

# World Environment Day Calendar Competition - Australian Curriculum Mapping Guide

General capabilities	<a href="#">Critical and Creative Thinking</a> , <a href="#">Digital Literacy</a> , <a href="#">Ethical Understanding</a> , <a href="#">Intercultural Understanding</a> , <a href="#">Literacy</a> , <a href="#">Personal and Social Capability</a> .		
Cross-curriculum priorities	Sustainability	Systems	All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival ( <a href="#">SS1</a> ).
			Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments ( <a href="#">SS2</a> ).
			Social, economic and political systems influence the sustainability of Earth's systems ( <a href="#">SS3</a> ).
		World Views	World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability ( <a href="#">SW1</a> ).
			World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability ( <a href="#">SW2</a> ).
		Design	Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems ( <a href="#">SD1</a> ).
			Creative and innovative design is integral to the identification of new ways of sustainable living ( <a href="#">SD2</a> ).
			Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts ( <a href="#">SD3</a> ).
		Futures	Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future ( <a href="#">SF1</a> ).

				Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change. ( <a href="#">SF2</a> )
Learning areas	Prep	HASS	Knowledge and understanding	The features of familiar places they belong to, why some places are special and how places can be looked after ( <a href="#">AC9HSFK03</a> )
			Skills	Discussing different ways they could or do contribute to caring for special places, including those that are unique; for example, planting trees for a local endangered species, cleaning up litter at a local park or beach, or planting flora in a local wetland
		Science		Explore the ways people make and use observations and questions to learn about the natural world ( <a href="#">AC9SFH01</a> ).
			Science inquiry	Pose questions and make predictions based on experiences ( <a href="#">AC9SFI01</a> ).
				Engage in investigations safely and make observations using their senses ( <a href="#">AC9SFI02</a> ).
				Share questions, predictions, observations and ideas with others ( <a href="#">AC9SFI05</a> ).
		Digital Technologies	Knowledge and understanding	Recognise and explore digital systems (hardware and software) for a purpose ( <a href="#">AC9TDIFK01</a> ).
				Creative and innovative design is integral to the identification of new ways of sustainable living. ( <a href="#">AC9HG7K08</a> )
				Represent data as objects, pictures and symbols ( <a href="#">AC9TDIFK02</a> ).
		Media Arts	Exploring and responding	Explore how and why the arts are important for people and communities ( <a href="#">AC9AMAFE01</a> ).
			Developing practices and skills	Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas ( <a href="#">AC9AMAFD01</a> ).
			Creating and making	Create arts works that communicate ideas ( <a href="#">AC9AMAF01</a> ).
			Presenting and performing	Share their arts works with audiences ( <a href="#">AC9AMAFP01</a> ).
		Visual Arts	Exploring and responding	Explore how and why the arts are important for people and communities ( <a href="#">AC9AVAFE01</a> ).

			Developing practices and skills	Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas ( <a href="#">AC9AVAFD01</a> ).
			Creating and making	Create arts works that communicate ideas ( <a href="#">AC9AVAFD01</a> ).
			Presenting and performing	Share their arts works with audiences ( <a href="#">AC9AVAFD01</a> ).
	Year 1	HASS	Knowledge and understanding	The natural, managed and constructed features of local places, and their location ( <a href="#">AC9HS1K03</a> ).
				How places change and how they can be cared for by different groups including First Nations Australians ( <a href="#">AC9HS1K04</a> ).
			Skills	Develop questions about objects, people, places and events in the past and present ( <a href="#">AC9HS1S01</a> ).
				Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models ( <a href="#">AC9HS1S02</a> ).
				Interpret information and data from observations and provided sources, including the comparison of objects from the past and present ( <a href="#">AC9HS1S03</a> ).
				Discuss perspectives related to objects, people, places and events ( <a href="#">AC9HS1S04</a> ).
				Draw conclusions and make proposals ( <a href="#">AC9HS1S05</a> ).
		Science	Science understanding	Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs ( <a href="#">AC9S1U01</a> ).
				Describe daily and seasonal changes in the environment and explore how these changes affect everyday life ( <a href="#">AC9S1U02</a> ).
			Science as a human endeavour	Describe how people use science in their daily lives, including using patterns to make scientific predictions ( <a href="#">AC9S1H01</a> ).
			Science inquiry	Make and record observations, including informal measurements, using digital tools as appropriate ( <a href="#">AC9S1I03</a> ).
				Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary ( <a href="#">AC9S1I06</a> ).

