

### IMAGINE LIVE CURRICULUM LINKS

**Suitable for:** Early Stage 1 – Stage 2

**Curriculum links:** English, Creative Arts and Geography

| ENGLISH       |  |   |  |
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| STAGE         | TEXT TYPE / MODULES  | TEXTUAL CONCEPTS / CONTENT  | OUTCOMES   |
| Early Stage 1 | <p>Understanding and Responding to Literature</p> <p>Text type:</p> <ul style="list-style-type: none"> <li>• Picture books</li> <li>• Australian literature</li> <li>• Poetry and texts that feature wordplay and figurative language</li> <li>• Narrative texts that include examples of character</li> </ul> | <p>Context:</p> <ul style="list-style-type: none"> <li>• Identify aspects of their own world represented in texts.</li> <li>• Identify and contrast features of texts that inform, persuade and/or entertain.</li> </ul> <p>Narrative:</p> <ul style="list-style-type: none"> <li>• Understand that narrative can be real or imagined.</li> <li>• Identify narratives told through a different range of modes and media.</li> </ul> <p>Character:</p> <ul style="list-style-type: none"> <li>• Identify and discuss character features and actions.</li> <li>• Share feelings and thoughts in response to characters and actions in texts.</li> </ul> <p>Imagery, symbol and connotation:</p> <ul style="list-style-type: none"> <li>• Identify and discuss how creative language and/or symbols enhance enjoyment in texts.</li> <li>• Identify how visual cues contribute to the meaning of a text.</li> </ul> <p>Perspective:</p> <ul style="list-style-type: none"> <li>• Express likes and dislikes about a text.</li> <li>• Identify favourite stories and/or characters in texts using verbal and/or nonverbal modes.</li> </ul> | <p>ENE-UARL-01</p> <p>Understands and responds to literature read to them.</p> |

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| <p>Stage 1</p> | <p>Understanding and Responding to Literature</p> <p>Text type:</p> <ul style="list-style-type: none"> <li>• Picture books</li> <li>• Australian literature</li> <li>• Poetry and texts that feature wordplay and figurative language</li> <li>• Narrative texts that include examples of character</li> </ul> | <p>Context:</p> <ul style="list-style-type: none"> <li>• Recognise ways that settings and situations are represented within texts.</li> </ul> <p>Narrative:</p> <ul style="list-style-type: none"> <li>• Identify and appreciate how key messages in narratives evoke feelings.</li> </ul> <p>Character:</p> <ul style="list-style-type: none"> <li>• Identify how a character reflects their own or other lived experiences.</li> <li>• Identify how characters can invite positive and negative responses.</li> <li>• Identify the language, dialogue, actions, images or music that create a reader response to a character.</li> </ul> <p>Imagery, symbol and connotation:</p> <ul style="list-style-type: none"> <li>• Identify figurative language and wordplay in texts.</li> <li>• Identify symbols and images in texts, and how they bring deeper meaning.</li> </ul> <p>Perspective and argument:</p> <ul style="list-style-type: none"> <li>• Identify how structure and images reinforce ideas.</li> </ul> <p>Representation:</p> <ul style="list-style-type: none"> <li>• Express personal responses to the real and imagined worlds that are represented in texts.</li> </ul> | <p>EN1-UARL-01</p> <p>Understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.</p> |
| <p>Stage 2</p> | <p>Understanding and Responding to Literature</p> <p>Text type:</p>  | <p>Context:</p> <ul style="list-style-type: none"> <li>• Describe connections between own or shared experiences and those depicted in narratives.</li> </ul>  | <p>EN2-UARL-01 Identifies and describes how ideas are represented in literature and</p>   |

