Town Entrance

Grade Level/s:	Subject/s:	Type:	Author:
3, 4, 5, 6, 7	Art & Music,English,Geography,History,Mathematics,Technologies	Unit Plan	Joann Packer

----

Town Entrance

Students will create a new entrance sculpture for the town which represents the local area. The local group , Mundulla On The Move, were looking for ideas for a new structure for the town entrances. They will work through the design process by researching other locations and their own environment.

Single Lesson Plan

Lesson 1

Task:	Activity:	Resources:
Step 1	Research other town entries	Internet and photographs of other town entrance sculptures.
Step 2	Discussion about what makes Mundulla unique. (history, agriculture, sports, environment)	Paper and pencils.

Lesson 2

Task:	Activity:	Resources:
Step 1	Students worked in vertically grouped groups to discuss and draw ideas for the entry	
Step 2	Students were introduced to Makers Empire software and were given time to work through the challenges to become familiar with the program.	Computers, iPads software

Lesson 3

Task:	Activity:	Resources:
Step 1	Students reviewed their drawings in their groups. They chose 2 or 3 of their designs to present to the rest of the classes with reasons why they were chosen.	
Step 2	Makers Empire used again so that further challenges are completed to gain more skills and tokens.	computers iPads and software/app

Lesson 4

Task:	Activity:	Resources:
Step 1	Looked again at images of other town entrances to compare. Talked about the fact that there was usually only 1 or 2 things as drivers didn't want to be distracted. Narrowing the criteria.	photos
Step 2	Groups reviewed their designs and critiqued them so that they could better meet the criteria. Students continued to refine their designs based on the feedback they received.	
Step 3	More time on Makers Empire.	

Lesson 5

Task:	Activity:	Resources:
Step 1	Discussed the possible location of the structures. Went to 2 of the locations to measure possible sites.	
Step 2	At the site, we looked at the distance from the road- safety aspects, why the signs already there were in their locations.	
Step 3	Students measured their favoured location - looking at angles, fence lines and justify their locations. Photographing their locations.	Trundle wheel, tape measures, camera

Lesson 6

Task:	Activity:	Resources:
Step 1	Year 6/7s worked on scale and looking at Makers Empire to see where the scale function is.	Laptop and software.
Step 2	Students tried to change the scale of the design plate and continued working through the challenges and begin work on the designs.	

Lesson 7

Task:	Activity:	Resources:
Step 2	Students created their models using Makers Empire.	
Step 3	As they worked on their models students shared and critiqued each others' designs as well as helping when problems arose.	

Lesson 8

Task:	Activity:	Resources:
	Students assessed their work against the criteria and wrote an evaluation.	
	Studnets displayed a printed version of their designs. They voted for the top 10 designs to be printed agaisnt the criteria.	

Downloadable files

IMG_0285.JPG (/download/lesson_plan_attachments/files/000/000/145/original/IMG_0285.JPG?1498531217)

IMG_0390.JPG (/download/lesson_plan_attachments/files/000/000/147/original/IMG_0390.JPG?1498531287)

IMG_0397.JPG (/download/lesson_plan_attachments/files/000/000/148/original/IMG_0397.JPG?1498531315)

IMG_0481.JPG (/download/lesson_plan_attachments/files/000/000/149/original/IMG_0481.JPG?1498531406)

 ■IMG_0483.JPG (/download/lesson_plan_attachments/files/000/000/150/original/IMG_0483.JPG?1498531421)

 IMG_0491.JPG (/download/lesson_plan_attachments/files/000/000/151/original/IMG_0491.JPG?1498531459)

 IMG_0317.JPG (/download/lesson_plan_attachments/files/000/000/152/original/IMG_0317.JPG?1498531492)

 What_have_we_learnt_doing_the_Makers_Empire_Project.docx (/download/lesson_plan_attachments/files/000/000/153/original/What_have_we_learnt_doing_the_Makers_Empire_Project.docx?1498532049)

 Created_a_model_using_Makers_Empire.docx (/download/lesson_plan_attachments/files/000/000/154/original/Created_a_model_using_Makers_Empire.docx?1498532096)

Curriculum

South Australian TfEL:

