

TERM ONE	English	Mathematics	Science	HASS	HPE	Design Technologies	Digital Technologies	The Arts	LOTE
	<p><b>Short stories</b> Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.</p>	<p><b>Students develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> - Identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving all four operations</li> <li>• <b>Fractions and decimals</b> - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions</li> <li>• <b>Money and financial mathematics</b> - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.</li> <li>• <b>Using units of measurement</b> - solve problems involving the comparison of lengths and areas, and interpret and use timetables</li> <li>• <b>Chance</b> - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.</li> <li>• <b>Data representation and interpretation</b> - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data</li> </ul>	<p><b>Energy and electricity</b> Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.</p>	<p><b>What shapes a nation?</b> Students will:</p> <ul style="list-style-type: none"> <li>• explain the significance of an event/development, an individual and or group</li> <li>• identify and describe continuities and changes for different groups in the past and present</li> <li>• compare the experiences of different people in the past</li> <li>• describe the causes and effects of change on society</li> <li>• explain the importance of people, institutions and processes to Australia's democracy and legal system</li> <li>• sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines</li> <li>• develop appropriate questions to frame an investigation</li> <li>• examine sources to determine their origin and purpose and to identify different perspectives in the past and present.</li> </ul>	<p><b>Play2Rhythm</b> Students develop specialised football skills and create and perform a sequence of these skills to music.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• practise and refine the football skills of dribbling, turning and juggling in a variety of movement situations</li> <li>• practise combining specialised football skills in short movement sequences</li> <li>• manipulate elements of movement when performing football skills in sequences</li> <li>• compose and perform a football skills sequence with music</li> </ul> <p><b>Let's all be active</b> Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• review their physical activity choices and reasons for participation</li> <li>• explore different physical activities including those from Aboriginal and Torres Strait Islander people's and Asian cultures</li> <li>• discuss selected findings about physical activity participation for young Australians</li> <li>• discuss how food choices support participation in physical activity</li> <li>• identify the benefits of participating in physical activity for all the dimensions of health</li> <li>• consider factors and technologies that contribute to the creation of a physical activity</li> </ul>	<p><b>Electrical Innovation</b> Students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make an electrical device that is part of the solution.</p> <p><b>Design question:</b> How might we create an electrical device for a specific purpose?</p> <p>They will examine the role of people in engineering technology occupations in developing solutions for current and future use.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> <li>• Investigating by: <ul style="list-style-type: none"> <li>- the analysis of technologies applied in security systems</li> <li>- the testing of circuits and devices that control movement, sound or light</li> </ul> </li> <li>• Generating and documenting design ideas for securing environments using technical terms and graphical representation techniques</li> <li>• Producing a functional device by safely using materials, components, tools and techniques</li> <li>• Evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability</li> <li>• Collaborating as well as working individually throughout the process</li> <li>• Managing by developing project plans that include resources.</li> </ul>	<p><b>Data changing our world</b> Students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include:</p> <ul style="list-style-type: none"> <li>• exploring how community organisations collect data and present information to meet community needs</li> <li>• visualising data to create information that is easily understood</li> <li>• creating a data-driven solution that processes user input to provide information about a reading challenge.</li> </ul> <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> <li>• explore information systems, including systems that deliver community information, and explain how they meet needs</li> <li>• examine how digital information systems use whole numbers to represent all data</li> <li>• collect, manage and analyse data using a range of software (such as spreadsheets)</li> <li>• interpret and visualise data to create information</li> <li>• define problems by considering the need, the required data, the audience and what features need to be included</li> <li>• implement a digital solution to solve a defined problem</li> <li>• apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and represent information in ethical ways.</li> </ul>	<p><b>Dance: Dance landscapes</b> Students make and respond to dance from Australia and Asian countries using cultures and landscapes as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances which represent ideas about Australian/Asian cultures and landscapes.</li> <li>• develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination</li> <li>• perform dance using expressive skills to communicate ideas about Australian/Asian cultures and landscapes</li> <li>• explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts</li> </ul> <p><b>Music: Rockin' the 12 Bar Blues</b> Students make and respond to music that features the 12-bar blues chord progression and the Blues music genre.</p> <p>Students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music.</p>	<p><b>German: What do my interests say about me?</b> In this unit, students explore concepts relating to interests, activities and personality types.</p> <p>Student will:</p> <ul style="list-style-type: none"> <li>• discuss leisure activities and interests</li> <li>• gather, classify and compare information about interests of German-speaking children</li> <li>• create bilingual profiles based on interests</li> <li>• identify grammatical rules to communicate about interests</li> <li>• reflect on the relationship between words and cultural values relating to interests.</li> </ul>

