		Year 4	Year 5	Year 6	Year 7	Year 8
Science Scope and Sequence	Science Understanding	**Biological Sciences:** Living things have life cycles. Living things including plants and animals depend on each other and the environment to survive. **Chemical science:** Natural and processed materials have a range of physical properties, these properties can influence their use. **Earth and space sciences:** Earth's surface changes over time as a result if natural processes and human activity.	**Biological sciences:** Living things have structural features that help them survive in their environment. **Chemical sciences:** Solids, liquids and gases have different observable properties and behave in different ways. **Earth and space sciences:** The Earth is part of a system of planets orbiting around a star (the sun).	**Biological Sciences:** The growth and survival of living things are affected by the physical conditions of their environment. **Chemical sciences:** Changes to materials can be reversible such as melting freezing, evaporating or irreversible such as burning and rusting. **Earth and space sciences:** Sudden geological changes of extreme weather conditions can affect Earth's surface.	**Biological sciences:** There are differences within and between groups of organisms; classifications helps organise this diversity. Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions. **Earth and space science:** Predictable phenomena on Earth, including seasons and eclipses are caused by the relative positions of the sun, Earth and the moon. Some of Earth's resources are renewable, but others are non-renewable. Water is an important resource that cycles through the environment. Physical sciences: Earth's gravity pulls objects toward the centre of the Earth.	**Biological sciences:** Cells are the basic units of living things and have specialised structures and functions. Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce. **Earth and space sciences:** sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.
	Science as a Human Endeavour	**Nature and development of science:** Science involves making predictions and describing patterns and relationships **Use and influence of science:** Science knowledge helps people to understand the effect of their actions.	**Nature and development of science:** Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena. Important contributions to the advancement of science have been made by people from a range of cultures. **Use and influence of science:** Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives. Scientific knowledge is used to inform personal and community decisions.		**Nature and development of science:** Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world. Science knowledge can develop through collaboration and connecting ideas across the disciplines of science. **Use and influence of science:** People use understanding and skills from across the disciplines of science in their occupations.	
	Science inquiry skills	**Planning and conducting:** Suggest ways to plan and conduct investigations to find answers to questions. Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate. **Processing and analysing data and information:** Compare results with predictions suggesting possible reasons for findings. Evaluating: Reflect on the investigation, including whether a test was fair or not. **Communicating:** Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports.	**Questioning and predicting:** With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be. **Processing and analysing data and information:** Compare data with predictions and use as evidence in developing explanations. **Communicating:** Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts.		**Questioning and predicting:** Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge. **Planning and conducting:** Collaborative and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed. In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task. **Processing and analysing data and information:** Summarise data from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions. **Evaluating:** Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of data collected, and identify improvements to the method. Use scientific knowledge and findings from investigations to evaluate claims. **Communicating:** Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate.	
Geographical knowledge and understanding scope and sequence	Key inquiry questions	**The Earth's environment sustains all life:** How does the environment support the lives of people and other living things? How do different views about the environment influence approaches to sustainability. How can people use places and environments more sustainably?	**Factors that shape the human and environmental characteristics of places:** How do people and environments influence one another? How can the impact of bushfires or floods in people and places be reduced?	**A diverse and connected world:** What are Australia's global connections between people and places?	**Water in the world** or **Place and liveability:** How do people's reliance on places and environments influence their perception of them? What effect does the uneven distribution of resources and services have on the lives of people?	**Landforms and landscapes** or **Changing nations:** How do environmental and human processes affect the characteristics of places and environments? How do the interconnections between places, people and environments affect the lives of people? What are the consequences of changes to places and environments and how can these changes be managed?

	Key concepts	The F2 concepts continue to be a focus of study in years 3-6, but the scale of the places studied moves from the local to national, world regional and global scales. The concepts of sustainability and change are also introduced in these years.			In years 7-10, students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global; and in a range of locations.	