4.1 build on learners' understandings

4.2 connect learning to students' lives and aspirations

4.3 apply and assess learning in authentic contexts

4.4 communicate learning in multiple modes

Domain 4: Personalise and connect learning

2.2 build a community of learners

2.4 challenge students to achieve high standards with

Australian Curriculum:

Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bcb7e64b-f27a-4052-bdbf-2a0b7d2cd948)

Exploring The Different Uses Of Materials In A Range Of Products, Including Those From Aboriginal And Torres Strait Islander Communities And Countries Of Asia (ELBT219)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d1c6d98a-86fd-4c2a-af14-8cf546bbd902)

Critiquing And Selecting Appropriate Joining Techniques For Materials To Produce Working Models (ELBT423)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/33bd8db2-3945-4ec7-9bb4-271c3dc96088)

Exploring And Testing A Range Of Materials Under Different Conditions For Suitability Including Sustainability Considerations And Identifying Appropriate Tools, Equipment And Techniques (ELBT4)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e3141a7b-7fea-4715-9c17-fd77b33b0cb4)

Examining The Structure And Production Of Everyday Products, Services And Environments To Enhance Their Own Design Ideas (ELBT303)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/feb70a86-13d8-4346-9197-6438f682e695)

Exploring The Properties Of Materials To Determine Suitability, For Example The Absorbency Of Different Fabrics Or The Strength Of Different Resistant Materials (ELBT243)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a06e9aa4-1016-4623-9d3d-819deaaa1ccc)

Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bf39b902-e9bd-4de1-86b3-fdc9ce32928c)

Exploring Ways Of Joining, Connecting And Assembling Components That Ensure Success (ELBT361)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d093df89-3b8a-40ad-8c2b-491eadec61d0)

Generating A Range Of Design Ideas For Intended Products, Services, Environments (ELBT174)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86614c60-bc02-4736-a7d0-aacfdf81b1fc)

Identifying The Properties Of Materials Needed For The Designed Solution (ELBT10)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ee3ed807-456a-4447-a89f-fb8e6f115cf3)

Visualising And Exploring Innovative Design Ideas By Producing Thumbnail Drawings, Models And Labelled Drawings To Explain Features And Modifications (ELBT211)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a12a5d0e-ad92-4ac3-b48e-911b49a6b530)

Planning, Sharing And Documenting Creative Ideas And Processes Using Digital Tools Such As A Class Blog Or Collaborative Document (ELBT388)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2ed06a48-642c-4ddc-954c-3d34b4e34462)

Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b1370b5c-6ae3-42d5-a974-b2f33aca49b1)

Negotiating Criteria For Success With Class Or Group Members (ELBT411)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e99ee4dc-7243-4d03-b0e3-2be6f2aab3a5)

Evaluating, Revising And Selecting Design Ideas, Based On Criteria For Success And Including Consideration Of Ethics, Social Values And Sustainability (ELBT342)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f454fc5f-bc28-4ea6-8a61-5250e590a0f5)

Evaluating The Functional And Aesthetic Qualities Of A Designed Solution (ELBT35)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/12bd3fde-0ce6-4874-9566-eea4d2ecd1d1)

Reflecting On The Sustainability Implications Of Selected Designed Solutions (ELBT168)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/953a750f-5101-4d3b-847d-ae69154f076c)

Comparing The Amount Of Waste That Would Be Produced From Different Design And Development Options And The Potential For Recycling Waste (ELBT406)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/53cb10ab-bfd3-4f14-8219-32cdbbc4fb22)

Reflecting On Designed Solutions To Critique And Assess Suitability, Sustainability And Enterprise Opportunities And Determine How Well They Meet Success Criteria (ELBT414)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ce3e4c15-18c5-4f23-97ab-2acee42e6f17)

Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ac91e615-93d6-499c-9f2a-b4da110c21f3)

Determining Planning Processes As A Class, For Example Recording A Procedure Or Creating Time Plans (ELBT122)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4ff3b8d5-3e6b-455a-a8e2-c457f27a8028)

Managing Time And Resource Allocation Throughout Production, For Example Materials, Tools, Equipment And People (ELBT370)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/30a4da41-0610-4478-be0f-458db6ee4691)

Identifying The Steps In A Mass Production Process (ELBT457)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/72dbcfc7-291d-4e25-b3ab-141aff8d1dc7)

