the recreation activity on the environment provides examples of how the environment has been

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	<p>writing needs to include:</p> <ul style="list-style-type: none"> - the location and some background information on the recreational activity e.g. time of year, resources needed, people involved, reasons for the activity - the effect of the recreational activity on the environment - ways people can reduce or minimise the effect of the activity on the environment - a personal opinion, with reasons, on the ecological sustainability of the recreational activity. <p>(Literacy link: writes about more complex topics to persuade and inform)</p>	<p>adapted and changed</p> <ul style="list-style-type: none"> • examines how people are acting to minimise the effects of the activity on the environment • explains the value of ecological sustainability and its application to the selected tourist activity. <p>These criteria address outcomes ENS3.6,</p>
<p>Creative Arts: Drama</p> <p>DRAS3.1 Develops a range of in-depth and sustained roles</p> <ul style="list-style-type: none"> • <i>develops and sustains belief in a variety of roles to represent characters, ideas, feelings and situations.</i> <p>DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms</p> <ul style="list-style-type: none"> • <i>combines and manages the elements of drama e.g. tension, space, focus and mood, to communicate the depth of the meaning of their drama work through voice/movement skills</i> • <i>interprets a dramatic context through movement, mime and improvisation.</i> <p>DRAS3.3 Devises, acts and rehearses drama for performance to an audience</p> <ul style="list-style-type: none"> • <i>devises, rehearses and acts in drama using voice and movement skills to convey meaning to an audience.</i> <p>DRAS3.4 Responds critically to a range of drama works and performance styles</p> <ul style="list-style-type: none"> • <i>evaluates drama performances in order to reflect upon and enhance their own drama work and the work of others.</i> <p>PDHPE</p> <p>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</p> <ul style="list-style-type: none"> • <i>identifies factors that may cause emergency situations</i> • <i>describes the consequences of emergency situations on individuals and the community.</i> 	<p>Responding to an environmental tragedy</p> <p>Connection link: exploring and responding to an environmental event through performance.</p> <p>Understanding that the environment impacts upon people's lifestyle choices, leisure and artistic expression and that our decisions have implications for the future.</p> <p>The following activity is based on the unit 'Ashes remembered' in <i>Exploring the worlds of K–6 drama: from Ancient Anna to the Cloth of Dreams</i> (DET)</p> <p>Introduction – Movement, mime and improvisation</p> <p>Note: It is important to be sensitive to students' previous experiences.</p> <ul style="list-style-type: none"> • Discuss natural disasters and environmental tragedies such as floods, bushfires, drought, storms, cyclones, oil spills and consider their degree of social impact. • Choose an example, e.g. floods, and develop a mind map of the consequences of this natural disaster on the built environment. • View pictures of rivers, creeks and waterfalls. Discuss ways in which water travels on the earth, e.g. big and small rivers, creeks, rapids, stormwater, floods, waterfalls, and discuss how it travels, e.g. gushes, trickles. • Students use different body parts to make a pathway of a slow, winding, wide river and then a fast, raging rapid river. • Using movement and mime, students further explore other aspects of the selected natural disaster. • Talk about and reflect on the fears and emotions displayed in the event of a flood. Also discuss the impact on flora and fauna. • Experiment with creating sound effects and images to explore this concept further. <p>Planning for a dangerous situation (PDHPE link)</p> <ul style="list-style-type: none"> • Discuss situations where emergency assistance may be required. Consider the range of situations and injuries that may occur. In small groups, ask students to select an emergency situation and suggest a sequence of actions to assist themselves and others within that situation. Ask questions such as: <ul style="list-style-type: none"> - what steps would you take to prevent this situation? - what steps would you take to deal with this situation? - who would you contact? 	<p>Assessment strategy</p> <p>The teacher:</p> <ul style="list-style-type: none"> • observes, questions and discusses students' drama making in groups • analyses student's written character profile • analyses student's review of one of the drama pieces. <p>Assessment criteria</p> <p>The student:</p> <ul style="list-style-type: none"> • sustains belief, energy and focus to develop character/role • develops and combines elements of drama in performance through movement and voice skills • devises movement and collaborates with others in rehearsal and acts to convey meaning to an audience • evaluates drama performance in written/oral responses to reflect upon and enhance their own drama work and the work of others. <p>These criteria address outcomes DRAS3.1, DRAS3.2, DRAS3.3, DRAS3.4</p>

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<p>DMS3.2 Makes informed decisions and accepts responsibility for consequences</p> <ul style="list-style-type: none"> recognises emergency situations and identifies how to give assistance. 	<ul style="list-style-type: none"> what basic first aid would you use? what impact might this situation have on individuals of different ages in the community? what decisions may have to be made? what may be the consequence of these decisions? why is it important to think carefully before making decisions in an emergency situation? <p>Developing roles, playbuilding and performing</p> <ul style="list-style-type: none"> In groups, students develop a performance piece around a scene in which people are involved in some way in a natural disaster or environmental tragedy, e.g. bushfire, flood, cyclone, earthquake, oil spill. Have students take on roles, e.g. emergency services, TV news team, local residents. The performance piece should include: <ul style="list-style-type: none"> a student generated mime or movement presentation depicting the disaster, e.g. a bushfire, where students depict a fire starting, spreading, raging, then being put out by fire fighters the roles of emergency services the group's safety plan a news team investigation costumes or symbols to identify characters and other specific aspects. Students develop, record and practise their group performance to ensure that: <ul style="list-style-type: none"> each group member contributes to the play building process by improvising themes and ideas in movement, mime or dialogue over a sequence of lessons the whole group takes responsibility to formalise the improvised script as the playbuilding is established. sound and music may be included in the performance Each group performs their piece. (Teacher note: the performance may be video recorded) <p>Responding</p> <ul style="list-style-type: none"> The class responds to each drama piece and evaluates through discussion and writing a review. Each student could also write a character profile. Discussion questions may include: <ul style="list-style-type: none"> were the intended issues addressed? what steps did the characters take in order to assist others in an unsafe situation? were the roles convincing? how effective was each group's safety plan? which movements were particularly effective? how effective was the musical composition in enhancing the natural disaster depiction? was the message clear? how could the performance be improved? <p>(Literacy link: uses language to suit the requirements of the task e.g. establishes character and setting)</p>	