	Content descriptions	The location of the major countries of Africa and South America in relation to Australia, and their main characteristics including the types of natural vegetation The types of natural vegetation and the significance of vegetation to the environment and to people. The importance of environments to animals and people, and different views on how they can be protected. The custodial responsibility that Aboriginal and Torres Strait Islander peoples have for country / place and how this influences their past and present views about the use of resources. The natural resources provided for the environment, and different views on how they could be used sustainably. The sustainable management of waste from production and consumption.	The influence of people, including Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places. The influence of the environment on the human characteristics of a place. The influence people have on the human characteristics of places and the management of spaces within them. The impact of bushfires or floods on environments and communities, and how people can respond.	Significant events that connect people and places throughout the world. The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places.	**Water in the world:** The classification of environmental resources and the forms that water takes as a resource. The way that flows of water connect places as it moves through the environment and the way this affects places. The quantity and variability of Australia's water resources compared with those on other continents. The nature of water scarcity and ways of overcoming it, including studies drawn from Australia, West Asia and/or North Africa. **Place and liveability:** The factors that influence the decisions people make about where to live and their perceptions of the liveability of places. The influence of environmental quality on the liveability of places.	**Landforms and landscapes:** The different types of landscapes and their distinctive landform features. The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples. The human causes and effects of landscape degradation. The ways of protecting significant landscapes. **Changing nations:** The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences.
Geographical inquiry and skills scope and sequence	**Observing, questioning & planning**	Develop geographical questions to investigate	Develop geographical questions to investigate and plan an inquiry		Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts	
	Collecting, recording, evaluating and representing	Collect and record relevant geographical data and information, for example by observing, by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet. Represent data by constructing tables and graphs. Represent the location of paces and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance.	Collect and record relevant geographical data and information using ethical protocols, from primary and secondary sources, for example people, maps, plans, photographs, satellite images, statistical sources and reports. Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams.		Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources. Evaluate sources for their reliability and usefulness, and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies.	
	Interpreting, analysing and concluding	Interpret geographical data to identify distributions and patterns and draw conclusions.	Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions.		Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships.	

	Communicating	Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual and use geographical terminology.	Present finding and ideas in a range of communication forms, for example, written, oral, digital, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate.		Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate.
	Reflecting and responding	Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects.	Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects if their proposal on different groups of people.		Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal.
Civics and Citizenship Knowledge and Understanding Scope and Sequence	**Key inquiry questions**	How can local government contribute to community life?	What is democracy in Australia and why is voting in a democracy important? How and why do people participate in groups to achieve shared goals?		What are the freedoms and responsibilities of citizens in Australia's democracy? How are laws made and applied in Australia?
	Content descriptions	The purpose of government and some familiar services provided at the local level	The key values that underpin Australia's democratic system of government.	The roles and responsibilities of the three levels of government including shared roles and responsibility within Australia's federal system	The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly and movement.
	Laws and Citizens				The types of law in Australia, including criminal law and civil law; and the place of Aboriginal and Torres Strait Islander customary law
	Citizenship, diversity and identity		Why people work in groups to achieve their aims, and how they can express their shared beliefs and values to exercise influence.		
	Questioning and Research		Develop questions and gather a range of information to investigate the society in which they live		Develop a range of questions to investigate Australia's political and legal systems. Identify, gather and sort information and ideas from a range of sources.
	Analysis, synthesis and interpretation				Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues.

	Problem-solving and decision making		Work in groups to identify issues and develop possible solutions and plan for action using decision-making processes.	Appreciate multiple perspectives and use strategies to mediate differences. Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action.
	Communication and Reflection		Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts. Reflect on personal roles and actions as a citizen in the school and in the community.	Present evidence-based civics and citizenship arguments using subject-specific language.
Historical Skills Scope and Sequence	Chronology terms and concepts	Sequence historical people and events. Use historical terms.	Sequence historical people and events. Use historical terms and concepts.	Sequence historical events, developments and periods. Use historical terms and concepts.
	Historical questions and research	Identify sources.	Identify and locate a range of relevant sources	Identify a range of questions about the past to inform an historical inquiry. Identify and locate relevant sources, using ICT and other methods.
	Analysis of sources	Locate relevant information from sources provided.	Locate information related to inquiry questions in a range of sources. Compare information from a range of sources.	Identify the origin and purpose of primary and secondary sources. Locate, compare, select and use information from a range of sources as evidence. Draw conclusions about the usefulness of sources.
	Perspectives and interpretations	Identify different points of view	Identify points of view in the past and present	Identify and describe points of view, attitudes and values in primary and secondary sources.
