

THE ARTS Australian Upper Level Primary - Years 3-6 Curriculum For Sustainability Complementing the Australian Framework



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General Capabilities (Integrated across all areas):

- **Literacy:** Reading, writing, speaking, and listening skills across subjects.
- **Numeracy:** Application of mathematical concepts and problem-solving.
- **ICT Capability:** Use of technology in learning and problem-solving.
- **Critical and Creative Thinking:** Ability to analyze, reason, and create solutions.
- **Personal and Social Capability:** Self-management, social awareness, and interpersonal skills.
- **Ethical Understanding:** Ability to make decisions based on ethics and social responsibility.
- **Intercultural Understanding:** Awareness of and respect for cultural differences.

Cross-Curriculum Priorities:

- **Aboriginal and Torres Strait Islander Histories and Cultures:** Recognizing the cultural significance and history of Australia's Indigenous peoples.
- **Asia and Australia's Engagement with Asia:** Exploring Asia's history, cultures, and connections with Australia.
- **Sustainability:** Encouraging responsible stewardship of resources and environmental awareness.

English and Languages	Mathematics	Science	Humanities and Social Sciences (HASS)	Health and Physical Education (HPE)	The Arts	Technologies
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English Content Areas: Language: Focus on the structure of language, including grammar, spelling, punctuation, and vocabulary. Literature: Students explore a range of texts, including stories, poems, and plays. They analyze characters, themes, and context. Literacy: Focus on reading and writing skills, listening, speaking, and viewing. Students are encouraged	Mathematics Content Areas: Number and Algebra: Students work with whole numbers, fractions, decimals, percentages, and introduce simple algebraic concepts. Measurement and Geometry: Understanding units of measurement, time, volume, angles, and basic geometry. Statistics and Probability: Collecting data, understanding chance and	Science Content Areas: Biological Sciences: Study of living things, including plants, animals, ecosystems, and human biology. Chemical Sciences: Understanding the properties of materials and the reactions that occur between different substances. Physical Sciences: Introduction to concepts of energy, force, motion, and simple machines. Earth and Space Sciences:	Humanities and Social Sciences (HASS) Content Areas: History: Focus on historical events, time periods, and the development of societies. Geography: Study of places and spaces, understanding human-environment interactions, and geographical features.	Health and Physical Education (HPE) Content Areas: Personal, Social, and Community Health: Topics include healthy lifestyle choices, mental health, safety, and personal well-being. Movement and Physical Activity: Physical exercise, sports,	The Arts Content Areas: Dance: Creating and performing dances, exploring movement, rhythm, and expression. Drama: Acting, storytelling, and performing to express ideas, feelings, and stories. Music: Understanding musical concepts, playing instruments,	Technologies Content Areas: Design and Technologies: Introduction to designing and making products using digital and non-digital materials. This includes developing solutions for problems and understanding processes of designing, planning, and production. Digital Technologies: Focus on computational thinking, understanding
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to communicate effectively in various situations. Key Goals: Develop comprehension skills (listening, reading, viewing). Increase fluency in writing. Build vocabulary and grammar proficiency. Understand and analyze literary and non-literary texts. Languages Content Areas: Focus on the study of languages other than	probability, interpreting and analyzing statistical information. Key Goals: Improve numeracy and problem-solving skills. Apply mathematical understanding in practical and real-world contexts. Develop logical thinking and reasoning in mathematical contexts.	Understanding the Earth's systems, weather, climate, and the solar system. Key Goals: Develop scientific inquiry skills. Understand natural systems and the environment. Encourage curiosity and exploration through experiments and observations.	Civics and Citizenship: Understanding the rights and responsibilities of citizens in society, the function of governments, and the democratic process. Economics and Business: Introduction to economic concepts such as needs, wants, resources, and the economy. Key Goals: Develop critical thinking about	fitness, and developing motor skills. Key Goals: Promote physical fitness and health. Teach teamwork, collaboration, and social skills through physical activity. Encourage well-being and the development of healthy habits.	singing, and composing. Visual Arts: Exploring various forms of art such as drawing, painting, sculpture, and digital media. Key Goals: Foster creativity and self-expression. Develop appreciation and skills in different forms of art. Enhance cultural understanding through	algorithms, coding, and digital systems. Key Goals: Foster problem-solving skills and innovation. Encourage students to use technology creatively. Develop practical skills in digital and non-digital fields.
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English (e.g., French, Japanese, Mandarin, etc.). Learn about language structure, vocabulary, and grammar, as well as cultural understanding related to the language studied. Key Goals: Develop communication skills in a second language. Enhance cultural awareness and understanding.			the past and present. Build an understanding of geography, social studies, and citizenship. Encourage decision-making based on historical knowledge and current events.		artistic exploration.	
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Build confidence in speaking, listening, reading, and writing in a new language.						
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The Sustainability Curriculum Headings

