

Gladys and Stripey

Two little fish on one BTG adventure

TEACHER NOTES

For use in the Literacy, Science & Music classrooms with links to:

- Sustainability
- Indigenous perspectives
- Biological Sciences (Living things)
- Literacy including hybrid texts (narrative non-fiction), poetry devices, comprehension questions and many more!

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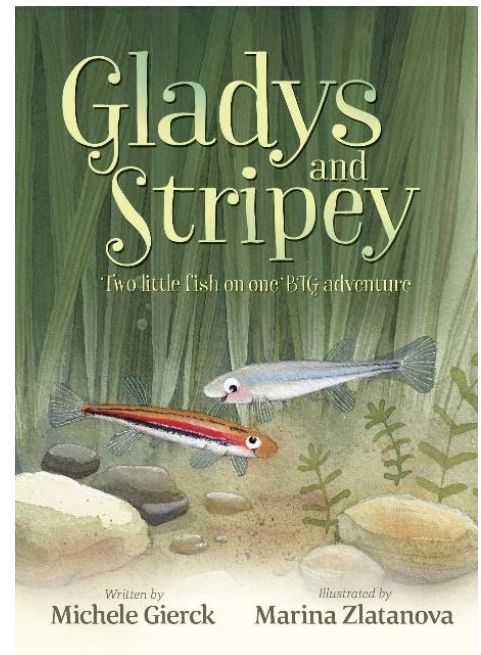
Outcomes linked to the Australian and Victorian Curriculums

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Elaboration of Outcomes to the Victorian and Australian Curriculums



OUTCOMES

Victorian Curriculum

KEY FOCUS AREAS

Literacy Stages: Foundation to Level 6

Science Stages: Foundation to Level 6

Music Stages: Foundation to Level 6

Australian Curriculum

KEY FOCUS AREAS

Literacy: Stages 1–3

Science: Stages 1-3

Music: Stages 1-3

Cross Curriculum priority - Sustainability

ABOUT THE AUTHOR, PUBLISHER & ILLUSTRATOR

Author & Publisher

Michele Gierck, a former English as an Additional Language teacher, is an accomplished writer with several books to her name. As a freelance writer she has written about the environment and the many people caring for it – from scientists and citizen scientists to conservationists and naturalists. Michele was inspired to write *Gladys and Stripey: two little fish on one BIG adventure* after listening to the stories told by Scientist John, a freshwater fish and river specialist. She also accompanied him on some fieldwork where she was thrilled to see *Galaxiella pusilla*, (which Gladys and Stripey are based on), for the first time.

Determined to get this story out to educators and their students, Michele applied for a Banyule City Council Environment Grant, which she was awarded. That grant, along with the support of Streamline Research and Warringal Conservation Society, allowed Michele to publish the book (on sustainably sourced paper) and make it available first to schools in Banyule, and then to the wider community.

Michele is a natural public speaker and storyteller. She has spoken on ABC radio across Australia, and to live audiences in Australia, the USA and Canada. She loves receiving letters from readers!

Illustrator

Marina Zlatanova, who lives in Melbourne, is a designer, illustrator and picture-book maker. She has illustrated several charming children's books, including her award-winning book, *Charlie's Shell*, which she also wrote. Marina was delighted when first approached to illustrate *Gladys and Stripey: two little fish on one BIG adventure*. From the outset, she had a strong sense of the importance of this story for young readers. Her illustrations capture character, emotion and the bigger picture.

TEACHING & LEARNING ACTIVITIES

Before You Read - Stages 1-3

Look: Look at the front and back cover. Discuss what can be seen and what is implied.

Read, Think and Wonder: Read the blurb. Discuss the difference between threatened and endangered. What do you think Gladys and Stripey is about? How are you thinking about the book differently after reading the blurb?

Seek: Use a map. Find out where *Galaxiella pusilla* can be found in Australia (You can use [this website](#) under the Australian Distribution heading to find their habitat and choose one or two of these to find on a map)

Stage 3 - Dear Reader...

What is the purpose of this text?

Who is Scientist John? What is his job?

How did the sharing of information by John and the writing skills of Michele help this book to be accessible for children? What other products have been created over time where two or more different experts are needed?

As You Read

These activities are optional depending on the class you are teaching.

