**Essential Learnings for The Arts Year 5**

***Ways of Working***

Students are able to:

• select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages

• create and shape arts works by organising arts elements to express personal and community values, beliefs and observations

• rehearse and rework arts works, using interpretive and technical skills

• present arts works to informal and formal audiences, using arts techniques, skills and processes

• identify and apply safe practices

• respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages

• reflect on learning to identify new understandings and future applications.

***Drama***

**Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.**

• Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice

• Purpose and context guide the selection of time frames, language, place and space to express ideas

• Dramatic action is structured through storytelling, improvisation and extended role plays

**Essential Learnings for The Arts Year 7**

***Ways of working***

Students are able to:

• select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages

• create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times

• modify and polish arts works, using interpretive and technical skills

• present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes

• identify, apply and justify safe practices

• respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages

• reflect on learning, apply new understandings and identify future applications

***Drama***

**Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.**

• Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus

• Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas

• Dramatic action is interpreted, prepared and shaped through scenarios and scripts

**Essential Learnings for English Year 5**

***Ways of working***

Students are able to:

• identify the relationship between audience, purpose and text type

• identify main ideas and the sequence of events, and make inferences

• recognise and select vocabulary and distinguish between literal and figurative language

• interpret how people, characters, places, events and things have been represented and whether aspects of the subject matter have been included or excluded

• construct literary and non-literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose

• make judgments and justify opinions using information and ideas from texts, and recognise aspects that contribute to enjoyment and appreciation

• reflect on and describe the effectiveness of language elements and how the language choices represent people, characters, places, events and things in particular ways

• reflect on learning to identify new understandings and future applications.

**Knowledge and Understanding**

Speaking and listening

Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts.

• The purpose of speaking and listening includes informing, presenting simple arguments, negotiating relationships and transactions, and seeking opinions of others

• Speakers can adopt different roles, and make language choices appropriate to the level of formality

• Spoken texts have different structures from those of written texts

• Statements, questions and commands generate and maintain discussions and conversations.

• Words and phrasing, modulation of volume, pitch, pronunciation and pace enhance expression of ideas, can be adjusted to match the purpose, audience and context, and are monitored by listeners.

• Nonverbal elements, including body language, facial expressions and gestures, enhance expression of ideas, can be adjusted to match the audience, purpose and situation of a text, and are monitored by listeners

• Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information.

• In presentations, speakers make meaning clear through the selection and sequencing of ideas and information and the use of visual aids as support

• Conventions for turn-taking and interruption are used differently, depending on the context

• Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

***Reading and viewing***

**Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in personal and community contexts.**

• Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes skimming and scanning titles, visuals, headings, font size, tables of contents, indexes and lists

• Readers and viewers draw on their prior knowledge of language and texts when engaging with a text

• Words, groups of words, visual resources and images can be included or excluded to elaborate ideas and information and to portray people, characters, places, events and things in different ways.

• Reading fluency is supported by the use of decoding strategies, prediction, monitoring meaning and self-correction, in combination with a developing vocabulary and prior knowledge of subject matter

• Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate texts in personal and community contexts

• Unfamiliar words and their meanings are decoded using the three cueing systems together (grapho-phonic, syntactic and semantic), and by using small meaning units and base words

• Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

***Writing and designing***

**Writing and designing involve using language elements to construct literary and non-literary texts for audiences in personal and community contexts.**

• The purpose of writing and designing includes entertaining, informing and describing

• Writers and designers can adopt different roles, and make language choices appropriate to the audience

• Words and phrases, symbols, images and audio affect meaning and interpretation.

• Text users make choices about grammar and punctuation, to make meaning.

• Sound, visual and meaning patterns, including word functions, are used to spell single-syllable and multi-syllable words

• Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting

• Fluent handwriting using Queensland Modern Cursive script has uniform slope, size and spacing.

***Language elements***

**Interpreting and constructing texts involve making choices about grammar, punctuation, vocabulary, audio and visual elements in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in personal and community contexts.**

• Paragraphs separate ideas in texts and contain a topic sentence.

• A sentence can be simple, compound or complex

• Subject and verb must agree in terms of person and number

• Text connectives signal how things, ideas and information are related

• Time connectives and tense are used to locate characters or action in time

• Sentences can indicate what is happening (verbs), who or what is taking part (nouns), what it looks like (adjectives), and the circumstances surrounding the action (prepositional phrases and adverbs)

• Pronouns refer to nouns within and across sentences *.*

• Conjunctions signal relationships between things, ideas and events

• Figurative language describes settings and characters

• Punctuation marks, including commas, apostrophes and speech marks, signal meaning in texts

• Vocabulary is chosen to express ideas and information in a commonsense or technical way

• Meaning can be made more specific by extending or changing the form of a word

• Auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience’s attention

**Essential Learnings for English Year 7**

***Ways of working***

Students are able to:

• identify and demonstrate the relationship between audience, subject matter, purpose and text type

• identify main ideas and the sequence of events, make inferences and draw conclusions based on ideas and information within and across texts

• recognise and select vocabulary and interpret the effect of literal and figurative language

• interpret and identify that readers/viewers/listeners are positioned by aspects of texts

• construct literary texts by planning and developing subject matter, using dialogue, description and evaluative language

• construct non-literary texts to express meanings and messages, to identify causes and effects, and to state positions supported by evidence

• make judgments and justify opinions using information and ideas from texts, and identify how aspects of texts contribute to enjoyment and appreciation

• reflect on and compare how the language choices made across texts include and exclude certain groups and individuals

• reflect on learning, apply new understandings and identify future applications.