Understanding Sustainability (SUS1)	Environmental Awareness (SUS2)	Environmental Stewardship (SUS3)	Waste Management (SUS4)	Energy Conservation (SUS5)	Biodiversity and Ecosystems (SUS6)
Climate Change and Adaptation (SUS7)	Food and Agriculture (SUS8)	Water Conservation (SUS9)	Sustainable Transport and Urban Planning (SUS10)	Citizenship / Global Responsibility and Sustainable Development (SUS11)	Outdoor Learning and Connection to Nature (SUS12)

Understanding Sustainability (SUS1)
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1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance that reflects the themes of sustainability, using movement and rhythm to express the interconnectedness of humans, nature, and the environment, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students choreograph a dance inspired by the seasonal changes in nature, using fluid movements to represent the natural cycle of growth, decay, and renewal. The performance symbolises the importance of maintaining balance in the ecosystem and taking action to preserve nature.
 - **Objective 1.2:** Students will explore the concept of human impact on the environment through dance, using contrasting movements to represent destructive and restorative forces, and perform a dance that communicates the need for sustainable practices, supporting SDG 12 (Responsible Consumption and Production).
Example: Students create a dance that portrays human activity (e.g., industrialisation, deforestation) through sharp, disruptive movements, followed by slower, smoother movements representing environmental restoration (e.g., reforestation, recycling). The dance is performed to raise awareness of the impact of human actions on the planet.
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2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will write and perform a play that explores the consequences of unsustainable practices, such as deforestation, pollution, or overfishing, and discuss solutions for creating a sustainable future, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).
Example: Students create a short play about the journey of a character who experiences the effects of pollution in their community, and through their actions, learns how they can contribute to solving the problem (e.g., cleaning up the environment, reducing waste, and supporting green initiatives).
- **Objective 2.2:** Students will perform a role-play or improvisation that explores environmental issues from different perspectives, such as a conservationist, a business owner, or a government official, and debate sustainable solutions,

supporting SDG 16 (Peace, Justice, and Strong Institutions).

Example: In role-play, students take on the roles of various stakeholders in a debate about building a new factory in a local area. They present their arguments from the perspectives of environmental protection, economic growth, and community wellbeing, and work together to find a sustainable solution.

3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a piece of music that reflects the sounds of nature and the importance of sustainability, using instruments and vocals to represent themes such as conservation and environmental protection, contributing to SDG 13 (Climate Action) and SDG 14 (Life Below Water).
Example: Students compose a piece of music using natural soundscapes (e.g., bird songs, water flowing) and instruments that reflect environmental themes, such as using percussion instruments to represent rain or wind. The piece is performed to raise awareness about the beauty of nature and the need to protect it.
 - **Objective 3.2:** Students will learn and perform a song related to sustainability or environmental issues, discussing how music can communicate important messages about caring for the Earth, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students perform a song such as "What a Wonderful World" by Louis Armstrong or a climate-focused song like "The 3 R's" (Reduce, Reuse, Recycle). After performing, they discuss how music can serve as a tool to encourage sustainable actions and raise awareness about environmental issues.
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4. Visual Arts

Content Area: Exploring Various Forms of Art Such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create a visual artwork that represents a sustainable future, focusing on themes such as renewable energy, reforestation, or clean oceans, and discuss how art can inspire action for environmental conservation, contributing to SDG 7 (Affordable and Clean Energy) and SDG 12 (Responsible Consumption and Production).
Example: Students design a poster that promotes the use of renewable energy, such as solar or wind power, and draw or paint renewable energy sources as symbols of a sustainable future. They present their artwork and explain how it encourages others to adopt clean energy practices.
- **Objective 4.2:** Students will explore the use of recycled materials in art and create sculptures or artworks that highlight the

importance of reusing and recycling, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Using recycled paper, plastic bottles, and other waste materials, students create sculptures of animals or plants to represent the theme of sustainability. They discuss how reusing materials can reduce waste and conserve natural resources, encouraging others to think creatively about waste reduction.