Suggestions:

- Draw attention to the rhyming words.
- Engage older students in factual information. Younger students might just like snippets of the factual section.
- Illustrations - Point out the other plants, animals and objects in the story and discuss what they could be and why they are there too.
- Emphasise onomatopoeia words.
- About the story section - older students may like to read through this whilst the teacher can read some of the notes to younger students.

After You Read

General Questions

What did you like about the story?

Which part of the story did you like best? And why?

Have you heard of 'native fish' before?

Comprehension Questions

These are accessible for all grades at various starting points.



Remembering:

Who is Gladys? Who is Stripey?

What happened to them?

How did they get home?

Where do they live?

What were the different places they went in this story?

Which fish species are Gladys and Stripey?

Understanding:

Why were Gladys and Stripey scared?

Why did they need to leave the puddle they were washed into?

What caused the wild wave that whirled Gladys and Stripey way up in the air? (**Hint:** the car!)

Why was the fish ladder so important?

Why did they need courage to climb the fish ladder?

Could other fish use the fish ladder?

Why do waterways need to stay clean?

Why do Gladys and Stripey like to hide in reeds or clumps of grasses?

Gladys and Stripey are freshwater fish. What does that mean?

They are also Australian native fish. What does that mean?

Applying:

If Gladys and Stripey didn't see other fish climbing the ladder, would they have made it out?

How would this book change if it did not have the scientific notes?

Analysing

Why do we need books that tell us a story and give us facts?

Why is it important that we take better care of the natural world?

If you were Gladys or Stripey is there anything you would do differently?

What predators do Gladys and Stripey have? (Pest species, bigger fish and birds.)

Evaluating

Do you think the 'monster' was really a monster? Did it know what it was doing wrong? How could we help 'monsters' like this to stop hurting these fish?

Why do scientists use the scientific name of fish rather than their common name?

Creating

If you were to write a book about **a threatened Australian native fish**, which one would you choose and why? Research and create your own story.

'Threatened' has different categories:

vulnerable,

endangered,

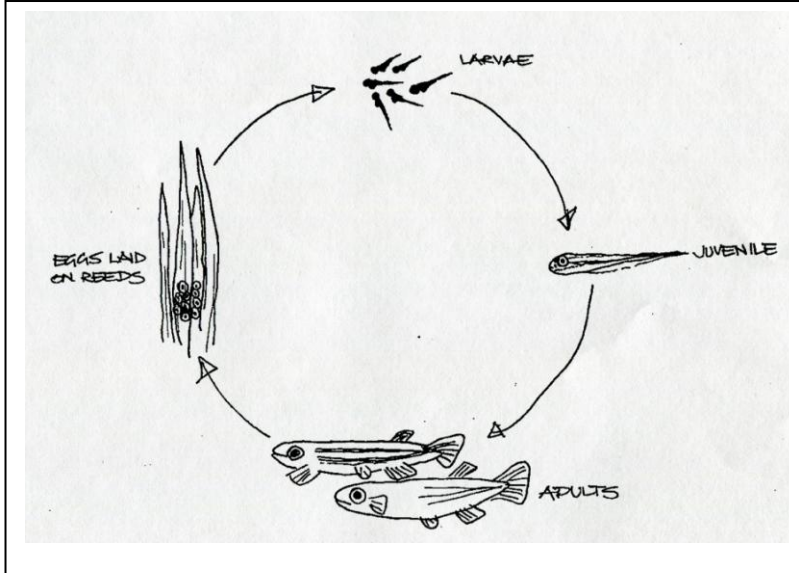
and critically endangered.

Species can also be 'conservation dependent'.)

Activity: Living Things - Life cycles

Stage One: Find out more about *Galaxiella pusilla* & the life cycle of this species. Draw and label their life cycle to show how they grow.

Stage Two: Compare the life cycle of *Galaxiella pusilla* to another native freshwater fish, or a saltwater fish, and find the differences. Consider the different environments & how they might play a role.



Activity: Habitats of Living Things

Stage Two: What type of habitat does *Galaxiella pusilla* need to survive? Create a list of everything this species needs to live happily and healthily.

Stage Three: What if one of these things was taken away? What if something else was added? How would this affect *Galaxiella pusilla*?



Theme: Rubbish / Pollution

On pages 8-9 we see Gladys and Stripey surrounded by rubbish.

Discuss:

- where this rubbish may have come from,
- where it should be,
- if we really need it in the first place,
- what we can do to stop this happening.