Sequencing Steps To Collaboratively Produce A Designed Solution (ELBT350)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bd7d0dc9-2531-4c4e-b4fa-4f3daddf01e3)

Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ba61fd1b-b7ed-4d58-8cb0-b7dd0dca64f9)

Exploring The Steps Involved In The Process To Satisfy A Design Brief, Need Or Opportunity (ELBT34)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3ca02564-9519-46fc-b438-eec11c74fc9c)

Investigating Designed Solutions From Around The World To Make Suitable, Quality Decisions That Meet The Design Brief, Challenge Or Scenario (ELBT97)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1bf47f61-4046-463c-9528-cf522bdddc8e)

Identifying The Importance Of Complementary Parts Of Working, Everyday Systems By Deconstructing The Components, Structure And Purpose Of Products, Services Or Environments (ELBT69)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/95651eea-698e-417c-a35e-dee42b90939d)

Testing A Range Of Materials, Components, Tools And Equipment To Determine The Appropriate Technologies Needed To Make Products, Services Or Environments, For Example A Moving Vehicle (ELBT376)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f7955d4f-a1ff-4b70-ab36-433928a1c400)

Investigating How To Minimise Material Use And Manage Waste By Critiquing The Environmental And Social Impacts Of Materials, Components, Tools And Equipment (ELBT2)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0e4889d9-1297-47bc-b70a-ff9d32be08b8)

Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8abf34c6-43f0-48c4-a26b-5c673f37cbf0)

Generating A Range Of Design Ideas For Products, Services Or Environments Using Prior Knowledge, Skills And Research (ELBT408)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ecc70bac-4ded-4719-8922-2fe8ac3055fd)

Developing Alternative Design Ideas And Considering Implications For The Future To Broaden The Appeal And Acceptance Of Design Ideas (ELBT200)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/adb45c63-290a-4731-abb6-99032031ac5b)

Analysing And Modifying Design Ideas To Enhance And Improve The Sustainability Of The Product, Service, Environment Or System (ELBT365)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/059cdc15-9fbe-4dcd-ad2f-47592878e0ea)

Representing And Communicating Design Ideas Using Modelling And Drawing Standards Including The Use Of Digital Technologies, For Example Scale; Symbols And Codes In Diagrams; Pictorial Maps And Aerial Views Using Web Mapping Service Applications (ELBT364)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b45f775a-3a31-4e00-80e6-4876549184f2)

Experimenting With Materials, Tools And Equipment To Refine Design Ideas, For Example Considering The Selection Of Materials And Joining Techniques To Suit The Purpose Of A Product (ELBT267)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6b897f57-6cba-4870-93e0-78ef6a957b77)

Negotiate criteria for success that include consideration of sustainability to evaluate design ideas, processes and solutions (ACTDEP027)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/26e94f5b-d29b-4364-aae9-475bf157aad1)

Independently And Collaboratively Identifying Criteria For Success, Processes And Planning, For Example Using Visual Representations Such As A Flowchart (ELBT297)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/67e1cd1d-cb6d-447a-9275-67af6fa70de8)

Evaluating The Suitability Of Materials, Tools And Equipment For Specific Purposes (ELBT176)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b61a99c5-795d-48a0-89b8-a93ed3654796)

Reflecting On How Well Their Designed Solutions Ensure Safety And Wellbeing Of Users And Consumers And Meet The Needs Of Communities And Different Cultures (ELBT437)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/790ce14b-599c-49e4-8264-1f195fd1d11a)

Considering The Criteria For Success In Relation To The Benefits And Costs Of Production Processes, The Environmental Impact, Future Use And Application, And Social Values And Ethics Of Clients (ELBT443)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/30edeabf-e43f-48ef-9b14-1c4f9fae7ac9)

Evaluating Products, Services And Environments From A Range Of Technologies Contexts With Consideration Of Ethics And Sustainability (ELBT324)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e8b18c25-8494-46f4-8edf-5bf9e35e6113)

Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/648ab0a9-fcc2-4b35-9ad8-fad594b56609)

Examining The Essential Features Of Existing Processes To Inform Project Planning Including Safe Work Practices That Minimise Risk (ELBT225)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9c675bfc-0f22-4fe3-a4ee-8a2d60e05f90)