		Design and Technologies	Knowledge and understanding	Explore how plants and animals are grown for food, clothing and shelter ( <a href="#">AC9TDE2K03</a> ).
				identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability ( <a href="#">AC9TDE2K01</a> )
				Represent data as pictures, symbols, numbers and words ( <a href="#">AC9TDI2K02</a> ).
			Processes and production skills	Investigate simple problems for known users that can be solved with digital systems ( <a href="#">AC9TDI2P01</a> ).
				Use the basic features of common digital tools to create, locate and communicate content ( <a href="#">AC9TDI2P04</a> ).
		Media Arts	Exploring and responding	Explore where, why and how people across cultures, communities and/or other contexts experience media arts ( <a href="#">AC9AMA2E01</a> ).
			Developing practices and skills	Explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements ( <a href="#">AC9AMA2D01</a> ).
			Creating and making	Use media languages and media technologies to construct representations ( <a href="#">AC9AMA2C01</a> ).
			Presenting and performing	Share media arts works with audiences in informal settings ( <a href="#">AC9AMA2P01</a> ).
		Visual Arts	Exploring and responding	Explore where, why and how people across cultures, communities and/or other contexts experience visual arts ( <a href="#">AC9AVA2E01</a> ).
			Developing practices and skills	Experiment and play with visual conventions, visual arts processes and materials ( <a href="#">AC9AVA2D01</a> ).
			Creating and making	Use visual conventions, visual arts processes and materials to create artworks ( <a href="#">AC9AVA2C01</a> ).
			Presenting and performing	Share artworks and/or visual arts practice in informal settings ( <a href="#">AC9AVA2P01</a> ).
	Year 2	HASS	Knowledge and understanding	A local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance ( <a href="#">AC9HS2K01</a> ).
				How places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales ( <a href="#">AC9HS2K03</a> ).

			Skills	Develop questions about objects, people, places and events in the past and present ( <a href="#">AC9HS2S01</a> ).
				Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models ( <a href="#">AC9HS2S02</a> ).
				Discuss perspectives related to objects, people, places and events ( <a href="#">AC9HS2S04</a> ).
				Draw conclusions and make proposals ( <a href="#">AC9HS2S05</a> ).
				Develop narratives and share observations, using sources, and subject-specific terms ( <a href="#">AC9HS2S06</a> ).
		Science	Science inquiry	Make and record observations, including informal measurements, using digital tools as appropriate ( <a href="#">AC9S2I03</a> ).
				Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary ( <a href="#">AC9S2I06</a> ).
		Design and Technologies	Knowledge and understanding	Strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or Europe ( <a href="#">AC9HG7K08</a> )
		Digital Technologies	Knowledge and understanding	Identify and explore digital systems and their components for a purpose ( <a href="#">AC9TDI2K01</a> ).
				Represent data as pictures, symbols, numbers and words ( <a href="#">AC9TDI2K02</a> ).
			Processes and production skills	Investigate simple problems for known users that can be solved with digital systems ( <a href="#">AC9TDI2P01</a> ).
				Use the basic features of common digital tools to create, locate and communicate content ( <a href="#">AC9TDI2P04</a> ).
		Media Arts	Exploring and responding	Explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements ( <a href="#">AC9AMA2D01</a> ).
			Creating and making	Use media languages and media technologies to construct representations ( <a href="#">AC9AMA2C01</a> ).
			Presenting and performing	Share media arts works with audiences in informal settings ( <a href="#">AC9AMA2P01</a> ).
		Visual Arts	Exploring and responding	Explore where, why and how people across cultures, communities and/or other contexts experience visual arts ( <a href="#">AC9AVA2E01</a> ).

