School Curriculum and Standards Authority

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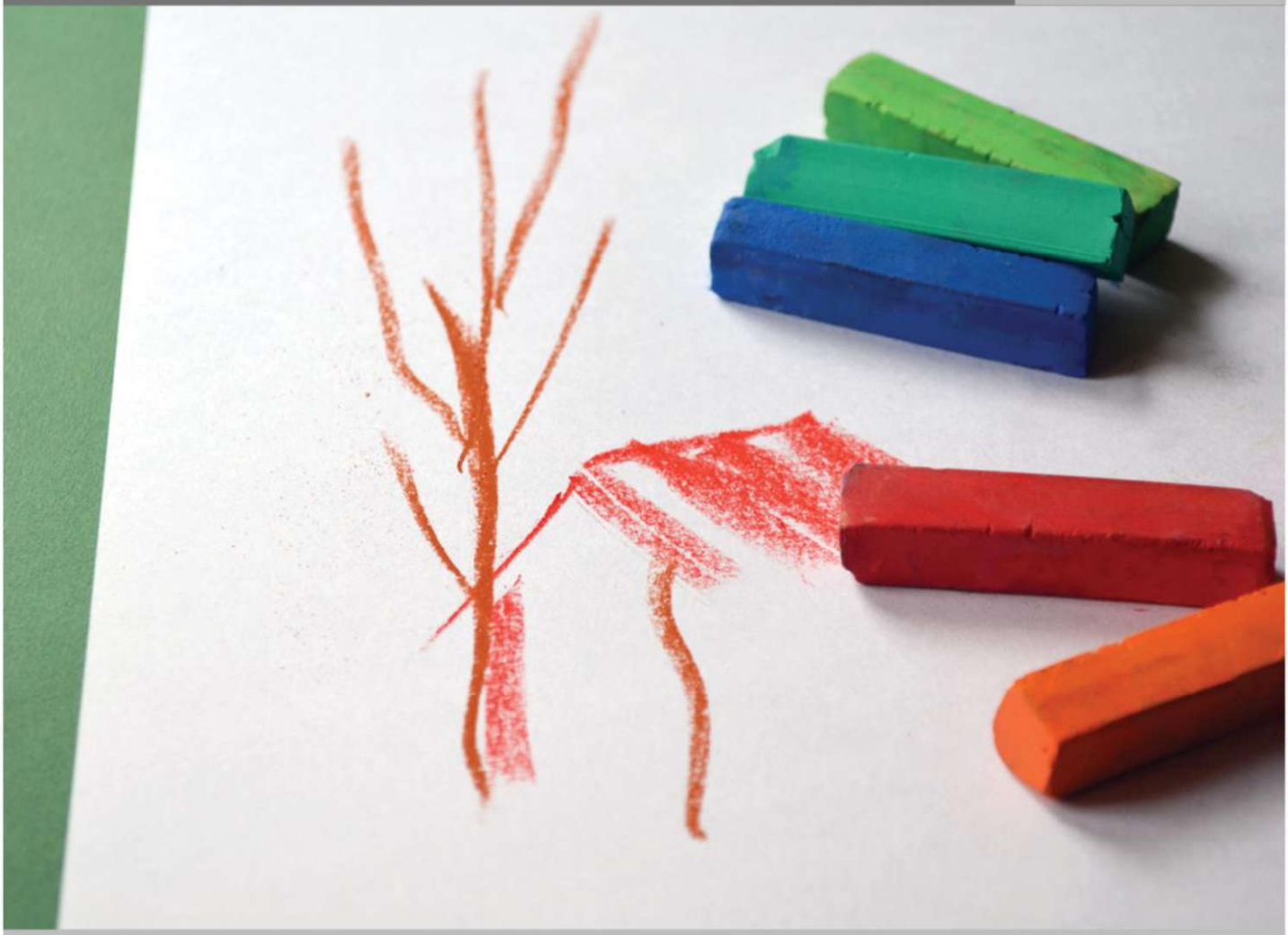


Year 3
Curriculum Content

UPDATED
09/05/2025

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Contents

Introduction

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. Curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

Year 3 curriculum content

The *Western Australian Curriculum and Assessment Outline*:

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 3 includes:

- guiding principles of teaching, learning and assessment
- the Year 3 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 3 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

Learning areas and subjects

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 3. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 3. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

English

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

English provides opportunities for students to develop a sound grasp of spoken, written and visual language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas.