From this discussion invite students to come up with an idea that will allow them to take some action on rubbish such as taking part in 'Waste Free Wednesday' at school, exploring how to live with less plastic or other rubbish, doing a school audit on what is thrown out daily, taking part in a clean-up activity, or educating others about what they can do.

Learn about stormwater drains. Where are the closest ones to your school, home or community centre? (**Hint:** they are in most streets, so you won't have to go far to see one.)

What sort of things are washed down stormwater drains, apart from rainwater? (**Hint:** pollution – from coffee cups and litter, to chemicals.)

Where does everything that goes down those stormwater drains go? (**Hint:** into local waterways.)

Why is it important to stop rubbish/pollution going down storm water drains? (**Hint:** to help protect the wildlife in the waterways that the stormwater feeds into.)

In the street where author Michele lives (in Banyule), the cover on the stormwater drain has a message written in small print, 'DRAINS TO OUR WATERWAYS', along with a picture of a dolphin. **Michele thinks it's time to design a much better cover for stormwater drains, that helps educate the community to be careful about what goes down the drain.** This would be a very worthwhile task for students to undertake, as well as being a community service. Michele plans to put the designs students do up on her website.

Activity: Native Fish v Exotic/Invasive Fish Species

Native fish are fish species that occur naturally in a waterway. **Exotic fish** are fish which have been introduced to an aquatic system. (People put them into the waterway.) They are considered to be **pest or invasive** species when they compete with native fish, often outcompeting or eating them!

Discuss the difference between 'native fish' and 'invasive (pest) fish', and why only native species appear on the national Australian list of threatened species.

Why do we need to protect species on that threatened species list?

Research: List four or five different species of fish found in freshwater (rivers, creeks, streams, wetlands or billabongs) in or around metropolitan Melbourne. Then make two columns: one for native fish, and one for exotic/invasive fish. Which ones are native fish? Which ones are exotic/invasive?

Hint: Native fish in and around Melbourne include: southern pygmy perch, a range of galaxias, short-finned eel, blackfish, Australian grayling, tupong, dwarf galaxias (*Galaxiella pusilla*), common galaxias, spotted galaxias, climbing galaxias, Macquarie perch, murray cod, and Australian smelt.

Common exotic/invasive fish species in and around Melbourne include: carp, goldfish, redfin, eastern gambusia, oriental weather loach, and roach.

It is worth noting that some species, are not considered a pest species in Victoria, yet they are in other states.

Activity: What is a Scientist?

What does a scientist do?

How can someone become a scientist?

Why do we need scientists?

How could a scientist help fish like *Galaxiella pusilla* or any other native fish population?

Further: Invite a scientist to talk to the students so they can ask questions about what the scientist does, the investigations they undertake, and what they have discovered.

Fish Ladders

What sort of barriers might you find in waterways – from small creeks running through parks to wide, long rivers?

What do fish ladders help fish do? (**Hint:** help fish move upstream and downstream.)



Choose one waterway, find out which native fish live in it (if any), and which pest (invasive) species also live there. Are there any barriers in this waterway? Is there a fish ladder?

(**Hint:** Darebin Creek Parklands has a new fish ladder you might like to visit. There is also a fish ladder at Dights Falls, on the Yarra River, just down from Merri Creek, in Collingwood, but it's covered.)

Picture of Darebin Creek fish ladder.

Activity: First Nations Perspective

How did the First Nations people of Australia care for and continue to care for waterways?

How did they interact with fish and water animals?

Invite a local First Nations person to your class to learn more about this.

Useful video ([RiverKids - Behind the News Special](#))

Theme: Sustainability / Waterways

Citizen science

[Citizen scientists](#) are everyday people who collect information about the natural areas near them and send the information to scientists who are working in that field. As a class, become citizen scientists for a period of time by going outside the school playground to a local natural area, with a waterway, (if possible) to collect data on fish, insects, plant life, birds, reptiles or mammals.

- Use tally charts to record numbers seen.
- What sounds do you hear?
- In your local waterway, where do you think fish might hide?
- Can you spot any barriers in your stream, creek, or river?
- Do you see any signs of fish movement in the water?
- Sometimes there are natural fish ladders. Can you see one?

