

385 ALIVE !

Primary Schools Category

Sponsored by: **St John's Lutheran School**



| Section | Schools Years P-6 | Prize |
|---------|--|------------------------|
| 1 | The Collection: Use art or photography to record a collection all the things that we can eat or drink and are produced around 385. You may include suitable subtitles or paragraphs of explanation etc. Final item could be in the form of a poster (max. size A1) or a document suitable for display. Photos and art must be of products produced on 385 even if the photo of the product is not taken on 385. | \$35 , \$10, \$5 |
| 2 | The Expression: Create an expression about the potential effects of the coal mine using a combination of words and illustrations (photos, drawings or paintings). This could be displayed as photo(s), a piece of art, an illustrated poem or paragraph, a poster, or a newspaper article. (max. size A1) | \$35 , \$10, \$5 |

SCHOOL AND TEACHER NOTES are on the following pages.

ACARA CONNECTIONS

Students participating in *385 Alive* are likely to engage with the following ACARA curriculum elements.

HISTORY AND SOCIAL SCIENCES

PRE-YEAR 6 (HASS)

Prep:

The content in the geography sub-strand provides ways of developing students' understanding of **place, space** and **environment**. Students explore the place they live in and belong to, and learn to observe and describe its features, and why it is important to them. They explore their own special places, how they feel about them, what makes them special, and how they can care for them (place, environment). They learn that their place is also the place of Aboriginal or Torres Strait Islander Peoples (place). The idea of location is introduced through learning about representations on which places can be located and drawing story maps and creating models to show where familiar places and features are located (space).

Inquiry Questions

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

The [representation](#) of the location of places and their features on simple maps and models ([ACHASSK014](#))

The places people live in and belong to, their familiar features and why they are important to people ([ACHASSK015](#))

The reasons why some places are special to people, and how they can be looked after ([ACHASSK017](#))

Year 1

Students learn about the natural, managed and constructed features of places and how these features provide evidence of change (place, environment, change). Students understand that important activities are located in places and explore where they are located, and why (space). They come to understand how places are cared for (environment).

Inquiry Questions

- What are the different features of places?
- How can we care for places?
- How have the features of places changed?

Year 2

Inquiry Questions

- What is a place?
- How are people connected to their place and other places?
- What factors affect my connection to places?

Year 3

Inquiry and Skills:

- Pose questions to investigate people, events, places and issues ([ACHASSI052](#))
- Draw simple conclusions based on analysis of information and data ([ACHASSI058](#))
- Interact with others with respect to share points of view ([ACHASSI059](#))

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions ([ACHASSI060](#))

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms ([ACHASSI061](#))

Year 4

Sustainability – the ongoing capacity of the environment to sustain human life and wellbeing. Students explore the features and functions of environments that support humans and other living things (environment, interconnection). They examine the use and management of resources and waste, and views about how to achieve sustainability (environment, interconnection, sustainability),

Inquiry Questions

- 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 environments more sustainably?

Year 5

The curriculum focuses on the factors that shape the characteristics of places. They explore how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places (change, environment, place, interconnection). Students examine the way spaces within places are organised and managed (space, place), and how people work to prevent, mitigate and prepare for natural hazards (environment, place).

Inquiry Questions

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

Year 6

Inquiry and Skills:

Evaluate [evidence](#) to draw conclusions ([ACHASSI129](#))

Work in groups to generate responses to issues and challenges ([ACHASSI130](#))

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others ([ACHASSI131](#))

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects ([ACHASSI132](#))

THE ARTS: VISUAL ART & MEDIA ARTS

Prep to Year 2:

They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making.

In Media Arts, students:

- become aware of structure, intent, character and settings in ideas and stories
- explore ideas and learn about composition, sound and technologies to construct stories
- learn how their ideas can be communicated through selecting and organising the elements of media arts.

Explore ideas, characters and settings in the community through stories in images, sounds and text ([ACAMAM054](#))

Years 3 and 4

Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text ([ACAMAM058](#))

Use [media technologies](#) to create [time](#) and [space](#) through the manipulation of images, sounds and text to tell stories ([ACAMAM059](#))

Plan, create and present media artworks for specific purposes with awareness of responsible media practice ([ACAMAM060](#))

Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples ([ACAMAR061](#))

Years 5 and 6

Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, [story principles](#) and genre [conventions](#) in images, sounds and text ([ACAMAM062](#))

Develop skills with [media technologies](#) to shape [space](#), [time](#), [movement](#) and [lighting](#) within images, sounds and text ([ACAMAM063](#))

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice ([ACAMAM064](#))

Explain how the [elements of media arts](#) and [story principles](#) communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks ([ACAMAR065](#))

Years 7 and 8:

Experiment with the organisation of ideas to structure stories through media [conventions](#) and genres to create points of view in images, sounds and text ([ACAMAM066](#))

Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples ([ACAMAM067](#))

Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning ([ACAMAM068](#))

Plan, structure and design media artworks that engage audiences ([ACAMAM069](#))

Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues ([ACAMAM070](#))

Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences ([ACAMAR071](#))

Identify specific features and purposes of media artworks from contemporary and past times to explore [viewpoints](#) and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks ([ACAMAR072](#))

Years 9 and 10

Experiment with ideas and stories that manipulate media [conventions](#) and genres to construct new and alternative points of view through images, sounds and text ([ACAMAM073](#))

Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples ([ACAMAM074](#))

Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and [style](#) ([ACAMAM075](#))

Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes ([ACAMAM076](#))

Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues ([ACAMAM077](#))

Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media [conventions](#), social beliefs and values for a range of audiences ([ACAMAR078](#))

Analyse a range of media artworks from contemporary and past times to explore differing [viewpoints](#) and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks ([ACAMAR079](#))

SCIENCE

Prep:

In Foundation, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to questions they pose and making observations is a core part of science and use their senses to gather different types of information.

Living things have basic needs, including food and water ([ACSSU002](#))

Year 1:

In Year 1, students infer simple cause-and-effect relationships from their observations and experiences, and begin to link events and phenomena with observable effects and to ask questions. They observe changes that can be large or small and happen quickly or slowly. They explore the properties of familiar objects and phenomena, identifying similarities and differences.

Living things have a variety of external features ([ACSSU017](#))

Living things live in different places where their needs are met ([ACSSU211](#))

Year 2:

In Year 2, students observe patterns of growth and change in living things, and describe patterns and make predictions. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used.

Living things grow, change and have offspring similar to themselves ([ACSSU030](#))

Year 3:

Students begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply.

Living things can be grouped on the basis of [observable](#) features and can be distinguished from non-living things ([ACSSU044](#))

Year 4:

students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles.

Living things have life cycles ([ACSSU072](#))

Year 5:

students are introduced to cause and effect relationships through an exploration of adaptations of living things and how this links to form and function. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours.

Living things have structural features and adaptations that help them to survive in their [environment](#) ([ACSSU043](#))

Year 6:

They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly, they see that the growth and survival of living things are dependent on matter and energy flows within a larger system.

The growth and survival of living things are affected by physical conditions of their [environment](#) ([ACSSU094](#))