	Explanation & Communication	Develop texts, particularly narratives.	Develop texts, particularly narratives and descriptions, which incorporate source materials.	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
	Key questions	What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans? What was the nature and consequences of contact between Aboriginal and/or Torres Strait Islander peoples and early traders explorers and settlers?	How did colonial settlement change the environment?	
	Key Concepts	The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspective, empathy and significance.		

Knowledge and understanding	The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.					
English Scope and Sequence	**Language Variation and Change**				Understand different social and geographical dialects or accents are used in Australia un addition to Standard Australian English.	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts ands communicating.	
	Language for Interaction	**Language for social interactions:** Understand that social interactions influence the ways that people engage with ideas and respond to others for example exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group. **Evaluative language:** Understand differences between the language of opinion and feeling and the language of actual reporting or recording.	**Language for social interactions:** Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships. **Evaluative language:** Understand how to move beyond making base assertions and take account of differing perspectives and points of view.	**Language for social interactions:** Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase. **Evaluative language:** Understand the use of objective and subjective language and bias.	**Language for social interactions:** Understand how accents, styles of speech and idioms express and create personal and social identities.	**Language for social interactions:** Understand how conventions of speech adopted by communities influence the identities of people in those communities. **Evaluative language:** Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use if metaphor, irony and parody.
	Text structure and organisation	Understand how texts vary in complexity and technicality depending on the approach to the topic the purpose and the intended audience.	Understand how texts vary in purpose, structure and topic as well as the degree of formality.			
	Expressing and developing ideas	**Vocabulary:** Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research.	**Vocabulary:** Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts.	**Visual language:** Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts. **Vocabulary:** Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion.	**Visual language:** Analyse how point of view is generated in visual texts by means of choices for example, gaze, angle and social distance. **Vocabulary:** Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language.	**Vocabulary:** Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts.
	Interacting with others	**Listening and speaking interactions:** Interpret texts and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information. Use interaction skills such as acknowledging another's point of view and linking students; response to the topic using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch, and volume to speak clearly and coherently. **Oral presentations:** Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purpose and audiences.	**Listening and speaking interactions:** Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view. Using interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. **Oral presentations:** Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements.	**Listening and speaking interactions:** Participate in and contribute to discussions clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. Use interaction skills, varying conventions if spoken interactions such as voice volume, tone, pitch and pace according to group size, formality of interactions and needs and expertise of the audience. **Oral presentations:** Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.	**Listening and speaking interactions:** Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition. Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning. **Oral presentations:** Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing.	**Listening and speaking interactions:** Interpret the stated and implied meanings in spoken texts and use evidence to support or challenge different perspectives. Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects. **Oral presentations:** Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints.

	Interpreting, analysing and evaluating	**Reading processes:** Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, cross checking and reviewing. **Comprehension strategies:** Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.	**Reading processes:** Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning.	**Purpose and audience:** Analyse how text structures and language features work together to meet the purpose of the text. **Comprehension strategies:** Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.	**Reading processes:** Use prior knowledge and text processing strategies to interpret a range of types of texts. **Comprehension strategies:** Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources. **Analysing and evaluating texts:** Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences.	**Reading processes:** Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts. **Comprehension strategies:** Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view.
	Creating texts	**Creating texts:** Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features. **Editing:** Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure. **Handwriting:** Write using clearly formed, joined letters and develop increased fluency and automaticity. **Use of software:** Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements.	**Creating texts:** Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience. **Editing:** Reread and edit student's own and others' work using agreed criteria for text structures and language features. **Use of software:** Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements.	**Creating texts:** Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience. **Editing:** Reread and edit students' own and others' work using agreed criteria and explaining editing choices. **Use of software:** Use a range of software, including word processing programs, learning new functions as required to create texts.	**Creating texts:** Plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas. **Editing:** Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact. **Use of software:** Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts.	**Creating texts:** Create imaginative, informative and persuasive texts that raise issues, report events, and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate. **Editing:** Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts. **Use of software:** Use a range of software, including word processing programs to create, edit and publish texts imaginatively.