Setting Milestones For Production Processes And Allocating Roles To Team Members (ELBT268)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/87878c78-ed26-4990-97de-76c04472692d)

Identifying When Materials, Tools And Equipment Are Required For Making The Solution (ELBT165)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/872ce6b5-deb1-4b49-9af5-b02fcdcb8ddd)

Outlining The Planning And Production Steps Needed To Produce A Product, Service Or Environment Using Digital Technologies (ELBT143)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a5b5d5fd-d72c-4d06-a01a-b7977bcfffbf)

Reflecting On Planned Steps To See If Improvements Can Be Made (ELBT392)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b14f533a-5986-46c6-80ab-398cfb567a88)

Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a91db062-7138-47bf-a24b-66f0ea527804)

Considering Community Needs When Identifying Opportunities For Designing, For Example Gardens For A Community Centre, Cost Effective Food Service For A Sport Club (ELBT130)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6b74570e-7014-41f7-a59b-c18038b4c321)

Experimenting With Traditional And Contemporary Technologies When Developing Designs, And Discovering The Advantages And Disadvantages Of Each Approach (ELBT390)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/afe635f6-f224-4664-b3c0-3a26fc2151f5)

Investigating Emerging Technologies And Their Potential Impact On Design Decisions, For Example Flame Retardant Fabrics Or Smart Materials Such As Self Healing Materials, Digital Technologies And Agriculture (ELBT103)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bf839e7e-8e42-4e70-950d-cbc47b977d7a)

Examining, Testing And Evaluating A Variety Of Suitable Materials, Components, Tools And Equipment For Each Design Project, For Example The Differences Between Natural Hardwood And Plantation Softwood Timbers, Which Determine Their Suitability For Particular Uses Related To Durability, For Example Interior Or Exterior Use (ELBT224)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/93a9c41d-414b-4d6b-9ed0-8a5f5dfff425)

Evaluating The Viability Of Using Different Techniques And Materials In Remote, Isolated Areas, Or Less Developed Countries (ELBT194)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ff2940cb-3f2e-4365-a014-9c5dd4ad6c21)

Selecting Appropriate Materials To Acknowledge Sustainability Requirements By Using Life Cycle Thinking (ELBT280)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c5ec3b13-7f35-4999-86a1-727f3dedb20c)

Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c4bdda3d-e427-46e6-bb42-7d45f2627231)

Using A Variety Of Critical And Creative Thinking Strategies Such As Brainstorming, Sketching, 3 D Modelling And Experimenting To Generate Innovative Design Ideas (ELBT339)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c8bb944c-887b-4c02-9429-543dc9d3b4c8)

Considering Which Ideas To Further Explore And Investigating The Benefits And Drawbacks Of Ideas, For Example Using Digital Polling To Capture The Views Of Different Groups In The Community (ELBT129)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/99f61661-4351-4acc-bafa-c1868bb03c90)

Identifying Factors That May Hinder Or Enhance Project Development, For Example Intercultural Understanding (ELBT460)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b25e1045-8674-4097-82b9-11efb6e47c68)

Developing Models, Prototypes Or Samples Using A Range Of Materials, Tools And Equipment To Test The Functionality Of Ideas (ELBT178)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/13803ff3-296b-4d8d-8e87-a82b84625f90)

Producing Annotated Concept Sketches And Drawings, Using: Technical Terms, Scale, Symbols, Pictorial And Aerial Views To Draw Environments; Production Drawings, Orthogonal Drawings; Patterns And Templates To Explain Design Ideas (ELBT373)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/244267a7-6b19-4d78-99d9-43bf3994de40)

Documenting And Communicating The Generation And Development Of Design Ideas For An Intended Audience, For Example Developing A Digital Portfolio With Images And Text Which Clearly Communicates Each Step Of A Design Process (ELBT296)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3a40a0b7-ec3a-47df-b4bd-6905260cbb20)

Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bf511b4d-2edc-42cb-b334-198ef958df5c)

Explaining And Interpreting Drawings, Planning And Production Steps Needed To Produce Products, Services Or Environments For Specific Purposes (ELBT54)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/92c3085a-5aa5-4a9b-8a96-e6e714b282c3)