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|  | <ul style="list-style-type: none"> <li>• Picture books</li> <li>• Australian literature</li> <li>• Poetry and texts that feature wordplay and figurative language</li> <li>• Narrative texts that include examples of character</li> </ul> | <p>Characterisation:</p> <ul style="list-style-type: none"> <li>• Understand that characterisation refers to the qualities attributed to real and imagined characters, including their personality and emotional attributes.</li> <li>• Recognise that characters may be identified through familiar, individual or group characteristics.</li> <li>• Describe how a character drives the plot in a narrative.</li> <li>• Describe how characters invite emotional engagement with literature.</li> </ul> <p>Imagery, symbol and connotation:</p> <ul style="list-style-type: none"> <li>• Recognise imagery and symbols in literature.</li> <li>• Identify figurative language in literature and how it can influence meaning, and experiment with figurative language when creating texts.</li> <li>• Describe how words, sounds, images, logos and colour contribute to meaning in literature.</li> </ul> <p>Theme:</p> <ul style="list-style-type: none"> <li>• Identify themes in literature, recognising that there may be multiple themes within and between texts.</li> </ul> <p>Perspective and context:</p> <ul style="list-style-type: none"> <li>• Understand that literature is created by drawing upon personal, social and cultural contexts and perspectives.</li> <li>• Identify and discuss the purpose of a text, and its intended audience, mode and medium.</li> <li>• Understand how context informs the setting within a text, and experiment with setting for different contexts when creating texts.</li> </ul> | <p>strategically uses similar representations when creating texts.</p> |
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| CREATIVE ARTS |   |   |   |
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| STAGE         | CONTENT / SCOPE   | OBJECTIVES  | OUTCOMES  |
| Early Stage 1 | Visual Arts<br>Subject Matter: <ul style="list-style-type: none"> <li>• People</li> <li>• Other Living Things</li> <li>• Objects</li> <li>• Places and Spaces</li> </ul> Forms: <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Digital Forms</li> </ul> Music<br>Musical Concepts: <ul style="list-style-type: none"> <li>• Duration</li> <li>• Dynamics</li> </ul> Repertoire: <ul style="list-style-type: none"> <li>• Vocal Music</li> <li>• Instrumental Music</li> <li>• Movement</li> </ul> Drama<br>Drama Forms: <ul style="list-style-type: none"> <li>• Movement</li> <li>• Storytelling</li> <li>• Puppetry</li> </ul> Elements of Drama: <ul style="list-style-type: none"> <li>• Dramatic Tension</li> </ul> | In Visual Arts, students will develop knowledge, skills and understanding: <ul style="list-style-type: none"> <li>• In appreciating their own artworks and those of others, recognising the roles of artists, audiences and how the world can be interpreted.</li> </ul> In Music, students will develop knowledge, skills and understanding: <ul style="list-style-type: none"> <li>• In performing music of different styles and from different times and cultures by singing, playing and moving using musical concepts.</li> <li>• In listening to and discussing their own music and that of others.</li> </ul> In Drama, students will develop knowledge, skills and understanding: <ul style="list-style-type: none"> <li>• In making drama collaboratively by taking on roles and creating imagined situations shaped by the elements of drama.</li> <li>• In appreciating their own dramatic works and those of others.</li> </ul> | VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.<br><br>VAES1.4 Communicates their ideas about pictures and other kinds of artworks.<br><br>MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.<br><br>MUES1.4 Listens to and responds to music.<br><br>DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.<br><br>DRAES1.4 Responds to dramatic experiences. |

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|                           | <ul style="list-style-type: none"> <li>• Contrast</li> <li>• Symbol</li> <li>• Focus</li> <li>• Mood</li> </ul>   |  |   |
| Stage 1<br>Music<br>Drama | <b>Music</b><br><b>Musical Concepts:</b> <ul style="list-style-type: none"> <li>• Duration</li> <li>• Dynamics</li> </ul> <b>Repertoire:</b> <ul style="list-style-type: none"> <li>• Vocal Music</li> <li>• Instrumental Music</li> <li>• Movement</li> </ul> <b>Drama</b><br><b>Drama Forms:</b> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Storytelling</li> <li>• Puppetry</li> </ul> <b>Elements of Drama:</b> <ul style="list-style-type: none"> <li>• Dramatic Tension</li> <li>• Contrast</li> <li>• Symbol</li> <li>• Focus</li> <li>• Mood</li> </ul> | <p>In Music, students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> <li>• In performing music of different styles and from different times and cultures by singing, playing and moving using musical concepts.</li> <li>• In listening to and discussing their own music and that of others.</li> </ul> <p>In Drama, students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> <li>• In making drama collaboratively by taking on roles and creating imagined situations shaped by the elements of drama.</li> <li>• In appreciating their own dramatic works and those of others.</li> </ul> | <p>MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.</p> <p>MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.</p> <p>DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.</p> <p>DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.</p> |
| Stage 2<br>Music          | <b>Music</b><br><b>Musical Concepts:</b> <ul style="list-style-type: none"> <li>• Duration</li> </ul>   | <p>In Music, students will develop knowledge, skills and understanding:</p>  | <p>MUS2.1 Sings, plays and moves to a range of music, demonstrating a</p>   |

