

IN THE ZONE CURRICULUM LINKS

Suitable for: Stage 2 – 5

Subject Links: Creative Arts, Dance, PDHPE, English, Science & Technology

| CREATIVE ARTS | | | |
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| STAGE | CONTENT | OBJECTIVE | OUTCOMES |
| Stage 2 | <p>Music:</p> <ul style="list-style-type: none"> Performing Organising sound Listening | <p>Students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> In listening to and discussing their own music and that of others. | <p>MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.</p> <p>MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices.</p> <p>MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.</p> |
| | <p>Drama:</p> <ul style="list-style-type: none"> Appreciating | <p>Students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> In appreciating their own dramatic works and those of others. | <p>DRAS2.4 Responds to, and interprets, drama experiences and performances.</p> <p>DAS2.1 Performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance.</p> |

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| | <p>Dance:</p> <ul style="list-style-type: none"> • Performing • Composing • Appreciating | <p>Students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> • In composing their own dances using the elements and contexts of dance. • In performing their own dances and the dances of others from different times and cultures using the elements and contexts of dance. • In appreciating their own dances and those of others. | <p>DAS2.2 Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods.</p> <p>DAS2.3 Gives personal opinions about the use of elements and meaning in their own and others' dances.</p> |
| Stage 3 | <p>Music:</p> <ul style="list-style-type: none"> • Performing • Organising sound • Listening | <p>Students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> • In performing music of different styles and from different times and cultures by singing, playing and moving using musical concepts. • In organising sound into musical compositions using musical. | <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> |

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| | | <p>concepts</p> <ul style="list-style-type: none"> In listening to and discussing their own music and that of others. | <p>MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.</p> |
| | <p>Drama:</p> <ul style="list-style-type: none"> Appreciating | <p>Students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> In appreciating their own dramatic works and those of others. | <p>DRAS3.4 Responds critically to a range of drama works and performance styles.</p> |
| | <p>Dance:</p> <ul style="list-style-type: none"> Performing Composing Appreciating | <p>Students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> In composing their own dances using the elements and contexts of dance. In performing their own dances and the dances of others from different times and cultures using the elements and contexts of dance. In appreciating their own dances and those of others. | <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> |

| DANCE | | | |
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| STAGE | CONTENT | OBJECTIVE | OUTCOMES |
| Stage 4 | Dance Appreciation Dance as an Artform | Students will: <ul style="list-style-type: none"> Develop knowledge, understanding and skills about dance as an artform through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context. Value and appreciate their engagement in the study of dance as an artform. | <p>4.3.1 describes dance performances through the elements of dance.</p> <p>4.3.2 identifies that dance works of art express ideas.</p> <p>4.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning.</p> |
| Stage 5 | Dance Appreciation Dance as an Artform | Students will: <ul style="list-style-type: none"> Develop knowledge, understanding and skills about dance as an artform through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical | <p>5.3.1 Describes and analyses dance as the communication of ideas within a context.</p> <p>5.3.2 Identifies and analyses the link between their performances and compositions and dance works of art.</p> |

| | | <p>context.</p> <ul style="list-style-type: none"> Value and appreciate their engagement in the study of dance as an artform. | <p>5.3.3 Applies understandings and experiences drawn from their own work and dance works of art.</p> <p>5.4.1 Values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning.</p> |
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| PDHPE | | | |
| STAGE | CONTENT | OBJECTIVES | OUTCOMES |
| Stage 2 | <p>Health, Wellbeing and Relationships</p> <p>Healthy, Safe and Active Lifestyles</p> <p>Movement Skill and Performance</p> | <p>Students:</p> <ul style="list-style-type: none"> Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships. Demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts. Understand the significance of contextual factors that influence | <p>PD2-1 Explores strategies to manage physical, social and emotional change.</p> <p>PD2-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe.</p> <p>PD2-3 Explains how empathy, inclusion and respect can positively influence relationships.</p> <p>PD2-4 Performs and refines movement skills in a variety of sequences and situations,</p> |

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| | | <p>health, safety, wellbeing and participation in physical activity.</p> <ul style="list-style-type: none"> • Enact and strengthen health, safety, wellbeing and participation in physical activity. • Develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others. • Move with confidence, competence and creativity within and across various physical activity contexts. | <p>PD2-5 Applies strategies to solve movement challenges.</p> <p>PD2-6 Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity.</p> <p>PD2-7 Describes strategies to make home and school healthy, safe and physically active spaces.</p> <p>PD2-8 Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing.</p> <p>PD2-9 Demonstrates self-management skills to respond to their own and others' actions.</p> <p>PD2-11 Combines movement skills and concepts to effectively create and perform movement sequences.</p> |
| Stage 3 | <p>Health, Wellbeing and Relationships</p> <p>Healthy, Safe and Active Lifestyles</p> <p>Movement Skill and Performance</p> | <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of strategies that promote a sense of personal identity and build | <p>PD3-1 Identifies and applies strengths and strategies to manage life changes and transitions.</p> |