Organising Time, Evaluating Decisions And Managing Resources To Ensure Successful Project Completion And Protection Of The Work Space And Local Environment (ELBT86)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b11dfa31-a163-40df-8e0a-d7cae4b9110d)

Identifying Risks And How To Avoid Them When Planning Production (ELBT473)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c98233f2-357b-44cb-8ac0-08606fd33d2a)

Investigating The Time Needed For Each Step Of Production (ELBT11)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/afa74b73-f3d6-42bc-a7ed-fb7c8947caf6)

Recognising And Investigating Familiar Objects Using Concrete Materials And Digital Technologies (ELBM227)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f48cd95b-bcf9-4ecb-91ce-9e4600a2537a)

Solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/734f364b-d8c3-4db1-bf63-9e4600a2537a)

Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e9b0e88b-465b-4c63-b53f-9e4600a2537a)

Identifying The Size Of A Right Angle As 90° And Defining Acute, Obtuse, Straight And Reflex Angles (ELBM521)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/922d6510-2f67-4aba-9b16-9fb900e54109)

Measuring, Estimating And Comparing Angles In Degrees And Classifying Angles According To Their Sizes (ELBM523)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/21545948-1f82-4a4f-bd93-9fb900e54109)

Investigating The Use Of Rotation And Symmetry In The Diagrammatic Representations Of Kinship Relationships Of Central And Western Desert People (ELBM522)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/667d0f47-4749-4d41-b70e-9fb900e54109)

Recognising And Using The Two Alternate Conventions For Naming Angles (ELBM520)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9975b5c3-9826-4792-9587-9fb900e54109)

Geometric reasoning
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/edd25207-f5f0-465b-a166-9e4600a2537a)

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1aa10953-eb70-4a30-90a2-6f39c2dc8b63)

Designing A Storyboard That Reflects A Key Scene In A Sequence; For Example, An Opening Scene Of A Film That Shows The Important Camera Angles, Transitions, Edits, Voice And Soundtrack (ELBMA114)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bb2e1367-3e23-4b07-a5ab-1c1431df6fe1)

Designing A Navigational Plan For A Game, Using Multiple Levels And Obstacles; For Example, Creating And Designing Problems To Be Solved In Order To Progress To A New Level (ELBMA091)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9203c07b-07bd-4fb4-bb35-496779ee1082)

Creating A Script For A Radio Production And Documenting The Appropriate Permissions Required For Music And Voice Talents If It Were To Be Aired On Community Radio (ELBMA018)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/49e1c374-09f3-4d50-82ac-cd85e98e8656)

Presenting Their Media Artworks Using Internet Based Technologies, Including Social Media (ELBMA076)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/65ba46aa-d24d-47b0-a4f6-6c4c03011688)

Considering Viewpoints – Evaluations: For Example – What Cultural Images Can Or Cannot Be Used When Making And Publishing My Artwork? (ELBMA119)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d04d39ba-f42c-4991-a906-142a08797587)

Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/16cf20c5-1251-419d-aa4c-f46c1c5dfe1d)

Creating A Sequence Of Images, Sounds And Text Or A Combination Of These To Clearly Establish The Beginning, Middle And End Of A Story Or Event (ELBMA053)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1cc43305-c471-4fed-ad10-96db099dbd3f)

Taking A Series Of Photographs That Show Themselves And Their Friends As Comic Superheroes And Villains Through Setting, Costume And Body Language (ELBMA038)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/96e4b0e4-8280-4616-83a5-a863a6d2b57f)

Constructing Realistic Representations Of The Classroom Or Other Community Locations And Then Constructing Fictional Versions Of The Same Space (ELBMA097)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c6855a74-64de-4509-9266-39872e25cd2b)

Experimenting With Tension To Create Meaning And Sustain Representations (ELBMA030)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/29a25f33-d029-4e60-91d6-bd2205206de5)

Considering Viewpoints – Forms And Elements: For Example – What Images Will I Use And In What Order? (ELBMA008)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/acb0aff8-b47b-4cf2-a6be-ea8e4d762ed6)

Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4e0beba3-f562-4096-9dde-05c043ec81af)

Experimenting With The Camera And Framing The Subject, Using Basic Shot Types, Angles And Lighting To Control Picture Space (ELBMA034)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/699e05f0-2b7d-44e7-8da6-b1e1eb1c643c)