				Explore examples of visual arts created by First Nations Australians ( <a href="#">AC9AVA2E02</a> ).	
			Developing practices and skills	Experiment and play with visual conventions, visual arts processes and materials ( <a href="#">AC9AVA2D01</a> ).	
			Creating and making	Use visual conventions, visual arts processes and materials to create artworks ( <a href="#">AC9AVA2C01</a> ).	
			Presenting and performing	Share artworks and/or visual arts practice in informal settings ( <a href="#">AC9AVA2P01</a> ).	
	Year 3	HASS	Knowledge and understanding	The representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia's neighbouring regions and countries ( <a href="#">AC9HS3K03</a> ).	
				The ways First Nations Australians in different parts of Australia are interconnected with Country/Place ( <a href="#">AC9HS3K04</a> ).	
				Why people participate within communities and how students can actively participate and contribute to communities ( <a href="#">AC9HS3K07</a> ).	
			Skills	Develop questions to guide investigations about people, events, places and issues ( <a href="#">AC9HS3S01</a> ).	
				Analyse information and data, and identify perspectives ( <a href="#">AC9HS3S04</a> ).	
				Draw conclusions based on analysis of information ( <a href="#">AC9HS3S05</a> ).	
				Propose actions or responses to an issue or challenge that consider possible effects of actions ( <a href="#">AC9HS3S06</a> ).	
		Science	Science understanding	Compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources ( <a href="#">AC9S3U02</a> ).	
			Science inquiry	Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate ( <a href="#">AC9S3I06</a> ).	
		Design and Technologies	Knowledge and understanding	Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs ( <a href="#">AC9TDE4K01</a> ).	
				Describe the ways of producing food and fibre ( <a href="#">AC9TDE4K03</a> ).	

		Digital Technologies	Knowledge and understanding	Explore and describe a range of digital systems and their peripherals for a variety of purposes ( <a href="#">AC9TDI4K01</a> ).
				Recognise different types of data and explore how the same data can be represented differently depending on the purpose ( <a href="#">AC9TDI4K03</a> ).
			Processes and production skills	Generate, communicate and compare designs ( <a href="#">AC9TDI4P03</a> ).
				Use the core features of common digital tools to create, locate and communicate content, following agreed conventions ( <a href="#">AC9TDI4P06</a> ).
		Media Arts	Exploring and responding	Explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contexts ( <a href="#">AC9AMA4E01</a> ).
			Developing practices and skills	Develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements ( <a href="#">AC9AMA4D01</a> ).
			Creating and making	Use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning ( <a href="#">AC9AMA4C01</a> ).
			Presenting and performing	Share media arts works in informal settings considering responsible media practice ( <a href="#">AC9AMA4P01</a> ).
		Visual Arts	Exploring and responding	Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts ( <a href="#">AC9AVA4E01</a> ).
				Explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place ( <a href="#">AC9AVA4E02</a> ).
			Developing practices and skills	Experiment with a range of ways to use visual conventions, visual arts processes and materials ( <a href="#">AC9AVA4D01</a> ).
			Creating and making	Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning ( <a href="#">AC9AVA4C01</a> ).
			Presenting and performing	Share and/or display artworks and/or visual arts practice in informal settings ( <a href="#">AC9AVA4P01</a> ).

	Year 4	HASS	Knowledge and understanding	The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent ( <a href="#">AC9HS4K05</a> ).
				Sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place ( <a href="#">AC9HS4K06</a> ).
				The roles of local government and how members of the community use and contribute to local services ( <a href="#">AC9HS4K08</a> ).
				Diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity ( <a href="#">AC9HS4K09</a> ).
			Skills	Develop questions to guide investigations about people, events, places and issues ( <a href="#">AC9HS4S01</a> ).
				Draw conclusions based on analysis of information ( <a href="#">AC9HS4S05</a> ).
				Propose actions or responses to an issue or challenge that consider possible effects of actions ( <a href="#">AC9HS4S06</a> ).
				Present descriptions and explanations, using ideas from sources and relevant subject-specific terms ( <a href="#">AC9HS4S07</a> ).
		Science	Science understanding	Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships ( <a href="#">AC9S4U01</a> ).
				Identify sources of water and describe key processes in the water cycle, including movement of water through the sky, landscape and ocean; precipitation; evaporation; and condensation ( <a href="#">AC9S4U02</a> ).
			Science inquiry	Pose questions to explore observed patterns and relationships and make predictions based on observations ( <a href="#">AC9S4I01</a> ).
				Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate ( <a href="#">AC9S4I06</a> ).
		Design and Technologies	Knowledge and understanding	Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs ( <a href="#">AC9TDE4K01</a> ).
				Describe the ways of producing food and fibre ( <a href="#">AC9TDE4K03</a> ).