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<b>TERM TWO</b>	<p><b>Exploring news reports in the media</b> Students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias in media reports. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience.</p>	<p><b>Students develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers.</li> <li>• <b>Fractions and decimals</b> - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line.</li> <li>• <b>Patterns and algebra</b> - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations.</li> <li>• <b>Using units of measurement</b> - make connections between volume and capacity</li> <li>• <b>Shape</b> - problem solve and reason to create nets and construct models of simple prisms and pyramids.</li> <li>• <b>Geometric reasoning</b> - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.</li> </ul>	<p><b>Making changes</b> Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.</p>	<p><b>How are we connected?</b> Students will:</p> <ul style="list-style-type: none"> <li>• Describe how people, places, communities and environments are diverse</li> <li>• Describe, compare and explain the diverse characteristics of different places in different locations from local to global scales</li> <li>• Develop appropriate questions to frame an investigation.</li> <li>• Locate and collect useful data and information from primary and secondary sources.</li> <li>• Interpret data to identify, describe and compare patterns and trends and evaluate evidence to draw conclusions.</li> <li>• Organise and represent data in a range of formats, using appropriate</li> </ul>	<p><b>Let's all be active</b> <i>Continued from Term 1</i> Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• review their physical activity choices and reasons for participation</li> <li>• explore different physical activities including those from Aboriginal and Torres Strait Islander people's and Asian cultures</li> <li>• discuss selected findings about physical activity participation for young Australians</li> <li>• discuss how food choices support participation in physical activity</li> <li>• identify the benefits of participating in physical activity for all the dimensions of health</li> <li>• consider factors and technologies that contribute to the creation of a physical activity</li> </ul> <p><b>Athletic Attitude</b> Students, develop specialised movement skills including running, jumping, and throwing. They apply and combine the above skills in different movement situations. Students:</p> <ul style="list-style-type: none"> <li>• develop, practise and refine specialised athletic skills</li> <li>• explore the health-related fitness of athletics discuss benefits of regular participation in physical activity to their health and wellbeing.</li> </ul>	<p><b>Data changing our world</b> <i>Continued from Term 1</i> Students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include:</p> <ul style="list-style-type: none"> <li>• exploring how community organisations collect data and present information to meet community needs</li> <li>• visualising data to create information that is easily understood</li> <li>• creating a data-driven solution that processes user input to provide information about a reading challenge. Students will apply a range of skills and processes when creating digital solutions. They will: <ul style="list-style-type: none"> <li>• explore information systems, including systems that deliver community information, and explain how they meet needs</li> <li>• examine how digital information systems use whole numbers to represent all data</li> <li>• collect, manage and analyse data using a range of software (such as spreadsheets)</li> <li>• interpret and visualise data to create information</li> <li>• define problems by considering the need, the required data, the audience and what features need to be included</li> <li>• implement a digital solution to solve a defined problem</li> <li>• apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and represent information in ethical ways.</li> </ul> </li> </ul>	<p><b>Dance: Dance landscapes</b> Students make and respond to dance from Australia and Asian countries using cultures and landscapes as stimulus. Students will:</p> <ul style="list-style-type: none"> <li>• explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances which represent ideas about Australian/Asian cultures and landscapes.</li> <li>• develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination</li> <li>• perform dance using expressive skills to communicate ideas about Australian/Asian cultures and landscapes</li> <li>• explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts</li> </ul> <p><b>Music: Rockin' the 12 Bar Blues</b> <i>Continued from Term 1</i> Students explore the 12-bar blues in different styles and how The Blues influenced the birth of Rock 'n' Roll. Students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music.</p>	<p><b>German: What is character?</b> In this unit, students explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in German-speaking cultures and Australia. Students will:</p> <ul style="list-style-type: none"> <li>• use German to discuss qualities of people they admire</li> <li>• encounter authentic language in texts about imaginary characters</li> <li>• respond to imaginative texts and reinterpret them</li> <li>• reflect on intercultural experiences noticing similarities and differences in perspectives on personal qualities.</li> </ul>