Experimenting With Applying Text To Accompany Still Or Moving Images, Such As Credits In A Title Sequence, And Selecting Appropriate Fonts, Colour And Length Of Time For Display Suitable To The Purpose Of The Artwork (ELBMA079)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/779b6ad6-c47a-48ed-ae65-664c82ecc1c5)

Practising Recording Sound On A Variety Of Devices To Explore Volume, Layering And The Use Of Voice To Create A Sense Of Environment (ELBMA009)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4a92ccfd-b52e-42c0-a1a6-ea6e4f96cf84)

Experimenting With Ways Of Formatting And Laying Out A Story Using Available Software And Appropriate Text Conventions For A Front Page News Story (ELBMA096)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fffab2f6-2027-417b-9262-3b5a893fdda6)

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/321050f0-40f4-47db-81d7-9e4600a2a402)

Identifying Roles And Collaborative Patterns In Students' Own Groups And Pair Work (For Example Initiating A Topic, Changing A Topic Through Negotiation, Affirming Other Speakers And Building On Their Comments, Asking Relevant Questions, Providing Useful Feedback, Prompting And Checking Individual And Group Understanding) (ELBE824)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f27a5365-4a41-476b-ab1b-9e4600a2a402)

Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6ef55a06-7f2d-497f-9f0c-9e4600a2a3c0)

Recognising That We Can Use Language Differently With Our Friends And Families, But That Standard Australian English Is Typically Used In Written School Texts And More Formal Contexts (ELBE889)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5d5ca844-1f7a-4681-8042-9e4600a2a3c0)

Recognising That Language Is Adjusted In Different Contexts, For Example In Degree Of Formality When Moving Between Group Discussions And Presenting A Group Report (ELBE890)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8d0d7991-3a3c-4a1e-ac46-9e4600a2a3c0)

Understanding How Age, Status, Expertise And Familiarity Influence The Ways In Which We Interact With People And How These Codes And Conventions Vary Across Cultures (ELBE891)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9be9d439-3fda-4e67-8334-9e4600a2a3c0)

Recognising The Importance Of Using Inclusive Language (ELBE892)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/766124f7-4596-4666-a9de-9e4600a2a3c0)

Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0def2def-21e9-478c-babb-9e4600a2a3bc)

Examining Visual And Multimodal Texts, Building A Vocabulary To Describe Visual Elements And Techniques Such As Framing, Composition And Visual Point Of View And Beginning To Understand How These Choices Impact On Viewer Response (ELBE904)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/572781a3-1832-4c9f-aa92-9e4600a2a3bc)

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0847bd6c-269d-41cc-95db-9e4600a2a3ca)

Recognising That A Bare Assertion (For Example 'it's The Best Film This Year') Often Needs To Be Tempered By: Using The 'impersonal It' To Distance Oneself (For Example 'it Could Be That It Is The Best Film This Year'); Recruiting Anonymous Support (For Example 'it Is Generally Agreed That It Is The Best Film This Year.'); Indicating A General Source Of The Opinion (For Example 'most Critics Agree That It Is The Best Film This Year.'; Specifying The Source Of The Opinion (For Example 'david And Margaret Both Agree That It Is The Best Film This Year') And Reflecting On The Effect Of These Different Choices (ELBE952)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/410c5593-dfe2-4aba-8418-9e4600a2a3ca)

Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e92927d2-50c4-4a80-8b31-9e4600a2a3cf)

Observing How Sequential Events Can Be Represented Visually By A Series Of Images, Including Comic Strips, Timelines, Photo Stories, Procedure Diagrams And Flowcharts, Life Cycle Diagrams, And The Flow Of Images In Picture Books (ELBE1020)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a3fcce88-4478-41da-9914-9e4600a2a3cf)

Observing How Concepts, Information And Relationships Can Be Represented Visually Through Such Images As Tables, Maps, Graphs, Diagrams, And Icons (ELBE1021)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ed9486e7-c147-47bf-bba1-9e4600a2a3cf)

The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/573c455c-9638-49e7-9816-9e4600a3168f)

