### Ways of working

#### Investigating
Students are able to:
- pose questions and plan simple activities and investigations
- draw conclusions and make decisions

#### Implementing and Applying
Students are able to:
- apply personal development skills when interacting with others
- follow guidelines to apply safe practices

#### Reflecting
Students are able to:
- reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development.
- reflect on learning to identify new understandings.

### Knowledge and understanding

#### Health
- Health behaviours and choices are influenced by personal factors, people and environments
- Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety

#### Personal Development
- Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences
- Everyday experiences and relationships give rise to different emotions in self and others
### Health & Physical Education by the end of Year 5

#### Ways of working

**Investigating**
- Students are able to:
  - pose and refine questions or issues, and plan activities

**Planning, Implementing and Applying**
- Students are able to:
  - apply personal development skills and strategies in team and group situations

**Implementing and Applying**
- Students are able to:
  - identify and apply safe practices

**Reflecting**
- Students are able to:
  - reflect on and identify how their own and others’ behaviours, skills and actions influence health and wellbeing, movement capacities and personal development
  - reflect on learning to identify new understandings and future applications

#### Knowledge and understanding

**Health**
- Individual and group action can promote health and wellbeing, including safety

**Personal Development**
- Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments
- Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others
- Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups
The Arts by the end of Year 3

Ways of working

Creating
Students are able to:
• select ideas for arts works, considering particular audiences and particular purposes, using arts elements and languages
• create and shape arts works by combining arts elements to express personal ideas, feelings and experiences
• practise arts works, using interpretive and technical skills
• follow guidelines to apply safe practices

Presenting
Students are able to:
• present arts works to familiar audiences, using arts techniques, skills and processes

Responding
Students are able to:
• respond to arts works and describe initial impressions and personal interpretations, using arts elements and languages

Reflecting
Students are able to:
• reflect on learning to identify new understandings.

Knowledge and understanding

Visual Art
• Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation
• Line is used to suggest movement and direction
• Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position
• Texture is used to create variation and repetition
### The Arts by the end of Year 5

#### Creating
**Students are able to:**
- select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages
- create and shape arts works by organising arts elements to express personal and community values, beliefs and observations

#### Presenting
**Students are able to:**
- rehearse and rework arts works, using interpretive and technical skills
- present arts works to informal and formal audiences, using arts techniques, skills and processes
- identify and apply safe practices

#### Responding
**Students are able to:**
- respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages

#### Reflecting
**Students are able to:**
- reflect on learning to identify new understandings and future applications.

### Knowledge and understanding

#### Visual Art
**Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns**

**Continuous, broken and hatched lines are used to create balance, contrast, space and patterns**

**Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns**

**Texture creates contrast and patterns using lines, rubbings and markings**