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USING THE AUSTRALIAN CURRICULUM

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REVISED EDITION
FOR THE AUSTRALIAN CURRICULUM



Hawker Brownlow
EDUCATION

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INTRODUCTION TO THE BOOK

THE AUSTRALIAN CURRICULUM

In recent years, the Australian Federal Government has been working closely with state and territory educational offices in an effort to implement a national curriculum for all Australian schools. This Australian Curriculum sets consistent national standards in an effort to improve learning outcomes for all students, as well as laying the foundations for future learning, growth and active participation in the community.

The Australian Curriculum provides an understandable and coherent framework for educating all Australian children. It provides guidelines about what students throughout the country are expected to know and be able to do as a result of their schooling. The major advantage of such standards is that they are consistent for all students no matter where they live. In an age of globalisation, and when some students are highly mobile and move from one state to another, guidelines such as these are essential.

The content descriptions within each curriculum establish appropriate benchmarks for all students and provide a common framework to guide each state in helping all students succeed. While these content descriptions do not specify or stipulate specific texts, they do require certain critical content for all students. They establish what students at each year level need to learn, but do not dictate the specific topics that should be taught or how instruction should be delivered.

A significant advantage of working with the Australian Curriculum is the ability to modify existing content descriptions for broader curriculum application. Because they lend themselves so readily to differentiation, Australian Curriculum content descriptions can lead beyond lower-level test-prep answers to higher-level thinking and mastery of 21st century skills.

All content descriptions in the Australian Curriculum are divided into strands, and in some cases, sub-strands. These strands provide a general outline of, and provide the framework for, curriculum standards. As stated on the website (www.acara.edu.au) of the Australian Curriculum, Assessment and Reporting Authority, the “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/learning programs are decisions to be made by the teacher.”

This book contains 33 different lessons, addressing the key learning areas of English, Mathematics, Humanities and Social Sciences, Science, The Arts and Technologies in the Australian Curriculum. Each activity includes sample Australian Curriculum content descriptions and is accompanied by a differentiated assessment task. Activities and assessments are targeted at students in Years F–10, and include content descriptions which are provided as examples of relevant Australian Curriculum content the specific activity addresses.

A breakdown of the strands and sub-strands within six key learning areas featured in *Creativity × 4* is presented on the following pages.

THE AUSTRALIAN CURRICULUM: ENGLISH

The strands within the Australian Curriculum: English relate to the way in which content is organised, acting as a consistent thread running throughout the entire learning area. These strands are the same across all year levels, with the content descriptions stemming from them. These content descriptions always come under the umbrella of one strand. The three strands of the Australian Curriculum: English are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

The above strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Content descriptions within each strand are grouped into sub-strands that present a sequence of development of knowledge, understanding and skills. The sub-strands shown below, as with the other learning areas addressed, are stated as they appear on the Australian Curriculum website at www.australiancurriculum.edu.au.

LANGUAGE	LITERATURE	LITERACY
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge (F-2)		

While this book includes lessons that address the other subject areas featured in the Australian Curriculum, the primary focus of the activities is English. The majority of the activities contained within *Creativity × 4* require students to present, perform or in some way deliver information to the teacher and their classmates. In this way, the students will be heavily invested in their practice of the Literacy strand of the Australian Curriculum: English, interacting with their classmates, reading, interpreting and discussing various pieces of information, and creating presentations, compositions and texts of their own. Teachers can use the lessons and activities in *Creativity × 4* to supplement their English instruction at any level.

THE AUSTRALIAN CURRICULUM: MATHEMATICS

The Australian Curriculum: Mathematics has three interrelated content strands and four proficiency strands. The content strands describe what is to be taught and learnt. These are:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The proficiency strands describe the thinking and doing of mathematics, that is, how content is explored or developed. These are:

- Understanding
- Problem Solving

- Fluency
- Reasoning

The Mathematics strands and sample content descriptions referenced in this book are content strands. However, while not specifically listed, many of them include the proficiency standards mentioned above.

NUMBER AND ALGEBRA	MEASUREMENT AND GEOMETRY	STATISTICS AND PROBABILITY
Number and place value (F-7)	Using units of measurement (F-10)	Chance (1-10)
Fractions and decimals (1-6)	Shape (F-7)	Data representation and interpretation (F-10)
Real numbers (7-10)	Geometric reasoning (3-10)	
Money and financial mathematics (1-10)	Location and transformation (F-7)	
Patterns and algebra (F-10)	Pythagoras and trigonometry (9-10)	
Linear and non-linear relationships (7-10)		

THE AUSTRALIAN CURRICULUM: HUMANITIES AND SOCIAL SCIENCES

According to ACARA, "The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts." The Australian Curriculum: Humanities and Social Sciences consists of four subjects. These subjects are:

- History
- Geography
- Economics and Business (Years 5-10)
- Civics and Citizenship (Years 3-10)

Each subject has two strands, as shown in the following table.