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| <p>Drama</p> | <ul style="list-style-type: none"> <li>• Dynamics</li> </ul> <p>Repertoire:</p> <ul style="list-style-type: none"> <li>• Vocal Music</li> <li>• Instrumental Music</li> <li>• Movement</li> </ul> <p>Drama</p> <p>Drama Forms:</p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Storytelling</li> <li>• Puppetry</li> </ul> <p>Elements of Drama:</p> <ul style="list-style-type: none"> <li>• Dramatic Tension</li> <li>• Contrast</li> <li>• Symbol</li> <li>• Focus</li> <li>• Mood</li> </ul> | <ul style="list-style-type: none"> <li>• In performing music of different styles and from different times and cultures by singing, playing and moving using musical concepts.</li> <li>• In listening to and discussing their own music and that of others.</li> </ul> <p>In Drama, students will develop knowledge, skills and understanding:</p> <ul style="list-style-type: none"> <li>• In making drama collaboratively by taking on roles and creating imagined situations shaped by the elements of drama.</li> <li>• In appreciating their own dramatic works and those of others.</li> </ul> | <p>basic knowledge of musical concepts.</p> <p>MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.</p> <p>DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.</p> <p>DRAS2.4 Responds to, and interprets drama experiences and performances.</p> |
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| GEOGRAPHY            |  |   |   |
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| STAGE                | CONTENT  | OBJECTIVES  | OUTCOMES  |
| <p>Early Stage 1</p> | <p>Geographical Concepts:</p> <ul style="list-style-type: none"> <li>• Place</li> <li>• Environment</li> <li>• Sustainability</li> </ul> <p>Topic:</p> <ul style="list-style-type: none"> <li>• People live in places</li> </ul> | <p>Students:</p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of the features and characteristics of places and environments across a range of scales.</li> <li>• Develop knowledge and understanding of interactions between people, places and environments.</li> </ul> | <p>GEe-1 Identifies places and develops an understanding of the importance of places to people.</p> |
| <p>Stage 1</p>       | <p>Geographical Concepts:</p> <ul style="list-style-type: none"> <li>• Place</li> </ul>  | <p>Students:</p>  | <p>GE1-1 Describes features of places and</p>   |

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|         | <ul style="list-style-type: none"> <li>• Environment</li> <li>• Sustainability</li> </ul> <p>Topic:</p> <ul style="list-style-type: none"> <li>• Features of Places</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of the features and characteristics of places and environments across a range of scales.</li> <li>• Develop knowledge and understanding of interactions between people, places and environments.</li> </ul>                  | <p>the connections people have with places.</p> <p>GE1-2 Identifies ways in which people interact with and care for places.</p>                          |
| Stage 2 | <p>Geographical Concepts:</p> <ul style="list-style-type: none"> <li>• Place</li> <li>• Environment</li> <li>• Sustainability</li> </ul> <p>Topic:</p> <ul style="list-style-type: none"> <li>• Places are Similar and Different</li> <li>• The Earth's Environment</li> </ul> | <p>Students:</p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of the features and characteristics of places and environments across a range of scales.</li> <li>• Develop knowledge and understanding of interactions between people, places and environments.</li> </ul> | <p>GE2-1 examines features and characteristics of places and environments.</p> <p>GE2-2 describes the ways people, places and environments interact.</p> |