- **Objective 4.3:** Students will engage in a collaborative art project that represents local or global environmental challenges, such as deforestation, water pollution, or endangered species, and work together to design a visual representation that promotes environmental stewardship, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).

Example: As a class, students create a mural depicting the journey of a river from a clean source to a polluted one, with the message of protecting freshwater resources. Each student contributes a section of the mural, and together they discuss how their artwork can raise awareness of water conservation.

Key Goals for All Objectives:

- **Foster Creativity and Self-Expression:** Through dance, drama, music, and visual arts, students will creatively express their understanding of sustainability and environmental stewardship, communicating important messages about the protection and preservation of the natural world.
- **Develop Appreciation and Skills in Different Forms of Art:** Students will explore various art forms and develop their skills while using artistic expression to address environmental issues, raising awareness and inspiring action for a sustainable future.
- **Enhance Cultural Understanding Through Artistic Exploration:** By exploring the arts through various cultural lenses, including Indigenous Australian perspectives on sustainability and land stewardship, students will deepen their understanding of the connection between culture, nature, and environmental responsibility.

Environmental Awareness

(SUS2)

1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance that conveys the themes of environmental awareness and sustainability, using movement to express the interconnectedness of humans and the natural world, contributing to SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students choreograph a dance inspired by the flow of water in rivers, representing the importance of water conservation. They perform the dance to represent the balance between humans and nature, emphasising the significance of protecting water resources.
 - **Objective 1.2:** Students will explore the use of dance to represent environmental threats, such as deforestation, pollution, or climate change, and create a performance that highlights the need for conservation and sustainable practices, supporting SDG 13 (Climate Action) and SDG 12 (Responsible Consumption and Production).
Example: Students develop a dance performance that portrays the cycle of deforestation, using strong and abrupt movements to represent the cutting down of trees, followed by slower, fluid movements to symbolise the restoration of forests through conservation efforts.
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2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will create and perform a short play that addresses an environmental issue in Australia, such as climate change, endangered species, or pollution, and explore the roles of different characters (e.g., activists, government, local communities) in responding to these challenges, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students write and perform a play about a community's efforts to protect a local wildlife sanctuary. The play addresses the impact of human activities on the sanctuary and highlights the actions that individuals and communities can take to preserve it.
- **Objective 2.2:** Students will engage in role-play to explore different perspectives on environmental issues, such as the importance of renewable energy or the effects of waste, and discuss how these different viewpoints can influence environmental decision-making, supporting SDG 7 (Affordable and Clean Energy) and SDG 12 (Responsible Consumption and Production).
Example: In role-play, students take on the roles of various stakeholders in the issue of waste management, including local government officials, business owners, and residents. They engage in a discussion to develop a sustainable waste

management plan for their community.

3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a piece of music that symbolises the beauty of nature and the importance of environmental conservation, using rhythm and melody to represent natural sounds and the need to protect our environment, contributing to SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students compose a piece using various instruments to represent the sounds of nature, such as bird calls, wind blowing, and rain. The composition focuses on the beauty of natural sounds and the need to protect these sounds from pollution and habitat destruction.
 - **Objective 3.2:** Students will learn and perform a song that addresses an environmental issue, such as climate change or conservation, and reflect on how music can raise awareness and inspire action for sustainability, supporting SDG 13 (Climate Action) and SDG 12 (Responsible Consumption and Production).
Example: Students learn to sing a song like "Earth Song" by Michael Jackson or another piece that raises environmental awareness. They will discuss how music can be used as a tool to inspire change, promote sustainability, and educate people about environmental issues.
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4. Visual Arts