The Arts	**Exploring ideas and improvising with ways to represent ideas**	**Drama:** 4.1 Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama. General capabilities: Lit, CCT, PSC, EU, ICU. Cross-curriculum priorities: SUST **Media Arts:** 4.1 Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text General capabilities: Lit, Num, ICT, CCT, ICU. Cross-curriculum priorities: ATSIHC, AAEA. **Visual Arts:** 4.1 Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations. General capabilities: Lit, Num, CCT, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST.	**Drama:** 6.1 Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations General capabilities: Lit, Num, ICT, CCT, PSC, EU, ICU. Cross-curriculum priorities: ATSIHC, AAEA **Visual arts:** 6.1 Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions. General capabilities: Lit, CCT, PSC, EU, ICU. Cross-curriculum priorities: SUST, ATSIHC, AAEA.		**Drama:** 8.1 Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes. General capabilities: Lit, CCT. Cross-curriculum priorities: SUST. **Visual arts:** 8.1 Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork. General capabilities: Lit, ICT, CCT, PSC, ICU. Cross-curriculum priorities: ATSIHC, SUST.	

	Category	Level 4/Band	Level 6/Band	Level 8/Band
	Developing understanding of practices (3-6)	**Drama:** 4.2 Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place General capabilities: Lit, Num, CCT, PSC, ICU. Cross-curriculum priorities: SUST, AAEA. **Visual arts:** 4.2 Use materials, techniques and processes to explore visual conventions when making artworks. General capabilities: Lit, ICT, CCT, ICU. Cross-curriculum priorities: SUST.	**Drama:** 6.2 Develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action. General capabilities: Lit, Num, CCT, PSC. Cross-curriculum priorities: NA. **Visual arts:** 6.2 Develop and apply techniques and processes when making their artworks. General capabilities: Lit, CCT, ICT, PSC, ICU. Cross-curriculum priorities: SUST.	
	Manipulating/applying the elements/ concepts with intent and Developing understanding of skills and techniques			**Drama:** 8.2 Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions General capabilities: Lit, PSC, CCT, EU, ICU Cross-curriculum priorities: SUST 8.3 Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect. General capabilities: Lit, ICT, CCT, PSC. Cross-curriculum priorities: NA. **Visual arts:** 8.3 Develop planning skills for art-making by exploring techniques and processes used by different artists. General capabilities Lit, Num, ICT, PSC, CCT. Cross-curriculum priorities: ATSIHC, AAEA, SUST.
	Structuring & organising ideas into form			**Visual arts:** Practice techniques and processes to enhance representation of ideas in their art-making. General capabilities: Lit, Num, ICT, PSC, CCT Cross-curriculum priorities: AAEA, SUST
	Sharing artworks through performances, presentation or display	**Drama:** 4.3 Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama. General capabilities: Lit, Num, ICT, CCT, PSC, ICU. Cross-curriculum priorities: ATSIHC, AAEA, SUST. **Visual arts:** 4.3 Present artworks and describe how they have used visual conventions to represent their ideas General capabilities: Lit, ICT, CCT, PCS, EU. Cross-curriculum priorities SUST**.**	**Drama:** 6.3 Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience. General capabilities: Lit, Num, ICT, CCT, PSC, ICU. Cross-curriculum priorities: ATSIHC, AAEA, SUST. **Visual arts:** 6.3 Plan the display of artworks to enhance their meaning for an audience. General capabilities: Lit, ICT, CCT, PSC,EU,ICU. Cross-curriculum priorities: ATSIHC, AAEA, SUST.	**Drama:** 8.5 Perform devised and scripted drama maintaining commitment to role. General capabilities: Lit, CCT, PSC. Cross-curriculum priorities: NA. **Visual arts:** 8.5 Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience. General capabilities: Lit, ICT, PSC, CCT, EU, ICU. Cross-curriculum priorities: ATSIHC, AAEA, SUST.
	Responding to and interpreting artworks (3-6) Analysing and reflecting upon intentions (7-8)	**Drama:** 4.4 Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons. General capabilities: Lit, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST.	**Drama:** 6.4 Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama General capabilities: Lit, CCT, PSC, EU, ICU. Cross-curriculum priorities: ATSIHC, AAEA, SUST. **Visual arts:** 6.4 Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks. General capabilities: Lit, CCT, PSC, EU, ICU. Cross-curriculum priorities: ATSIHC, AAEA, SUST.	**Drama:** 8.6 Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning. General capabilities: Lit, ICT, CCT, PSC, ICU. Cross-curriculum priorities: SUST.