Using Local Sites, Museums And Online Collections (For The Local Area Or State/Territory) To Identify The Cultural Groups Within The Local Community And Their Influence Over Time (For Example As Reflected In Architecture, Commercial Outlets And Religious Buildings) And Comparing The Development Of The Local Community With Another Community (ELBH089)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/cf7cb306-e647-4500-8104-9e4600a3168f)

Identify sources (ACHHS216)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fad7dcfc-b7d8-4b68-883e-9f7f00cd0b77)

Identifying Sources To Investigate The Story Of The First Fleet And Its Arrival, Such As Paintings, Maps, Written Records/Accounts (ELBH750)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2b63e7b1-ee52-4b81-b836-9f7f00cd0b77)

The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3b64893a-59a0-41d6-905e-4d07194d3835)

Reading And Viewing Poems, Songs, Paintings And Stories About People's Feelings About And Attachment To Places To Explore The Factors That Influence People's Attachment To Place (ELBH353)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8de7163d-82e7-45ae-ae88-fb7dca5abe4a)

Discussing Why It Is Important To Protect Places That Have Special Significance For People, For Example, A Wetland, A Sacred Site, A National Park Or A World Heritage Site (ELBH438)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/0b14720f-960b-4405-b493-cc4b65619218)

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/604a02aa-acfc-4b44-bdf0-cf484d426196)

Exploring Different Types Of Settlement, And Classifying Them Into Hierarchical Categories, For Example, Isolated Dwellings, Outstations, Villages, Towns, Regional Centres And Large Cities (ELBH428)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d4159cdb-decc-41ff-a997-d14630e976c7)

Investigating The Diversity Of People Who Live In Their Place, Using Census Data On Age, Birthplace, Ancestry, Language, Religious Affiliation, Family Composition Or Household Composition, Comparing Them With The People In Another Place In Australia, And Discussing Their Results (ELBH685)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1f24ee3a-09c5-4ff9-b5c8-2f4ee9547103)

Discussing The Similarities And Differences In The Types Of Work People Do In Their Own Place With A Different Type Of Place In Australia And A Place In Another Country (ELBH620)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4d80b62e-7b0c-4434-a489-51bbed2295ad)

Examining The Similarities And Differences Between Their Daily Lives And Those Of Young People In A Place Outside Australia And Discussing What It Would Be Like To Live In These Places (ELBH530)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/285f3307-2667-4127-b3f0-95128f6337ec)

Collect and record relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5c02f7a7-27f2-44c3-82fd-59fe348f10d5)

Using Maps, Aerial Photographs, Satellite Images Or A Digital Application, For Example, Google Earth, To Identify, Locate And Describe Different Types Of Settlements (ELBH393)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5501562e-c360-4269-8154-e7e60cbe0486)

Interviewing People About Their Feelings And Attachment To Places (ELBH423)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/023e0d4a-4d0c-4f05-ae29-d3fff608c910)

Acquiring Geographical Information From Schools In Geographically Contrasting Parts Of Australia And/Or Neighbouring Countries (ELBH415)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c9834b24-ffc9-4f61-a725-db86cfe16b20)

Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e1f017b8-53dc-44ca-9724-e6845382c66c)

Finding Out How To Conduct Ethical Research With People And Communities, Including The Protocols For Consultation With Local Aboriginal/Torres Strait Islander Communities (ELBH597)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ae6ee904-4d99-4de4-86cc-621eb0742f14)

Identifying The Purpose And Usefulness Of Information Gained From Primary And Secondary Sources (ELBH482)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a603a4b1-d5a3-4d0f-a0b0-b0eb4041218a)

Interviewing People, For Example, Torres Strait Islander People About Rising Sea Levels, Or Conflicting Parties In A Planning Or Environmental Dispute, And Summarising The Points Of View On The Issue (ELBH361)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/18423b40-0929-486e-8f8b-f7373df3f1f6)

Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/314d8f52-41d7-4328-953d-4a539a219403)

Interpreting And Creating Maps Such As Flow And Choropleth Maps, Or Plans For Specific Purposes, For Example, A Bushfire Management Plan Mapping Geographical Data Using Spatial Technologies, The Location Of Recent Bushfires In Australia, Or Information They Have Collected Through Fieldwork (ELBH580)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d3ddae8b-bdf0-4b1d-89b5-70acff0c02c6)