Content Area: Exploring Various Forms of Art Such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create a visual artwork that represents the importance of protecting Australia's natural ecosystems, such as its coral reefs, rainforests, or deserts, and discuss how their artwork conveys a message of environmental awareness and the need for conservation, contributing to SDG 14 (Life Below Water) and SDG 15 (Life on Land).
Example: Students paint a landscape that depicts the Great Barrier Reef, highlighting the beauty and diversity of marine life, and contrast it with the impact of climate change and pollution. They discuss how their artwork represents the need to protect marine ecosystems.
- **Objective 4.2:** Students will design and construct a sculpture using recycled materials, focusing on the theme of waste reduction and the importance of reusing materials to prevent pollution, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Using materials like cardboard, plastic bottles, and old newspapers, students create sculptures that symbolise the impact of waste on the environment, such as an animal made from plastic waste. They discuss how recycling and reducing waste can help protect wildlife and the planet.

- **Objective 4.3:** Students will explore digital media to create an artwork or video that addresses an environmental issue, such as deforestation, endangered species, or climate change, and discuss how art and technology can be used together to promote environmental awareness, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).

Example: Students use digital tools to create a short animated video that shows the lifecycle of a plastic bottle and its impact on the environment, including its journey to the ocean and the harm it causes to marine life. They present their video and explain how digital art can be used to raise awareness about environmental issues.

Key Goals for All Objectives:

- **Foster Creativity and Self-Expression:** Through various forms of artistic exploration, students will express their understanding of environmental issues and communicate messages about the importance of protecting and preserving the environment.
- **Develop Appreciation and Skills in Different Forms of Art:** Students will learn to use dance, drama, music, and visual arts as tools for environmental expression, developing skills that allow them to creatively address sustainability and environmental challenges.
- **Enhance Cultural Understanding Through Artistic Exploration:** Students will engage with diverse artistic traditions, including Indigenous Australian art forms, to explore the relationship between culture and the environment. This exploration will deepen their appreciation for different approaches to environmental stewardship and sustainability.

Environmental Stewardship

(SUS3)

1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance that represents the themes of environmental stewardship, using movement to express the importance of protecting Australia's natural ecosystems and biodiversity, contributing to SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students create a dance inspired by the movement of water in rivers and oceans, symbolising the importance of water conservation and the protection of aquatic life. They perform this dance, using rhythmic movements to reflect the flow and rhythm of nature.
 - **Objective 1.2:** Students will explore how different cultures within Australia use dance to represent their relationship with the environment, particularly Indigenous dance forms, and incorporate elements of these dances into their own creative work, contributing to SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Study traditional Aboriginal dances that depict the relationship between humans and the land, such as dances related to animals, plants, and water. Students then incorporate these movements into a performance that reflects the theme of environmental stewardship.
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2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will create and perform a short play that tells the story of an environmental issue in Australia, such as deforestation, pollution, or endangered species, and discuss the role of environmental stewardship in addressing these challenges, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students write and perform a short play about the journey of an endangered animal in Australia, highlighting the threats it faces and the actions needed for conservation. The performance could include characters that represent human intervention, government policies, and conservationists.
 - **Objective 2.2:** Students will engage in role-play activities that explore the perspectives of different stakeholders in environmental issues, such as farmers, government officials, environmental activists, and Indigenous communities, to deepen their understanding of the importance of sustainable practices, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: In a role-play scenario, students take on the roles of various stakeholders in a debate about land conservation versus land development. They will present arguments and negotiate solutions, encouraging collaboration and understanding of diverse perspectives on environmental issues.
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3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a piece of music that represents the sounds of nature and the environment, using instruments and vocalisation to convey themes such as the importance of preserving biodiversity and natural habitats, contributing to SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students compose a song or instrumental piece inspired by the sounds of the Australian bush, using instruments like percussion or wind instruments to represent animals, weather, and natural landscapes. The piece is then performed as a celebration of Australia's biodiversity.
 - **Objective 3.2:** Students will learn and perform songs that address environmental issues, such as conservation or climate change, and discuss how music can be a tool for raising awareness and inspiring action for environmental stewardship, supporting SDG 13 (Climate Action) and SDG 12 (Responsible Consumption and Production).
Example: Students learn and perform a song that advocates for protecting the environment, such as a version of "Big Yellow Taxi" by Joni Mitchell. After the performance, they discuss how music can spread important environmental messages to the public and inspire change.
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4. Visual Arts