In Year 3, students use spoken, written and visual communication to interact with familiar audiences for a purpose. The ability of students to work collaboratively and to develop their interaction skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Students should be given opportunities to reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 3, students learn about literary devices and techniques used by authors and/or illustrators to shape audience reaction, and about the language features and structures that are relevant to the purpose of cross-curricula texts.

Students engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of print, oral and digital stories; chapter books; rhyming verse and poetry; film and animation; dramatic performance; conversations and discussions; websites and other digital media; non-fiction texts; and texts used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- texts that reflect a range of contexts, text structures and language features that enable students to actively build literal and inferred meaning, and begin to evaluate texts
- literary texts that may describe events that extend over several pages, unusual happenings within a framework of familiar experiences, and may include images that extend meaning
- texts that use language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words that can be decoded using phonic, semantic and grammatical knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the text
- informative texts that include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum.

Students create spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These texts may include narratives, procedures, dramatic performances, reports, responses (such as reviews or personal reflections), poetry and persuasive arguments/expositions for particular purposes and audiences. Students make choices about texts according to their interests.

Content descriptions

Language

Language for interacting with others

- Understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality
- Understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful

Text structure, organisation and features

- Describe how texts across learning areas are organised into stages and use language features relevant to their purpose
- Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together
- Identify the purpose of layout features in print and digital texts, and the words and symbols used for navigation

Language for expressing and developing ideas

- Understand that sentences are usually made up of clauses, and the subject and verb within the clauses need to agree
- Understand how verbs represent different processes for doing, feeling, thinking, saying and relating
- Understand that verbs are anchored in time through tense
- Identify the effect on audiences of techniques, such as shot size, vertical camera angle and layout in picture books, advertisements and film segments
- Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts
- Understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession

Phonic and word knowledge

- Understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns
- Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words
- Recognise and know how to write most high-frequency words, including some homophones
- Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words

Literature

Literature and contexts

- Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators

Engaging with and responding to literature

- Discuss connections between personal experiences and character experiences in literary texts and share personal preferences

Examining literature

- Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative
- Discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, such as rhythm and onomatopoeia in literary texts, including poetry and prose

Creating literature

- Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts

Literacy

Texts in context

- Recognise how texts can be created for similar purposes but different audiences

Interacting with others

- Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information

Analysing, interpreting and evaluating

- Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts
- Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

Creating texts

- Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic specific vocabulary and correct spelling of most high frequency and phonetically regular words
- Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume
- Write words using joined letters that are clearly formed and consistent in size
- Use features of digital tools to create or add to texts for a purpose

Health and Physical Education

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 3, students develop strategies for managing the physical, emotional and social changes they may experience as they grow older. They continue to develop relationship skills and their understanding of the importance of showing empathy and respect for others outside their classroom. Students interpret the accuracy of health information communicated in the media and online environments and make responsible choices and decisions.

Students are introduced to new fundamental movement skills, consolidate previously learnt skills and explore ways to select, transfer and apply simple movement skills. They combine different movement skills in game-like situations to create more complex movement patterns and sequences. Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity.