**Knowledge and understanding**

***Speaking and listening***

Speaking and listening involve using oral, aural and gestural elements to interpret and construct

texts that achieve purposes across wider community contexts.

• The purpose of speaking and listening includes advancing opinions, discussing, persuading others to a point of view, influencing transactions, and establishing and maintaining relationships

• Speakers use their assumptions about the characteristics of listeners to engage their interest and attention

• Spoken texts have different structures from written texts but can also be written and recorded

• Statements, questions and commands can use language that positions and represents ideas and information.

• Words and phrasing, syntax, cohesion, repetition, pronunciation, pause, pace, pitch and volume establish mood, signal relationships, create effect and are monitored by listeners.

• Nonverbal elements, including facial expressions, gestures and body language, establish mood, signal relationships, create effect and are monitored by listeners.

• Active listeners identify ideas and issues from others’ viewpoints and clarify meanings to justify opinions and reasoning.

• In presentations, speakers make meaning clear by organising subject matter, identifying their role and selecting relevant resources

• Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

***Reading and viewing***

Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate

written, visual and multimodal texts across wider community contexts.

• Purposes for reading and viewing are identified and are supported by an evaluation of texts based on an overview that includes skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries

• Readers and viewers draw on their prior knowledge, knowledge of language elements and point of view when engaging with a text

• Words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways.

• Reading fluency is supported through monitoring meaning and applying self-correction, in combination with a developing vocabulary and prior knowledge of subject matter.

• Comprehension involves drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts

• Words and their meanings are decoded using the cueing systems together (grapho-phonic, semantic and syntactic), and by using knowledge of base words, prefixes and suffixes

• Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

***Writing and designing***

Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.

• The purpose of writing and designing includes evoking emotion, persuading and informing

• Writers and designers establish roles, make assumptions about their audience and position them through language choices

• Words and phrases, symbols, images and audio affect meaning and position an audience

• Text users make choices about grammar and punctuation, to establish meaning.

• Knowledge of word origins and sound and visual patterns, including base words, prefixes and suffixes, syntax and semantics, is used by writers and designers when spelling.

• Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting

***Language elements***

Interpreting and constructing texts involve selecting and controlling choices about grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-toface modes (speaking and listening, reading and viewing, writing and designing) across wider community contexts.

• Paragraphs sequence information and arguments, and include topic sentences that emphasise a

point or argument.

• Dependent clauses require independent clauses to make meaning in a sentence

• Pronoun–noun agreement, subject–verb agreement and maintaining tense support cohesion across a paragraph

• Cohesive devices and other text connectives within and between sentences signal relationships between ideas, including cause-and-effect and comparison and contrast

• Noun groups and verb groups are used to provide specific descriptions of subject matter, express degrees of certainty and uncertainty, and develop characterisation, setting and plot

• High-frequency words are replaced by more complex forms of vocabulary and give more specific descriptions

• Figurative language, including similes, metaphors and personification, develops imagery and humour

• Evaluative language, including adjectives, can appeal to certain groups, express opinions, and represent people, characters, places, events and things in different ways

• Punctuation, including quotation marks and brackets, signals meaning

• Vocabulary is chosen to establish relationships, persuade others, describe ideas and demonstrate knowledge

• Auditory, spoken, visual and nonverbal elements add meaning, interest, immediacy and authority to multimedia texts

***Literary and non-literary texts***

Evaluating literary and non-literary texts involves understanding the purpose, audience, subject

matter and text structure.

• Texts present subject matter from a particular perspective.

• A text can be constructed for more than one purpose

• Protocols are applied to the use of texts that represent Aboriginal knowledges, peoples, cultures,

events and places, and Torres Strait Islander knowledges, peoples, cultures and events

• Literary texts entertain, evoke emotion, create suspense and convey messages and information.

• Young adult novels, adventure and fantasy stories, short stories, myths, legends, ballads and play scripts are types of literary texts.

• Characters with feelings and personalities beyond those of traditional characters are explored in texts by selecting vocabulary and using descriptions, imagery, actions and dialogue.

• Descriptions, actions and dialogue, using written and visual elements, develop characters and plot

• Poetic forms and poetic devices express thoughts and ideas in a variety of ways

• Non-literary texts evaluate, inform, present arguments and persuade.

• Articles, features, letters to the editor, documentaries, interviews, advertisements, film reviews, information and news reports, autobiographies, arguments, group discussions, meetings and debates are types of non-literary texts.

• Arguments have a particular structure, including an introduction that identifies a position, a body with details and further evidence, and a conclusion that restates the position.

• Main ideas, issues and events are selected and organised to sustain a point of view and to project a level of authority that matches a purpose and an intended audience