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| | | <p>resilience and respectful relationships.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts. • Understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity. • Enact and strengthen health, safety, wellbeing and participation in physical activity. • Develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others. • Move with confidence, competence and creativity within | <p>PD3-2 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others.</p> <p>PD3-3 Evaluates the impact of empathy, inclusion and respect on themselves and others.</p> <p>PD3-4 Adapts movement skills in a variety of physical activity contexts.</p> <p>PD3-5 Proposes, applies and assesses solutions to movement challenges.</p> <p>PD3-6 Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable.</p> <p>PD3-7 Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.</p> <p>PD3-8 Creates and participates in physical activities to promote healthy and active lifestyles.</p> |
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| | | and across various physical activity contexts. | <p>PD3-9 Applies and adapts self-management skills to respond to personal and group situations.</p> <p>PD3-11 Selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences.</p> |
| Stage 4 | <p>Health, Wellbeing and Relationships</p> <p>Healthy, Safe and Active Lifestyles</p> <p>Movement Skill and Performance</p> | <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships. • Demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts. • Understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity. | <p>PD4-1 Examines and evaluates strategies to manage current and future challenges.</p> <p>PD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.</p> <p>PD4-3 Investigates effective strategies to promote inclusivity, equality and respectful relationships.</p> <p>PD4-4 Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.</p> <p>PD4-5 Transfers and adapts solutions to complex movement challenges.</p> <p>PD4-6 Recognises how contextual factors influence attitudes and behaviours and</p> |

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| | | <ul style="list-style-type: none"> • Enact and strengthen health, safety, wellbeing and participation in physical activity. • Develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others. • Move with confidence, competence and creativity within and across various physical activity contexts. | <p>proposes strategies to enhance health, safety, wellbeing and participation in physical activity.</p> <p>PD4-8 Plans for and participates in activities that encourage health and a lifetime of physical activity.</p> <p>PD4-9 Demonstrates self-management skills to effectively manage complex situations.</p> <p>PD4-11 Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</p> |
| Stage 5 | <p>Health, Wellbeing and Relationships</p> <p>Healthy, Safe and Active Lifestyles</p> <p>Movement Skill and Performance</p> | <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships. • Demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a | <p>PD5-1 Assesses their own and others' capacity to reflect on and respond positively to challenges.</p> <p>PD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.</p> <p>PD5-4 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.</p> |

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| | | <p>variety of physical activity contexts.</p> <ul style="list-style-type: none"> • Understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity. • Enact and strengthen health, safety, wellbeing and participation in physical activity. • Develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others. • Move with confidence, competence and creativity within and across various physical activity contexts. | <p>PD5-5 Appraises and justifies choices of actions when solving complex movement challenges.</p> <p>PD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.</p> <p>PD5-8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.</p> <p>PD5-9 Assesses and applies self-management skills to effectively manage complex situations.</p> <p>PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences.</p> |
| ENGLISH | | | |
| STAGE | CONTENT | OBJECTIVES | OUTCOMES |

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| Stage 2 | Speaking and Listening 1 Writing and Representing 1 Reading and Viewing 1 | Students will develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> Communicate through speaking, listening, reading, writing, viewing and representing. | <p>EN2-1A Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.</p> <p>EN2-2A Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.</p> <p>EN2-4A Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.</p> |
| Stage 3 | Speaking and Listening Writing and representing Spelling | Students will develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> Communicate through speaking, listening, reading, writing, viewing and representing. | <p>EN3-1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.</p> <p>EN3-2A Composes, edits and presents well-structured and coherent texts.</p> <p>EN3-4A Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</p> |
| Stage 4 | Text Type: | Students will develop knowledge, understanding and skills in order to: | EN4-1A Responds to and composes texts for understanding, interpretation, critical |

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| | <ul style="list-style-type: none"> Scripted Drama | <ul style="list-style-type: none"> Communicate through speaking, listening, reading, writing, viewing and representing. | <p>analysis, imaginative expression and pleasure.</p> <p>EN4-2A Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.</p> |
| Stage 5 | <p>Text Type:</p> <ul style="list-style-type: none"> Scripted Drama | <p>Students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> Communicate through speaking, listening, reading, writing, viewing and representing. | <p>EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN5-2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.</p> |
| SCIENCE AND TECHNOLOGY | | | |
| Stage | Content | Objectives | Outcomes |
| Stage 2 | Knowledge and Understanding | Students develop knowledge and understanding of: | ST2-8PW-ST Describes the characteristics and effects of common forms of energy, such as light and heat. |

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| | | <ul style="list-style-type: none"> • The natural world including living things, materials, forces, energy, and Earth and space. • Digital technologies including digital systems and how digital technologies represent data. | ST2-11DI-T Describes how digital systems represent and transmit data. |
| Stage 3 | Knowledge and Understanding | Students develop knowledge and understanding of: <ul style="list-style-type: none"> • The natural world including living things, materials, forces, energy, and Earth and space. • Digital technologies including digital systems and how digital technologies represent data. | ST3-8PW-ST Explains how energy is transformed from one form to another. ST3-11DI-T Explains how digital systems represent data, connect together to form networks and transmit data. |