Content descriptions

Personal, social and community health

Personal identity and change

- Factors that strengthen personal identities, including family, friends, and school
- Physical, social and emotional changes that occur as individuals grow older

Staying safe

- Protective behaviours and communication skills to respond to unsafe situations
- Strategies to use when help is needed
- Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described

Healthy and active communities

- Actions in daily routines that promote health and wellbeing
- Choices and behaviours conveyed in health information and messages

Interacting with others

- Behaviours that show empathy and respect for others
- Circumstances that can influence the level of emotional response to situations

Movement and physical activity

Movement skills

- Introduce fundamental movement skills:
  Locomotor
  - dodge
  - leap

  Object control
  - foot dribble
  - overarm throw
  - punt
- Combine fundamental movement skills with simple tactics to retain or gain possession in minor games
- Movement skills that combine the elements of effort, space, time, objects and people

Understanding movement

- Benefits of regular physical activity and physical fitness to health and wellbeing
- Basic rules in a variety of physical activities and ways in which they keep activities safe and fair

Interpersonal skills

- Cooperation skills to include everyone in physical activities

Humanities and Social Sciences

Year level description

In Year 3, Humanities and Social Sciences consists of Civics and Citizenship, Geography and History.

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students build on their understanding of civics and citizenship through the concepts of democracy and participation. Using familiar contexts, they consider how and why community groups create rules and make decisions. Students think about their own participation in the local community and how this contributes to society.

The concepts of place, space, environment and interconnection continue to be developed as a way of thinking. Students examine the similarities and differences between places, with the opportunity to inquire into the natural and human characteristics of places in various locations at the local, regional and national scale. The development of the students' mental map of the world is extended through a study of the location and characteristics of places in the southern hemisphere, including Australia and its near neighbours.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

Economics and Business does not commence until Year 5. The Year 3 Mathematics curriculum provides opportunities for students to engage in economics and business concepts, such as simple transactions and financial literacy.

Content descriptions

Civics and Citizenship

Knowledge and understanding

Communities

- Communities make decisions in different ways and voting is a way that groups make decisions democratically
- Who makes rules, why rules are important and the consequences of rules not being followed
- Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community

Geography

Knowledge and understanding

Places are both similar and different

- The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef)
- Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories
- The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics
- The difference between climate and weather, the main climatic zones of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different places
- The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places

History

Knowledge and understanding

Communities and remembrance

- **One** important example of change and **one** important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life)
- The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community
- The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems

- The historical origins and significance of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan)

Humanities and Social Sciences skills

Knowledge and understanding

Questioning and researching

- Identify current understanding of a topic (e.g. brainstorm, KWL chart)
- Develop a range of focus questions to investigate
- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)
- Recognise the ethical protocols that exist when gathering information and/or data (e.g. respecting others' work)

Analysing

- Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information)
- Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)
- Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph)

Evaluating

- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences)
- Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)

Communicating and Reflecting

- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms
- Develop texts, including narratives and biographies, that use researched facts, events and experiences
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge)

Mathematics

Year level description

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry
- **fluency** includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions
- **problem-solving** includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns
- **reasoning** includes using generalising from number properties and results of calculations, comparing angles and creating and interpreting variations in the results of data collections and data displays.

Content descriptions

Number and algebra

Number and place value

- Investigate the conditions required for a number to be odd or even and identify odd and even numbers
- Recognise, model, represent and order numbers to at least 10 000
- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
- Recognise and explain the connection between addition and subtraction
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation
- Recall multiplication facts of two, three, five and ten and related division facts
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies

Fractions and decimals

- Model and represent unit fractions, including ½, ¼, ⅓, ⅕, and their multiples to a complete whole

Money and financial mathematics

- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents

Patterns and algebra

- Describe, continue, and create number patterns resulting from performing addition or subtraction

Measurement and geometry

Using units of measurement

- Measure, order and compare objects using familiar metric units of length, mass and capacity
- Tell time to the minute and investigate the relationship between units of time

Shape

- Make models of three-dimensional objects and describe key features

Location and transformation

- Create and interpret simple grid maps to show position and pathways
- Identify symmetry in the environment

Geometric reasoning

- Identify angles as measures of turn and compare angle sizes in everyday situations

Statistics and probability

Chance

- Conduct chance experiments, identify and describe possible outcomes and recognise variation in results

Data representation and interpretation

- Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording
- Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies
- Interpret and compare data displays

Science

Year level description

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 3, students observe heat and its effects on solids and liquids and 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. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions

Content descriptions

Science understanding

Biological Sciences

- Living things can be grouped on the basis of observable features and can be distinguished from non-living things

Chemical Sciences

- A change of state between solid and liquid can be caused by adding or removing heat

Earth and Space Sciences

- Earth's rotation on its axis causes regular changes, including night and day

Physical Sciences

- Heat can be produced in many ways and can move from one object to another

Science as a human endeavour

Nature and development of science

- Science involves making predictions and describing patterns and relationships

Use and influence of science

- Science knowledge helps people to understand the effect of their actions

Science inquiry skills

Questioning and predicting

- With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge

Planning and conducting

- With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment
- Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately

Processing and analysing data and information

- Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends
- Compare results with predictions, suggesting possible reasons for findings

Evaluating

- Reflect on investigations, including whether a test was fair or not

Communicating

- Represent and communicate observations, ideas and findings using formal and informal representations

Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 3. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

Design and Technologies

Year level description

Learning in Design and Technologies builds on the range of concepts, skills and processes developed in previous years.

In Year 3, students have opportunities to learn about technologies in society as they create solutions in at least one of the following technologies contexts: Engineering principles and systems; Food and fibre production (includes Food specialisations in this year); and Materials and technologies specialisations. Students are provided with opportunities to produce products and develop an understanding that designs for services and environments meet community needs.

Students have opportunities to develop self-ownership of their ideas. They explore creative, innovative and imaginative ideas and approaches to achieve solutions. Students begin thinking about their peers, their communities and themselves as consumers, and explore the need for services and environments within both the local and broader community.

Students plan with an awareness of the characteristics and properties of materials, and the use of tools and equipment. They have opportunities to reflect on their actions, and develop decision-making skills. Students explore aspects of the social implications of existing products and processes to develop an understanding of their place in the world.

Students communicate using a range of techniques for documenting design and production ideas.

Content descriptions

Knowledge and understanding

Technologies and society

- Role of people in design and technologies occupations
- Ways products, services and environments are designed to meet community needs

In Year 3, students have opportunities to learn about technologies in society as they create solutions in **at least one** of the following technologies contexts.

Technologies contexts

Engineering principles and systems

- Forces, and the properties of materials, affect the behaviour of a product

Food and fibre production

- Types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them

Materials and technologies specialisations

- Suitability and safe practice when using materials, tools and equipment for a range of purposes

Processes and production skills

Creating solutions by:

Investigating and defining

- Create a sequence of steps to solve a given task

Designing

- Develop and communicate ideas using labelled drawings and appropriate technical terms

Producing and implementing

- Select, and safely use, appropriate components with given equipment to make a solution

Evaluating

- Use criteria to evaluate design processes and solutions developed

Collaborating and managing

- Work independently, or collaboratively when required, to plan, safely create and communicate sequenced steps

Digital Technologies

Year level description

In Year 3, students further develop understanding and skills in computational thinking, such as categorising and outlining procedures. They have opportunities to create solutions, such as interactive adventures and simple guessing games that may involve user choice.

Students explore digital systems in terms of their components, and peripheral devices, such as digital microscopes, cameras and interactive whiteboards. They collect and present data, developing an understanding of the characteristics of data and their representation.

Students learn to define simple problems using techniques to deduce and explain simple conclusions. They learn to develop their design skills by following prepared algorithms to describe branching (choice of options). Students experiment with appropriate software, including visual programming environments that use graphical elements, such as symbols and pictures to implement their solutions.

Students continue to develop an understanding of communicating ideas and information safely when using digital technologies.