Content Area: Exploring Various Forms of Art Such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create a visual artwork that represents an environmental issue, such as deforestation, climate change, or endangered species in Australia, and discuss how art can communicate messages about the importance of sustainability and environmental stewardship, contributing to SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students create a painting or digital artwork that illustrates the impact of plastic pollution on marine life, showing animals like sea turtles or whales tangled in waste. They will present their work to the class and explain how their piece raises awareness about pollution and encourages stewardship.
- **Objective 4.2:** Students will design and construct a sculpture using recycled materials to highlight the theme of waste reduction and the importance of reusing and recycling, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Using recycled plastic, metal, and paper, students create sculptures that symbolise the effects of waste on the environment, such as a turtle made from plastic bottles to represent the harm of plastic in the oceans. They discuss how the sculpture's message calls for reducing waste and protecting wildlife.
- **Objective 4.3:** Students will explore the use of art in raising awareness of local environmental issues and contribute to a

collective class art project that represents their shared vision of a sustainable future, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).

Example: As a class, students work together on a mural or large-scale artwork that reflects themes of environmental conservation and sustainability. Each student contributes a section of the artwork, representing different environmental issues such as clean water, renewable energy, or biodiversity, to create a collaborative visual representation of a sustainable future.

Key Goals for All Objectives:

- **Foster Creativity and Self-Expression:** Through dance, drama, music, and visual arts, students will explore their creativity and express their understanding of environmental stewardship, connecting artistic expression to real-world issues and inspiring others to take action.
- **Develop Appreciation and Skills in Different Forms of Art:** Students will gain an appreciation for various art forms and use these mediums to communicate important messages about environmental conservation and sustainability.
- **Enhance Cultural Understanding Through Artistic Exploration:** Students will explore how different cultures, including Indigenous Australian cultures, have expressed their relationship with the environment through art, music, and storytelling. This exploration deepens their understanding of environmental stewardship as a cultural value and fosters respect for diverse traditions.

Waste Management

(SUS4)

1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance that symbolises the process of recycling and waste reduction, using movement and rhythm to represent the journey of materials from waste to reuse, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students choreograph a dance that tells the story of plastic waste being collected, sorted, and transformed into new products. The movements change from disorganised, chaotic movements to smooth, coordinated steps that represent recycling and reuse, demonstrating the importance of reducing waste.
 - **Objective 1.2:** Students will explore the use of dance to convey the impact of waste on the environment and create a performance that shows how waste accumulation can lead to environmental damage, followed by the restorative actions that can mitigate these impacts, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students create a dance that starts with erratic, sharp movements to represent the destruction caused by waste and pollution. This evolves into fluid movements symbolising the positive environmental changes that come with actions like recycling, reducing waste, and promoting sustainability.
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2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will write and perform a short play that addresses the issue of waste management, focusing on the consequences of excessive waste and the importance of reducing, reusing, and recycling, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students create a play where the main character discovers a world overwhelmed by waste. Throughout the performance, the character learns how individuals and communities can take action to reduce waste through simple actions like sorting recyclables and composting.
 - **Objective 2.2:** Students will engage in role-play activities that explore the perspectives of different people involved in waste management, such as consumers, waste collectors, and environmental activists, and discuss how these stakeholders contribute to waste reduction, supporting SDG 12 (Responsible Consumption and Production).
Example: In a role-play scenario, students take on the roles of a local council worker, a business owner, and a resident. They participate in a town meeting where they discuss strategies to reduce waste in their community, such as setting up recycling programs and promoting zero-waste initiatives.
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3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a piece of music that represents the process of waste management, incorporating sounds that symbolise waste creation, recycling, and sustainability, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students use a variety of instruments and found objects (such as empty cans or plastic bottles) to create a piece of music that mimics the process of waste being sorted, recycled, and transformed. The composition begins with disorganised sounds and transitions into harmonious melodies that represent the positive impact of recycling.
 - **Objective 3.2:** Students will learn and perform a song that addresses the importance of waste reduction, recycling, and environmental care, and reflect on how music can communicate messages about the importance of responsible consumption, supporting SDG 12 (Responsible Consumption and Production).
Example: Students learn a song about recycling, such as "The 3 R's" (Reduce, Reuse, Recycle), and perform it for their class. After the performance, they discuss how music can spread important messages and raise awareness about environmental issues, encouraging others to take action.
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4. Visual Arts