- What shade do trees provide for fish and aquatic animals?
- What habitat can you spot that might be good for Gladys and Stripey or other native fish?
- Has the water level been higher? How can you tell?
- What other animals can you spot?
- Did you see any rubbish? If so, what sort?
- Take photos

- Draw pictures



Picture of the wetlands at Banyule Flats, which Warringal Conservation Society has been looking after for over 50 years, thanks to all their volunteers. New members are welcome!

Theme: Animal Conservation

Research project

Research project - For the younger grades this could be done as a whole class whereas the older students could do this in pairs or individually.

1. Reread the story to understand more about *Galaxiella pusilla* and why this species is endangered in Victoria.
2. Consult the threatened fish species list. Find out more about *Galaxiella pusilla*, or research another vulnerable or endangered Australian native fish. Why are they threatened?
3. Compile information about one of these fish species, how we can help reverse this and how we can educate others.
4. Present in the form of a creative act such as song, soundscape, diorama, puppet show, book, drama performance, or some other artistic or digitally-inspired way.

Things to look for and include:

- how your chosen fish is different to others,
- where it lives and what its habitat looks like,
- its life cycle,
- how humans interact with it in a positive and negative way,
- has that species has appeared in the news or in a book?

Activity: Rhyme (After Reading the Story)

Activity: Rhyme

Rhyme - Stage 1

Teacher displays two stanzas from the story and as a class discuss which words rhyme and the pattern they rhyme in.

- Students write a basic two line rhyme about fish, rivers, swimming or rubbish.
- Extension: Students create their own rhyming stanzas using the story as inspiration.

Brainstorm all of the possible rhyming words in small groups before students attempt to write their own sentences.

Rhyme - Stage 2

Teacher displays two stanzas from the story and as a class discuss which words rhyme and the pattern they rhyme in.

- Students create their own rhyming stanzas using the story as inspiration.
- Extension: Students need to continue on with the story or add a new aspect to the story using rhyme.

Rhyme - Stage 3

Poetry comparison - read a poem about caring for nature and make comparisons between the story and the themes of the poem. Discuss how they are written and how this makes you feel. **(Suggestion - Poems by Mary Oliver)**

Activity: Story Setting - Five Senses - All Stages

How is the setting described to us? How do the words affect how we feel? How do the illustrations support the setting of this story? Use your five senses to discuss the words used and the accompanying images.

Use one of the [five senses charts](#) for students to fill in while you read the book a second time.

Activity: Plot Outline

Revisit the story to learn how narratives are structured.

Stage 1: Co-construct the narrative outline: Beginning, middle, and end. Students then complete independently. [Example](#)

Stage 2: Co-construct the narrative outline by illustrating writing in a story wheel with 6 parts. Stretch beyond beginning, middle, and the end by discussing with students the important parts of the story for the reader and the main characters. Students then complete independently. [Story Wheel](#).

Stage 3: Co-construct the narrative outline using the Story narrative arc (exposition, rising action, climax, falling action, resolution, ending) ([example:](#))

Extension - this can be applied at all stages - change one aspect of the story (rising tension or climax) and then create a new action or ending. Discuss how one aspect can change the journey of the story and the characters.

Activity: Poetic Devices – Onomatopoeia

Stages 1-2

Write down the different onomatopoeia words and as a class discuss how these words can be said, and how we feel when we say and hear them.

Students work in small groups to practise saying the onomatopoeia words within the sentence in the story.

Each group then takes turns in performing their sound using voice and body percussion as the story is read aloud.

Stage 3

What does 'As morning marched on' mean? What type of figurative language is this?

What was the monster in the story? Why was the word monster used?

This can be a springboard into exploring other types of language used in narrative stories and poetry such as personification and metaphors.

Personification - Create sentences that personify the rocks, water, reeds or farm in the story to add more emotion.

Metaphor - What else can be described as a monster? What else can cars be described as to explain how they affect animals, plants and people?

Activity: Performing Poetry

Stage 1, Stage 2, Stage 3

In small groups students perform the story using body percussion and images of the fish to teach others about the journey these fish take. Draw on various techniques to engage an audience. The story can be broken up into parts, giving each group the opportunity to perform one page - with a clear discussion at the start of this project what each group will be doing.

Activity: Make a Book Trailer

You could divide students into groups for this activity and show them some book trailers.

Here's an example of some book trailers. You may prefer others.