		Digital Technologies	Knowledge and understanding	Explore and describe a range of digital systems and their peripherals for a variety of purposes ( <a href="#">AC9TDI4K01</a> ).
				Recognise different types of data and explore how the same data can be represented differently depending on the purpose ( <a href="#">AC9TDI4K03</a> ).
			Processes and production skills	Generate, communicate and compare designs ( <a href="#">AC9TDI4P03</a> ).
				Use the core features of common digital tools to create, locate and communicate content, following agreed conventions ( <a href="#">AC9TDI4P06</a> ).
		Media Arts	Exploring and responding	Explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contexts ( <a href="#">AC9AMA4E01</a> ).
				Explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/Place ( <a href="#">AC9AMA4E02</a> ).
			Developing practices and skills	Develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements ( <a href="#">AC9AMA4D01</a> ).
			Creating and making	Use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning ( <a href="#">AC9AMA4C01</a> ).
			Presenting and performing	Share media arts works in informal settings considering responsible media practice ( <a href="#">AC9AMA4P01</a> ).
		Visual Arts	Exploring and responding	Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts ( <a href="#">AC9AVA4E01</a> ).
				Explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place ( <a href="#">AC9AVA4E02</a> ).
			Developing practices and skills	Experiment with a range of ways to use visual conventions, visual arts processes and materials ( <a href="#">AC9AVA4D01</a> ).
			Creating and making	Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning ( <a href="#">AC9AVA4C01</a> ).
			Presenting and performing	Share and/or display artworks and/or visual arts practice in informal settings ( <a href="#">AC9AVA4P01</a> ).

	Year 5	HASS	Knowledge and understanding	The management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences ( <a href="#">AC9HS5K05</a> ).
				Types of resources, including natural, human and capital, and how they satisfy needs and wants ( <a href="#">AC9HS5K08</a> ).
			Skills	Develop questions to investigate people, events, developments, places and systems ( <a href="#">AC9HS5S01</a> ).
				Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships ( <a href="#">AC9HS5S03</a> ).
				Develop evidence-based conclusions ( <a href="#">AC9HS5S05</a> ).
				Propose actions or responses to issues or challenges and use criteria to assess the possible effects ( <a href="#">AC9HS5S06</a> ).
		Science	Science as a human endeavour	Examine why advances in science are often the result of collaboration or build on the work of others ( <a href="#">AC9S5H01</a> ).
			Science inquiry	Pose investigable questions to identify patterns and test relationships and make reasoned predictions ( <a href="#">AC9S5I01</a> ).
				Plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place ( <a href="#">AC9S5I02</a> ).
				Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate ( <a href="#">AC9S5I06</a> ).
		Design and Technologies	Knowledge and understanding	Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments ( <a href="#">AC9TDE6K01</a> ).
				Explain how and why food and fibre are produced in managed environments ( <a href="#">AC9TDE6K03</a> ).
				Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions ( <a href="#">AC9TDE6K05</a> ).
		Digital Technologies	Processes and production skills	Select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions ( <a href="#">AC9TDI6P07</a> ).

				Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours ( <a href="#">AC9TDI6P08</a> ).
		Media Arts	Exploring and responding	Explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts ( <a href="#">AC9AMA6E01</a> ).
				Explore ways First Nations Australians use media arts to continue and revitalise cultures ( <a href="#">AC9AMA6E02</a> ).
			Developing practices and skills	Develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies ( <a href="#">AC9AMA6D01</a> ).
			Creating and making	Use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences ( <a href="#">AC9AMA6C01</a> ).
			Presenting and performing	Present media arts works in informal and/or formal settings using responsible media practice ( <a href="#">AC9AMA6P01</a> ).
		Visual Arts	Exploring and responding	Explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts ( <a href="#">AC9AVA6E01</a> ).
				Explore ways that First Nations Australians use visual arts to continue and revitalise cultures ( <a href="#">AC9AVA6E02</a> ).
			Developing practices and skills	Experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials ( <a href="#">AC9AVA6D01</a> ).
			Creating and making	Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning ( <a href="#">AC9AVA6C01</a> ).
	Presenting and performing		Select and present documentation of visual arts practice, and display artworks in informal and/or formal settings ( <a href="#">AC9AVA6P01</a> ).	
	Year 6	HASS	Knowledge and understanding	Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices ( <a href="#">AC9HS6K08</a> ).
			Skills	Develop questions to investigate people, events, developments, places and systems ( <a href="#">AC9HS6S01</a> ).

				Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships ( <a href="#">AC9HS6S03</a> ).
				Propose actions or responses to issues or challenges and use criteria to assess the possible effects ( <a href="#">AC9HS6S06</a> ).
		Science	Science understanding	Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions ( <a href="#">AC9S6U01</a> ).
			Science inquiry	Plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place ( <a href="#">AC9S6I02</a> ).
				Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate ( <a href="#">AC9S6I06</a> ).
		Design and Technologies	Knowledge and understanding	Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments ( <a href="#">AC9TDE6K01</a> ).
				Explain how and why food and fibre are produced in managed environments ( <a href="#">AC9TDE6K03</a> ).
				Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions ( <a href="#">AC9TDE6K05</a> ).
		Digital Technologies	Processes and production skills	Select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions ( <a href="#">AC9TDI6P07</a> ).
				Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours ( <a href="#">AC9TDI6P08</a> ).
		Media Arts	Exploring and responding	Explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts ( <a href="#">AC9AMA6E01</a> ).
				Explore ways First Nations Australians use media arts to continue and revitalise cultures ( <a href="#">AC9AMA6E02</a> ).
			Developing practices and skills	Develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies ( <a href="#">AC9AMA6D01</a> ).

			Creating and making	Use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences ( <a href="#">AC9AMA6C01</a> ).
			Presenting and performing	Present media arts works in informal and/or formal settings using responsible media practice ( <a href="#">AC9AMA6P01</a> ).
		Visual Arts	Exploring and responding	Explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts ( <a href="#">AC9AVA6E01</a> ).
				Explore ways that First Nations Australians use visual arts to continue and revitalise cultures ( <a href="#">AC9AVA6E02</a> ).
			Developing practices and skills	Experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials ( <a href="#">AC9AVA6D01</a> ).
			Creating and making	Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning ( <a href="#">AC9AVA6C01</a> ).
			Presenting and performing	Select and present documentation of visual arts practice, and display artworks in informal and/or formal settings ( <a href="#">AC9AVA6P01</a> ).

© Australian Curriculum, Assessment and Reporting Authority (ACARA) 2010 to present, unless otherwise indicated. This material was downloaded from the Australian Curriculum website ([australiancurriculum.edu.au](http://australiancurriculum.edu.au)) (Website) accessed December 2023 and was not modified. The material is licensed under CC BY 4.0 ([creativecommons.org/licenses/by/4.0](https://creativecommons.org/licenses/by/4.0)). Version updates are tracked in the 'curriculum version history' section on the 'About the Australian Curriculum' page ([australiancurriculum.edu.au/about-the-australian-curriculum/](http://australiancurriculum.edu.au/about-the-australian-curriculum/)) of the Australian Curriculum website.

ACARA does not endorse any product that uses the Australian Curriculum or make any representations as to the quality of such products. Any product that uses material published on this website should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA. It is up to each person to make their own assessment of the product, taking into account matters including, but not limited to, the version number and the degree to which the materials align with the content descriptions and achievement standards (where relevant). Where there is a claim of alignment, it is important to check that the materials align with the content descriptions and achievement standards (endorsed by all education Ministers), not the elaborations (examples provided by ACARA).

**Curriculum note:** The links provided in this document are based on version 9 of the Australian Curriculum and are current to December 2023. Further information is available at [v9.australiancurriculum.edu.au](http://v9.australiancurriculum.edu.au).

**Teacher's note:** For the annual World Environment Day Poster Competition, Council selects a specific competition theme each year that is drawn from one of the following broad environmental themes: biodiversity; ecosystem health and services, waterways and catchments (including litter); climate change; sustainable agriculture (including forestry and fisheries, and food waste); and litter and waste management (reduce, reuse, recycle). The codes and content descriptions provided in the table above are considered to be precursors to the development of the poster. This enables the integration of existing teaching and learning, culminating in the development of a poster to demonstrate student knowledge and understanding.