Content Area: Exploring Various Forms of Art Such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create a visual artwork that represents the journey of waste, from its creation to its transformation through recycling or disposal, and discuss how art can raise awareness of the importance of waste management, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Students create a mixed-media artwork using recycled materials to depict the lifecycle of plastic waste. They may use cardboard, plastic bottles, and other found objects to represent how waste can be reused or transformed, while highlighting the need for sustainable waste management practices.
- **Objective 4.2:** Students will explore the concept of "waste as art" by creating sculptures or art installations made from discarded materials, and discuss how these artworks challenge perceptions of waste and promote the idea of reusing materials, contributing to SDG 12 (Responsible Consumption and Production).
Example: Students use plastic bottle caps, old newspapers, or other discarded materials to create a sculpture that represents a sustainable future. The sculpture might depict a wildlife scene or a sustainable community, promoting the idea that waste can be transformed into something valuable and beautiful.
- **Objective 4.3:** Students will engage in digital media to create an artwork or video that addresses the importance of waste

management and environmental responsibility, using technology to convey their message about sustainability, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Using digital drawing tools or video editing software, students create a short animation that tells the story of a community working together to reduce waste and improve recycling efforts. The video may include facts and tips about waste reduction and how everyone can contribute to protecting the environment.

Key Goals for All Objectives:

- **Foster Creativity and Self-Expression:** Through dance, drama, music, and visual arts, students will use their creativity to express their understanding of waste management and environmental responsibility, conveying messages that inspire others to take action.
- **Develop Appreciation and Skills in Different Forms of Art:** Students will explore various forms of artistic expression while learning about waste management, gaining the skills to use art as a tool to communicate important sustainability messages.
- **Enhance Cultural Understanding Through Artistic Exploration:** Students will explore how different cultures, including Indigenous Australian perspectives, have viewed and managed waste and environmental issues. This cultural exploration will deepen their appreciation for sustainable practices and inspire them to adopt responsible waste management strategies.

Energy Conservation (SUS5)

1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance that represents the flow of energy and the importance of energy conservation, using movement to express how energy is used, conserved, and the impact of wasteful energy practices,

contributing to SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).

Example: Students choreograph a dance that depicts the life cycle of energy from its creation to its usage and wastage. Sharp, erratic movements represent energy loss through waste, while smooth and controlled movements illustrate energy conservation and sustainable practices.

- **Objective 1.2:** Students will explore energy conservation through dance by creating a performance that symbolises the balance between energy consumption and energy-saving actions, highlighting the importance of making mindful energy choices, contributing to SDG 12 (Responsible Consumption and Production).

Example: Students develop a dance where contrasting movements (e.g., fast, erratic vs. slow, fluid) represent the difference between energy waste and energy-saving actions, like using energy-efficient appliances or turning off lights when not in use. The performance aims to show how small actions lead to a positive impact on energy conservation.

2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will write and perform a short play that addresses the importance of energy conservation in everyday life, focusing on the effects of energy wastage and the benefits of adopting sustainable practices, contributing to SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).

Example: Students create a skit where a family learns how to save energy at home, such as turning off lights, using energy-efficient appliances, and reducing heating or cooling costs. The play explores the consequences of ignoring these habits and how making small changes can help save energy and protect the environment.

- **Objective 2.2:** Students will engage in role-play to explore different perspectives on energy conservation, such as the role of government, local communities, and industries, and discuss how everyone has a part to play in reducing energy consumption, supporting SDG 13 (Climate Action) and SDG 12 (Responsible Consumption and Production).