<https://www.youtube.com/watch?v=XIHmR9RkW2M>

<https://www.youtube.com/watch?v=BWC6QkiplkU>

<https://grimstonmp.weebly.com/book-trailer.html>

Discuss the purpose of a trailer, and which ones the students like best.

Create the trailers. Then share trailers with each of the other groups.

Michele would love to see your book trailers.

Themes: Friendship

Stages 1-2: Think of a time when you needed help from a friend. How did you and your friend work together like Gladys and Stripey worked together?

Stage 3: Why are friends important to you? Compare and contrast the importance of friends for humans and for *Galaxiella pusilla* using a Venn diagram.

Activity: Thinking time!

What is a threatened animal? Consider the evidence needed for something to be labelled as threatened. (Refer to the IUCN Red List. There are three 'threatened' categories: critically endangered, endangered, or vulnerable.)

Plastic bottles can help us yet harm us. How is this possible?

How is swimming upstream like working on a hard maths problem?

What challenges might a fish and river scientist face when working out in the field?

What might happen to small and bigger fish during a big flood?

THANKS

Michele Gierck would like to thank Vanessa Ryan-Rendall for her collaboration and professionalism in the development of these teaching notes.

The publication of the book, *Gladys and Stripey: two little fish on one BIG adventure*, has been supported by a Banyule City Council Environment Grant.

Michele is most appreciative of the support from Banyule City Council, Streamline Research and Warringal Conservation Society for this project. She extends her thanks to each organisation, and to all the teachers and students who offered their feedback and enthusiasm on early drafts of the manuscript, even when the picture book had no pictures!

Whether you are a teacher, a home-schooling parent, a parent who sends their child to school, a grandparent, aunt or uncle, or a student, Michele is always glad to receive feedback from readers.

If you love the story or find it a fabulous resource, Michele would appreciate you telling others about it.

ELABORATION OF OUTCOMES FOR THE VICTORIAN CURRICULUM

Science

Foundation to Level 2

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)

Living things grow, change and have offspring similar to themselves (VCSSU043)

Level 3 and 4

Science knowledge helps people to understand the effects of their actions (VCSSU056)

Living things can be grouped on the basis of observable features and can be distinguished from non-living things (VCSSU057)

Different living things have different life cycles and depend on each other and the environment to survive (VCSSU058)

Level 5 and 6

Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives (VCSSU073)

Living things have structural features and adaptations that help them to survive in their environment (VCSSU074)

The growth and survival of living things are affected by the physical conditions of their environment (VCSSU075)

Literacy

Foundation

Identify some features of texts including events and characters and retell events from a text (VCELT150)

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153)

Identify some differences between imaginative and informative texts (VCELY154)

Level 1

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)

Level 2

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (VCELT219)

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222)

Level 3

Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (VCELT253)

Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (VCELT254)

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)

Level 4

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)

Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts (VCELT285)

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)

Level 5

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (VCELT316)

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319)

Level 6

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (VCELT344)

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)

Music

Level 1 and 2

Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)

Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community (VCAMUM022)

Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience (VCAMUP023)

Level 3 and 4

Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025)

Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms (VCAMUM026)

Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience (VCAMUP027)

Level 5 and 6

Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects (VCAMUE029)

Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing (VCAMUM030)

Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience (VCAMUP031)

ELABORATION OF OUTCOMES FOR THE AUSTRALIAN CURRICULUM

Science

Stage 1

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

Living things have a variety of external features (ACSSU017)

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

Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)

People use science in their daily lives, including when caring for their environment and living things (ACSHE022)

Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034)

People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

Stage 2

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

Living things have life cycles (ACSSU072)

Living things depend on each other and the environment to survive (ACSSU073)

Science knowledge helps people to understand the effect of their actions (ACSHE062)

Stage 3

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

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

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)

Literacy

Stage 1

Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)

Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)

Discuss how authors create characters using language and images (ACELT1581)

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)

Describe some differences between imaginative informative and persuasive texts (ACELY1658)

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

Stage 2

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

Develop criteria for establishing personal preferences for literature (ACELT1598)

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)

Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)

Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

STAGE 3

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)

Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

Music

Stage 1

Create compositions and perform music to communicate ideas to an audience (ACAMUM082)

Stage 2

Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)

Stage 3

Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)

Cross Curriculum Priority

Sustainability

OI.2	All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
OI.4	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.
OI.5	World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.
OI.6	The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
OI.8	Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.