Content descriptions

Knowledge and understanding

Digital systems

- Digital systems and peripheral devices are used for different purposes

Representation of data

- Different types of data can be represented and displayed in different ways

Processes and production skills

Collecting, managing and analysing data

- Collect and present different types of data using simple software to create useful information

Digital implementation

- Use visually represented sequenced steps (algorithms), including steps with decisions made by the user (branching)
- Create and communicate ideas and information safely

Creating solutions by:

Investigating and defining

- Create a sequence of steps to solve a given task

Designing

- Develop and communicate ideas using labelled drawings and appropriate technical terms

Producing and implementing

- Select, and safely use, appropriate components with given equipment to make a solution

Evaluating

- Use criteria to evaluate design processes and solutions developed

Collaborating and managing

- Work independently, or collaboratively when required, to plan, create and communicate sequenced steps

The Arts

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 3. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

Dance

Year level description

In Year 3, students extend their exploration and improvisation skills to create dance that tells a story. They are introduced to the fourth element of dance: energy and continue to experiment with and select body, space and time to organise dance sequences.

Students continue to develop body awareness, coordination, control, and balance through simple combinations of fundamental movement skills. They work individually and collaboratively to create and rehearse sequences and consider safe dance practices.

Students experience performing dance and, as an audience, learn to respect the dance of others.

As students make and respond to dance, they consider how the elements of dance (body, energy, space and time) are used in their own and others' dance. They explore the purpose of dance from different times.

Content description

Making

Ideas

- Exploration, improvisation and selection of movement ideas to create a dance that has a narrative structure

Skills

- Exploration of, and experimentation with, four (4) elements of dance (BEST)
  - Body:
    - body parts (gestures)
    - body zones (front, back, sideways)
    - body bases (feet, knees, hands)
  - Energy:
    - controlling and combining different movement qualities (sharp to soft, floppy to stiff)
  - Space:
    - levels (medium, low, high)
    - direction (forward, backward, diagonal)
    - personal space and general space
    - dimensions (big, small, narrow, wide)
    - shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved)
    - pathways (in the air with the arms, under, over, on the floor)

    - Time:
        - tempo (fast, slow, slowing down, speeding up)
        - rhythm (regular, irregular)

    to create dance
- Combinations of fundamental movement skills that develop body awareness, coordination, control and balance
- Safe dance practices, including following warming-up and cooling down procedures

Performance

- Rehearsal processes (including practicing) to improve dance performance
- Performance skills (entering and leaving performance space on cue) and acknowledging the audience when presenting dance

Responding

- Appropriate responses to, and respect for, dance of others as performers and audience members
- Purpose of dance from different times
- Responses that involve identifying and reflecting on the use of the elements of dance, in their dance and the dance of others, using dance terminology

Drama

Year level description

In Year 3, students extend their understanding of role and situation as they create improvised and devised drama.

Students begin to experiment with selected forms and styles when improvising or devising drama. They continue to develop improvisation, voice and movement skills. Students are introduced to the elements of space, character and time.

Students experience drama as performers and audience members. They begin to use rehearsal processes to support audience engagement and continue to learn appropriate responses to the drama of others.

As they make and respond to drama, students identify and reflect on the elements of drama used in a performance. Students have the opportunity to experience drama from a range of cultures, times and locations.

Content description

Making

Ideas

- Improvised and devised drama based on narrative structures in familiar forms and styles

Skills

- Exploration and experimentation of seven (7) elements of drama:
  - voice (loud, soft, varying loud and soft; pitch variation; pace; volume)
  - movement (facial expressions and gestures to create belief in character and situation)
  - role (taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus)
  - situation (establishing and sustaining a fictional setting)
  - space (establishing a clear setting)
  - character (communicating character traits; developing relationships between characters)
  - time (sense of time to create belief in drama)

when creating improvised or devised drama

- Improvisation skills (breaking patterns) to develop drama

Performance

- Rehearsal processes (to improve the flow of the performance) to support audience engagement
- Performance skills and audience awareness (where performers use focus and control) when performing drama styles

Responding

- Appropriate responses to, and respect for, drama of others as performers and audience members
- Features of drama in different cultures and places
- Responses that involve identifying and reflecting on the use of the elements of drama terminology

Media Arts

Year level description

In Year 3, students explore how sequencing of image, sound and text tell a story or convey a message to an intended audience. They explore how fictional characters are represented in stories.

Students explore and experiment with technical, audio and written codes and conventions, and are introduced to symbolic codes, when producing media work.