# 2021 Year 6 Curriculum Overview

	English	Mathematics	Science	HASS	HPE	Design Technologies	The Arts	LOTE
<b>TERM THREE</b>	<p><b>Exploring literary texts by the same author</b> Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion</p>	<p><b>Students develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers.</li> <li>• <b>Fractions and decimals</b> - add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths, and solve problems involving fractions and decimals.</li> <li>• <b>Money and financial mathematics</b> - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items.</li> <li>• <b>Patterns and algebra</b> - create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems.</li> <li>• <b>Using units of measurement</b> - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area and connect volume and capacity.</li> <li>• <b>Location and transformation</b> - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations.</li> </ul>	<p><b>Our changing world</b> Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.</p>	<p><b>How are we connected?</b> Students will:</p> <ul style="list-style-type: none"> <li>• Describe how people, places, communities and environments are diverse</li> <li>• Describe, compare and explain the diverse characteristics of different places in different locations from local to global scales</li> <li>• Develop appropriate questions to frame an investigation.</li> <li>• Locate and collect useful data and information from primary and secondary sources.</li> <li>• Interpret data to identify, describe and compare patterns and trends and evaluate evidence to draw conclusions.</li> <li>• Organise and represent data in a range of formats, using appropriate</li> </ul>	<p><b>Healthy habits</b> Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing. Students:</p> <ul style="list-style-type: none"> <li>• understand the meaning of preventative health</li> <li>• examine the role that preventative health has in maintaining health and wellbeing</li> <li>• explore a range of community resources and strategies aimed at supporting health and wellbeing</li> <li>• investigate healthy habits and strategies that promote and maintain health and wellbeing.</li> </ul> <p><b>Transitioning</b> Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. Students:</p> <ul style="list-style-type: none"> <li>• explore the feelings and emotions associated with new situations and coping with change</li> <li>• discuss the knowledge and skills that help people adapt to new situations</li> <li>• reflect on the way they adapt to change</li> <li>• examine how communication skills support positive relationships</li> <li>• explore the similarities and differences between primary and secondary school</li> <li>• examine how students experience diversity during their transition to secondary school</li> <li>• discuss how diversity has positive influences on individuals and communities.</li> </ul>	<p><b>Disaster Zone</b> <b>Design question: How might we create a structure that can withstand a natural disaster?</b> Students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They will design an environment that can reduce the impact of a natural disaster. They will examine the role of people in a range of technologies occupations and the tools and techniques they use. Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> <li>• Investigating by: <ul style="list-style-type: none"> <li>- the analysis of needs and opportunities for designing the analysis of technologies and design features used in construction</li> <li>- the testing of tools and techniques with a range of materials</li> </ul> </li> <li>• Generating and documenting design ideas for a living structure</li> <li>• Producing a model of an environment for an identified need</li> <li>• Evaluating design ideas, processes and solutions against negotiated criteria for success</li> <li>• Collaborating as well as working individually throughout the process Managing by developing project plans that include resources.</li> </ul>	<p><b>Media Arts : Music video</b> Students explore music video styling, concepts and production processes from ideation to creation. Students will:</p> <ul style="list-style-type: none"> <li>• explore representations and characterisations of people in music video and how point of view is controlled by creators of music video through story principles and genre conventions</li> <li>• experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies</li> <li>• present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies</li> <li>• compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.</li> </ul> <p><b>Music: Putting it all Together</b> Students make and respond to music that feature chord progressions. Students revise the Elements of Music they have explored over the last 6 years and put them all together to create their own cover song arrangement.</p> <p>Students describe how their music making is influenced by music and performances from different cultures, times and places. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p>	<p><b>German: What is school life?</b> In this unit, students explore the concept of school life in German-speaking communities and Australia. Students will:</p> <ul style="list-style-type: none"> <li>• interact with others to discuss their own school life and plan a tour of their school for German-speaking peers</li> <li>• gather information about school life in Germany, comparing it with school in Australia</li> <li>• translate school conversations, finding equivalent expressions when direct translations are not possible</li> <li>• reflect on similarities and differences between school life in Australia and Germany</li> <li>• understand the nuances of formal and informal register at school.</li> </ul>

