

# Curriculum Connections



## I AM WATER



This program has been developed to align with The Arts and English sections of the Victorian Curriculum. The program is flexible and can be linked to a variety of outcome areas. Using the program theme, there is also the opportunity to integrate the organising ideas of the 'Learning about Sustainability' Cross-Curriculum priority.

The program categories (speaking, drama, art, writing, meme, QikVids) have been matched to specific curriculum areas below. This list is not exhaustive and further connections could be made.

The curriculum area(s) that our program relates to are detailed below:

	Level 3 + 4	Level 5 + 6	Level 7+8	Level 9+10
<b>Explore and Express Ideas</b> <i>Drama</i> Categories: Drama & QikVids	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama <a href="#">(VCADRE025)</a>	Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations <a href="#">(VCADRE029)</a>	Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes <a href="#">(VCADRE033)</a>	Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama <a href="#">(VCADRE040)</a>
<b>Present and Perform</b> <i>Visual Arts</i> Category: Art		Create and display artwork considering how ideas can be expressed to an audience <a href="#">(VCAVAP031)</a>	Create and display artworks, describing how ideas are expressed to an audience <a href="#">(VCAVAP037)</a>	Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience <a href="#">(VCAVAP044)</a>
<b>Visual Communication Design Practices</b> <i>Visual Communication Design</i> Category: Meme			Use manual and digital drawing methods and conventions to create a range of visual communications <a href="#">(VCAVCDV002)</a>	Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design <a href="#">(VCAVCDV008)</a>
<b>Writing: Creating Literature</b> <i>English</i> Category: -Writing	<b>Level 3:</b> Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features <a href="#">(VCELT264)</a> <b>Level 4:</b> Create literary texts that explore students' own experiences and imagining <a href="#">(VCELT298)</a>	<b>Level 5:</b> Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced <a href="#">(VCELT328)</a> <b>Level 6:</b> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways <a href="#">(VCELT356)</a>	<b>Level 7:</b> Experiment with text structures and language features and their effects in creating literary texts <a href="#">(VCELT385)</a> <b>Level 8:</b> Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects <a href="#">(VCELT419)</a>	<b>Level 9:</b> Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects <a href="#">(VCELT419)</a> <b>Level 10:</b> Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience <a href="#">(VCELT477)</a>

	Level 3 + 4	Level 5 + 6	Level 7+8	Level 9+10
<p><b>Speaking and Listening: Interacting with others</b> <i>English</i> Category: -Speaking</p>	<p><b>Level 3:</b> Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (<a href="#">VCELY276</a>)</p> <p><b>Level 4:</b> Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (<a href="#">VCELY308</a>)</p>	<p><b>Level 5:</b> Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (<a href="#">VCELY338</a>)</p> <p><b>Level 6:</b> Participate in formal and informal debates and 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 (<a href="#">VCELY367</a>)</p>	<p><b>Level 7:</b> 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, using body language, voice qualities and other elements to add interest and meaning (<a href="#">VCELY396</a>)</p> <p><b>Level 8:</b> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects (<a href="#">VCELY427</a>)</p>	<p><b>Level 9:</b> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (<a href="#">VCELY456</a>)</p> <p><b>Level 10:</b> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences (<a href="#">VCELY486</a>)</p>
<p><b>Systems World Views Futures</b> <i>Learning about Sustainability</i></p>	<p><b>The Arts</b> - provides engaging and thought-provoking contexts in which to explore the nature of art making and responding. It enables the exploration of the role of The Arts in maintaining and transforming cultural practices, social systems and the relationships of people to their environment. Through making and responding in The Arts, students consider issues of sustainability in relation to resource use and traditions in each of The Arts disciplines. The Arts provides opportunities for students to express and develop world views, and to appreciate the need for collaboration within and between communities to implement more sustainable patterns of living. In this learning area, students use the exploratory and creative platform of The Arts to advocate effective action for sustainability.</p> <p><b>English</b> - develops the skills necessary to investigate, analyse and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures. The content in the language, literature and literacy strands is key to developing and sharing knowledge about social, economic and ecological systems and world views that promote social justice. In this learning area, students may interrogate a range of texts to shape their decision-making in relation to sustainability. They develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures.</p>			

# General Capabilities

Speaking 4 the Planet helps students achieve key elements of the General Capabilities in the Australian Curriculum. In particular:

## **Literacy:**

S4P provides students with an opportunity to extend their literacy skills through research, analysis, synthesis and communication. S4P focus areas open up new and globally-important topics and their associated vocabularies. For example, climate change, biodiversity, water issues and lifestyle choices have language and concepts necessary for conversations, discussions and writing in the 21st century. S4P invites communication and representation in a range of media: speaking, drama, writing, and art, digital. Students learn to use the nuances of language and communication to explain and persuade.

## **Critical and Creative Thinking:**

S4P does not invite students to regurgitate what they read or hear. Instead, it invites them to understand and present a personal perspective on the matter in a quirky way. It invites them to weigh their own views and opinions against the evidence and against the views and opinions of others. It provides an opportunity for students to think critically even about their own creative solutions to sustainability challenges. Students may consider possible, preferable and preferred futures and critically evaluate ideas – including their own.

## **Personal and Social Capability:**

S4P creates space and opportunities for students to build their leadership skills. They have a chance to help shape thinking through their informed and personal representation of their concerns and of their ideas for solutions. These opportunities also help build a sense of agency – a sense of participating in the world, participating in vital social conversations, and a sense of making contributions to building a more sustainable world. S4P topics also invite students to empathise with those from other countries and cultures. For example, the climate change theme helped students better appreciate the residents of islands in the Pacific Ocean.

## **Ethical Understanding:**

S4P reminds participants that we live not just in our homes and communities, but in a country and in a world with multiple other people and communities. It reminds students of the importance of ethical decision making (e.g. purchases) and the implications of our choices on other people, other species, and the natural environment. S4P emphasises responsibilities, not just rights. It treats students as citizens, not customers; as participants, not spectators. S4P invites creative thinking about ways to act on responsibilities as citizens and participants in the world. S4P invites students to take a critical view of the systems that shape society. Intercultural Understanding: Each S4P competition requires students to be connecting local, regional and global. In both directions. They need to consider environmental and sustainability issues and the diversity of lifestyles, choices, and values that impact on the planet and people and 13 other species. Students need to appreciate human needs and how people in different contexts meet those needs – even though some of those actions are deemed “illegal” by other countries and cultures. For example, the illegal trade in wild species of flora and fauna. Also, the students’ presentations at

S4P events are to a very multicultural audience, so they need to be aware of cultural sensitivities.