As students make and respond to media work, they are provided with opportunities to explore work from different social, cultural and historical contexts

Content description

Making

Ideas

- Exploration of how sequenced images, audio and text can be used to tell a story or convey a message
- Exploration of how fictional characters are represented in stories

Skills

- Exploration and experimentation with the codes and conventions of media:
  - technical (sequencing and editing images to organise events in a story; camera shots (close-up); camera angles (low angle))
  - symbolic (object, colour, setting, using costumes and props to represent familiar people as fictional characters)
  - audio (loudness and softness; music to convey a mood; sound effects)
  - written (selecting, arranging and editing text to organise important features of an idea or story)

  when producing media work

Production

- Production of media work, using codes and conventions to enhance the story or message for an intended audience

Responding

- Appropriate responses to, and respect for, media work from different social, cultural and/or historical contexts
- Responses that involve identifying, and reflecting on, the use of codes and conventions of media in their own and others' media work, using media terminology

Music

Year level description

In Year 3, students continue to develop aural skills, improvising, singing and playing pitch patterns and rhythmic patterns in duple and triple time. They improvise with the elements of music to create music ideas incorporating tempo and dynamics, and record and communicate their music ideas using graphic and/or standard notation and terminology.

Students experience music as performers and audience members, singing and playing instruments and experimenting with dynamics to improve performance.

Students listen to a range of music, and explore reasons why people make music across different cultures, events or occasions. They reflect on how specific elements are used to communicate mood and meaning.

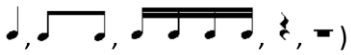
Content description

Making

Ideas

- Improvisation with the elements of music to create music ideas
- Communication and recording of music ideas using graphic and/or standard notation, dynamics, terminology and relevant technology

Skills

- Development and consolidation of aural and theory skills, including:
  - rhythm (simple time signatures, standard notation )
  - tempo (changing tempos; terminology (*allegro, largo, moderato*))
  - pitch (staff; treble clef; melodic shape)
  - dynamics (terminology and symbols *forte*, (***f***), *piano*, (***p***); *crescendo*, *decrescendo*)
  - form (binary (AB); repeat sign (:ll))
  - timbre (how sounds are produced on different instruments, differentiate between two instruments when played together)
  - texture (two rhythmic or melodic patterns when played together)

  to create and perform music

Performance

- Application of teacher directed rehearsal processes to improve music performances and engage an audience
- Development of performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics)

Responding

- Responses to, and respect for, the music of others as performers and audience members
- Reasons why people make music across different places, events or occasions
- Responses that identify elements of music and how they communicate ideas, mood and meaning

Visual Arts

Year level description

In Year 3, students extend their understanding of the visual elements as they reflect on their use to create artwork using different mediums. They experiment with varying techniques and explore the different properties and qualities of materials that can be used creatively.

Students explore art from other cultures and consider where and how artwork is presented to an audience.

As they make and respond to artwork, students are introduced to the use of visual art terminology. They use the terminology to reflect on how the elements are used in the artwork they view and make.

Content Description

Making

Ideas

- Exploration of artwork from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures
- Exploration of visual art elements, in conjunction with different materials, media and/or technologies, when creating artwork

Skills

- Development of artistic processes and techniques to explore visual conventions through:
  - shape (asymmetrical shapes; composite shapes; space around shapes; organic)
  - colour (tints – mixing white; shades – adding black)
  - line (thick, thin, dashed, continuous, broken)
  - space (simple perspective – foreground, middle-ground, background)
  - texture (etching by scratching through surfaces; texture quality – matte, sheen)

  to create artwork
- Experimentation with a variety of techniques and use of art processes, such as weaving, photomontage or painting in artwork

Production

- Presentation of an idea to an audience and reflection of the visual art elements and materials used in artwork
- Presentation and consideration of where and how artwork is displayed

Responding

- Appreciation and respect for a variety of artwork
- Personal responses discussing the use of visual art elements in their own and others' artwork, and identifying meaning in artwork from other cultures