**Shorebirds Competition 2019**

**Links to NSW and Victorian Curricula**

The Shorebirds Competition provides a multidisciplinary learning opportunity with outcomes linking to NSW and Victorian primary school curricula for science, geography and visual arts. Relevant links are listed below.

**Links to NSW Curriculum**

**Stage 2 (Years 3 and 4)**

**Stage 2 - Science**

Living World

Classification of living things

* identify patterns to group living things according to their external features (ACSSU044) SysT
* identify that science involves making predictions and describing patterns and relationships (ACSHE050, ACSHE061) SciT

Survival of living things

* describe how living things depend on each other and the environment to survive, for example: (ACSSU073) SysT − birds eat and disperse seeds

Earth and Space

* investigate why the Earth’s surface changes over time as a result of natural processes and human activity (ACSSU075) SciT
* identify that scientific knowledge helps people understand the effect of their actions (ACSHE051, ACSHE062) SciT

**Stage 2 - Geography**

The Earth’s Environment

Significance of environments

* investigate the importance of natural vegetation and natural resources to the environment, animals and people, for example: (ACHGK021, ACHGK022, ACHGK024)

 -identification of types of natural vegetation eg forests, grasslands, deserts VR

-explanation of the importance of natural vegetation to animals and the functioning of the environment eg provision of habitats, production of oxygen F

Perception of environments

* investigate the ways people value environments, for example: (ACHGK022, ACHGK023, ACHGK024)

-discussion of why people value environments differently eg cultural, agricultural, commercial and recreational values

Protection of environments

* investigate sustainable practices that protect environments for example: (ACHGK023, ACHGK024, ACHGK025)

-examination of how environments can be used sustainably eg sustainable agricultural, commercial, recreational practices

-discussion of ways waste can be managed sustainably VR

**Stage 2 - Visual Arts**

Making

VAS 2.1 Represents the qualities of experiences and things that are interesting or beautiful by

choosing among aspects of subject matter.

• talks about and thinks about their intentions for artmaking and recognises how these affect their

selection of ideas, materials, tools and techniques and methods of working.

• focuses on details of subject matter and areas of beauty, interest, awe, wonder and delight.

VAS 2.2 Uses the forms to suggest the qualities of subject matter.

• experiments with techniques in painting and drawing to create particular effects to suggest such things as close-ups, middle distance and long distance views, mood and atmosphere, light and dark suited to how subject matter may be interpreted.

• emphasises or exaggerates certain qualities of selected subject matter by focusing on details, using distortion and elongation, changing viewpoint or enlarging or reducing the scale.

**Stage 3 (Years 5 and 6)**

**Stage 3 - Science**

Living World

Growth and survival of living things

* describe how changing physical conditions in the environment affect the growth and survival of living things
* understand that scientific and technological knowledge is used to solve problems and inform personal and community decisions (ACSHE083, ACSHE100) SciT

Adaptations of living things

* describe adaptations as existing structures or behaviours that enable living things to survive in their environment (ACSSU043) SciT
* describe the structural and/or behavioural features of some native Australian animals and plants and why they are considered to be adaptations ComT SciT

**Stage 3 - Geography**

Geographical Inquiry Skills

Communicating geographical information

* reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039, ACHGS046)

Factors that shape places

 Factors that change environments

* investigate the ways people change the natural environment in Australia and another country, for example: (ACHGK026, ACHGK027)

-examination of how people have influenced each country’s environmental characteristics eg land clearing

 Humans shape places

* investigate how people influence places, for example: (ACHGK029)

-description of who organises and manages places eg local and state governments

-identification of ways people influence places and contribute to sustainability eg roads and services, building development applications, local sustainability initiatives F ST

-examination of a local planning issue; the different views about it and a possible action in response to it

**Stage 3 - Visual Arts**

Making

VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.

• closely observes details of things in the world and seeks to make artworks about these using various techniques such as proportion, perspective, composition, foreshortening.

• uses different artistic concepts (eg colour, tone, light, scale, abstract), and explores how symbols may be used in their interpretation of selected subject matter.

• explores subject matter of personal and social interest from particular viewpoints including issues,

activities and events in the community and global environment, places and spaces, people, objects

and fantasies.

VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.

• examines a range of concepts and their relationships to selected forms and experiments with such

things as the expressive use of colour in painting or drawing.

• recognises how an audience has an influence on the kinds of works they make, and seeks to clarify the purpose of their works, and suggests alternatives about how they may proceed.

• discusses the conditions and requirements of artworks that are made for particular purposes, sites or events and how those conditions and requirements can affect how they might go about their own

artmaking.

**Links to Victorian Curriculum**

**Levels 3 and 4**

**Science - Levels 3 and 4**

Science as a human endeavour

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

Biological sciences

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)

Earth and space sciences

Earth’s surface changes over time as a result of natural processes and human activity (VCSSU062)

**Geography - Levels 3 and 4**

Diversity and significance of places and environments

Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably (VCGGK082)

Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)

**Visual Arts – Levels 3 and 4**

Explore and Express Ideas

Explore ideas and artworks from different cultures and times as inspiration to create visual artworks.

Visual Arts Practices

Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks.

Present and Perform

Explore different ways of displaying artworks to enhance their meaning for an audience.

**Levels 5 and 6**

**Science - Levels 5 and 6**

Science as a human endeavour

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

Biological sciences

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)

**Geography - Levels 5 and 6**

Place, space and interconnection

Describe and explain interconnections within places and between places, and the effects of these interconnections (VCGGC087)

Factors that shape places and influence interconnections

Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)

Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096)

Factors that influence people’s awareness and opinion of places (VCGGK097)

Australia’s connections with other countries and how these change people and places (VCGGK098)

**Visual Arts – Levels 5 and 6**

Explore and Express Ideas

Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs.

Visual Arts Practices

Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks.

Present and Perform

Create and display art work considering how ideas can be expressed to an audience.