TERM FOUR	English	Mathematics	Science	HASS	HPE	Technologies	The Arts	LOTE
	<p><b>Comparing texts</b> Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit. Students transform an informative text into a literary text for younger audiences.</p>	<p><b>Students develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> - , solve problems using the order of operations, solve multiplication and division problems using a written algorithm.</li> <li>• <b>Fractions and decimals</b> - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options.</li> <li>• <b>Patterns and algebra</b> – represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms</li> <li>• <b>Location and transformation</b> - apply translations, reflections and rotations to create symmetrical shapes.</li> <li>• <b>Geometric reasoning</b> - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts.</li> <li>• <b>Chance</b> – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, compare observed and expected frequencies.</li> <li>• <b>Data representation and interpretation</b> - compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data.</li> </ul>	<p><b>Life on Earth</b> Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.</p>	<p><b>What is the cost?</b> Students will:</p> <ul style="list-style-type: none"> <li>• Recognise why choices about the allocation of resources involve tradeoffs.</li> <li>• Explain why it is important to be informed when making consumer and financial decisions.</li> <li>• Identify the purpose of business and recognise the different ways that businesses choose to provide goods and services.</li> <li>• Explain different views on how to respond to an issue or challenge. Describe the responsibilities of Australian citizens and the obligations they may have as global citizens.</li> <li>• Identify the effects of interconnections between Australia and another country over time.</li> <li>• Examine sources to determine their origin and purpose and to identify different perspectives in the past and present.</li> <li>• Develop appropriate questions to frame an investigation</li> <li>• Collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others.</li> <li>• Present ideas, viewpoints and conclusions that incorporate source materials, communication conventions and discipline-specific terms.</li> <li>• Reflect on learning to propose personal and/or collective action in response to an issue, and predict the probable effects.</li> </ul>	<p><b>Transitioning</b> <i>Continued from Term 3</i> Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. Students:</p> <ul style="list-style-type: none"> <li>• explore the feelings and emotions associated with new situations and coping with change</li> <li>• discuss the knowledge and skills that help people adapt to new situations</li> <li>• reflect on the way they adapt to change</li> <li>• examine how communication skills support positive relationships</li> <li>• explore the similarities and differences between primary and secondary school</li> <li>• examine how students experience diversity during their transition to secondary school</li> <li>• discuss how diversity has positive influences on individuals and communities.</li> </ul> <p><b>UNITE</b> Students work collaboratively and apply concepts of fair play while participating in various movement challenge activities. They use the “UNITE” process to work collaboratively to solve movement challenges. Students:</p> <ul style="list-style-type: none"> <li>• explore the UNITE process by participating in group challenges</li> <li>• practise and develop the UNITE process in partner and group challenges.</li> </ul>		<p><b>Media Arts : Music video</b> <i>Continued from Term 3</i> Students explore music video styling, concepts and production processes from ideation to creation. Students will:</p> <ul style="list-style-type: none"> <li>• explore representations and characterisations of people in music video and how point of view is controlled by creators of music video through story principles and genre conventions</li> <li>• experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies</li> <li>• present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies</li> <li>• compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.</li> </ul> <p><b>Music: Putting it all Together</b> <i>Continued from Term 1</i> Students make and respond to music that feature chord progressions. Students revise the Elements of Music they have explored over the last 6 years and put them all together to create their own cover song arrangement.</p> <p>Students describe how their music making is influenced by music and performances from different cultures, times and places. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p>	<p><b>German: What is change?</b> In this unit, students will explore the concept of change and the experiences of young people in German-speaking countries and Australia. Students will:</p> <ul style="list-style-type: none"> <li>• discuss changes that they have experienced</li> <li>• read and create imaginative texts relating to a transition from a familiar to an unfamiliar situation</li> <li>• analyse language used to express emotions related to change</li> <li>• reflect on different ways people react to change.</li> <li>• analyse how language changes including the use of borrowed and new words.</li> </ul>