	STRAND 1	STRAND 2
HISTORY	Historical Knowledge and Understanding	Historical Skills
GEOGRAPHY	Geographical Knowledge and Understanding	Geographical Inquiry and Skills
ECONOMICS AND BUSINESS	Economics and Business Knowledge and Understanding	Economics and Business Skills
CIVICS AND CITIZENSHIP	Civics and Citizenship Knowledge and Understanding	Civics and Citizenship Skills

THE AUSTRALIAN CURRICULUM: SCIENCE

The Australian Curriculum: Science consists of three strands. These strands are:

- Science Understanding
- Science as a Human Endeavour (described in two-year bands)
- Science Inquiry Skills (described in two-year bands)

These three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

SCIENCE UNDERSTANDING	SCIENCE AS A HUMAN ENDEAVOUR	SCIENCE INQUIRY SKILLS
Biological sciences	Nature and development of science	Questioning and predicting
Chemical sciences	Use and influence of science:	Planning and conducting
Earth and space sciences		Processing and analysing data and information
Physical sciences		Evaluating
		Communicating

THE AUSTRALIAN CURRICULUM: TECHNOLOGIES

The Australian Curriculum: Technologies features two distinct subject areas:

- Design and Technologies
- Digital Technologies

Design and Technologies aims to develop students' abilities to create, produce and critique designed solutions, whereas Digital Technologies encourages them to engage in computational thinking as they utilise systems and other digital technologies to predict and address future needs.

The Australian Curriculum: Technologies will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs. (ACARA 2014)

	STRAND 1	STRAND 2
DESIGN AND TECHNOLOGIES	Design and Technologies Knowledge and Understanding	Design and Technologies Processes and Production Skills
DIGITAL TECHNOLOGIES	Digital Technologies Knowledge and Understanding	Digital Technologies Processes and Production Skills

THE AUSTRALIAN CURRICULUM: THE ARTS

The Australian Curriculum: The Arts encompasses five different subject areas:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts

Music and Visual Arts are both featured as sample content description subject areas in this text, with each subject area focusing on different skills, practices and terminology:

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience. (ACARA 2014)

Each of the subject areas in the Australian Curriculum: The Arts feature two content strands: *Making* and *Responding*. The Making strand employs the imagination and skills of each student to create artworks of their own, while the Responding strand requires students to analyse and evaluate artworks they are exposed to. Both of the content strands actively build students' knowledge and abilities in the arts and as artists.

HOW TO USE THE BOOK

FORMATS FOR CREATIVITY × 4

SIX THINKING HATS®, ENCOUNTER LESSONS, QUESTIVITIES™ AND SCAMPER

The Australian Curriculum content descriptions, serving as a basis for future learning, growth and active participation in the Australian community, are exemplary vehicles to enhance creative practice and production in the classroom. If it is indeed possible to encourage and increase creativity while using the Australian Curriculum framework, it is essential to identify tools you can use as you plan and implement lessons to accomplish that task. In this book are four practical, standards-based lesson planning formats to use to develop creativity and higher-level thinking. These are:

- Six Thinking Hats®
- Encounter Lessons
- Questivities™
- SCAMPER

In each section of this book, there is a description of the format, an explanation of its structure, a procedure for writing, and suggestions are given for how to use and implement it in a classroom setting. Each section includes 10 sample units that are ready to use and/or adapt for your own students. Finally, in each section is a blank form to use as you write your own content units and lessons.

INDEX

An Index of Topics identified by subject areas is provided on page 9.

CONCLUDING THOUGHTS AS YOU BEGIN TO USE THIS BOOK

I hope this book is helpful as your students work to become more creative and collaborative, have the opportunity to engage in more higher-level thinking, and learn ways to communicate to their peers, their teachers, their parents and to the world what they know and are able to do.

INDEX BY TOPICS

NOTE: SOME UNITS CAN BE USED WITH MORE THAN ONE TOPIC

ENGLISH

Note: Most of the units in this book are based on Australian Curriculum: English skills. Some specific English topics are listed below.

- Literature and Movies
- Macbeth
- (Book of) Poems
- Realism and Fantasy
- Writing Historical Fiction

SCIENCE

- Discovering Fossils
- Electronic Gadgets
- (The) Five Senses
- Fuels for the 21st Century
- Inventions
- Island Environments
- New Plant
- (The) Rainforest
- Seed to Plants
- Solar System

MATHEMATICS

- Ancient Structures and Geometric Figures
- Geometric Art
- Mental Maths
- Money Management
- Polynomials
- Stock Market

HUMANITIES AND SOCIAL SCIENCES

- (The) Australian Flag
- Asian Paper Lanterns
- Classroom Rules
- Explorers in the Land of the Incas
- (The) Holocaust
- Transportation
- Women's Suffrage

THE ARTS

- Jazz
- Landscape Painting
- Masks
- (The) Orchestra

TECHNOLOGIES

- Simple Machines