Example: In a role-play activity, students take on the roles of various characters, such as an environmental scientist, a local business owner, and a student, each discussing ways they can contribute to energy conservation. They will act out scenarios in which they make decisions to reduce energy consumption and promote sustainable practices.

3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a musical piece that symbolises the theme of energy conservation, using

instruments and sounds to represent energy flow, waste, and sustainability, contributing to SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).

Example: Students create a soundscape using various instruments (drums, wind instruments, and percussion) to represent the flow of energy, from its creation (loud, energetic sounds) to its wastage (chaotic, disordered sounds), and finally to its conservation (harmonious, flowing rhythms). The composition communicates the importance of conserving energy through structured and mindful use.

- **Objective 3.2:** Students will learn and perform a song that promotes energy-saving behaviours, such as using less electricity, conserving water, and reducing waste, and discuss how music can be a powerful tool to inspire environmental change, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Students learn a song like "This Little Light of Mine" with a twist that encourages turning off lights when not in use. They perform the song to their peers and discuss how music can raise awareness of the importance of conserving energy in a fun and engaging way.

4. Visual Arts

Content Area: Exploring Various Forms of Art Such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create visual artworks that symbolise energy conservation, such as the importance of using renewable energy sources, reducing energy waste, and adopting sustainable living practices, contributing to SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).

Example: Students create a mural or a series of drawings illustrating how renewable energy sources (like solar, wind, and hydro) can replace fossil fuels. The artwork can also depict the effects of energy waste, such as overflowing landfills or polluted environments, and how conservation efforts can make a difference.

- **Objective 4.2:** Students will design and create sculptures using recycled materials to highlight the theme of reducing energy consumption and the importance of reusing resources, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Using materials like plastic bottles, old electronics, and cardboard, students design a sculpture of an energy-efficient home or a wind turbine. The sculpture could reflect how simple actions, like using renewable energy or recycling, help conserve resources and reduce energy consumption.

- **Objective 4.3:** Students will explore digital media to create a short video or animation that illustrates the effects of energy waste on the environment and the importance of energy conservation, using technology to communicate their messages about sustainability, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Using digital tools, students create an animation showing the impact of excessive energy consumption on the environment, such as higher carbon emissions and resource depletion. The animation ends with a call to action,

encouraging viewers to conserve energy by turning off appliances when not in use and using renewable energy sources.

Key Goals for All Objectives:

- **Foster Creativity and Self-Expression:** Through dance, drama, music, and visual arts, students will express their understanding of energy conservation in creative ways, helping to communicate the importance of sustainability and inspire others to take action.
- **Develop Appreciation and Skills in Different Forms of Art:** Students will explore and appreciate various art forms while using these mediums to convey powerful messages about energy conservation and environmental responsibility.
- **Enhance Cultural Understanding Through Artistic Exploration:** Students will explore the role of art in different cultures, including Indigenous Australian art, and how these communities have represented their connection to nature and the environment. This exploration will deepen their understanding of the relationship between culture, nature, and energy conservation.

Biodiversity and Ecosystems (SUS6)

1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance that reflects the themes of biodiversity and ecosystems, using movement and rhythm to symbolise the diversity of life and the interconnectedness of ecosystems in Australia, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).
Example: Students choreograph a dance inspired by the movement of animals in different Australian ecosystems, such as the outback, the Great Barrier Reef, and rainforests. The dance features a variety of movements that reflect the diversity of species and the importance of each in maintaining ecosystem balance.
- **Objective 1.2:** Students will explore the impact of environmental degradation on biodiversity through dance, using

contrasting movements to express the disruption caused by habitat loss, climate change, and pollution, and the restorative actions that can help preserve ecosystems, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land).

Example: Students create a dance that begins with chaotic, sharp movements to represent the destruction of ecosystems due to deforestation or pollution, then transitions to harmonious, fluid movements representing efforts to restore habitats, such as replanting trees or cleaning up pollution.

2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will write and perform a short play that addresses an environmental issue related to biodiversity, such as endangered species or habitat destruction, and explore solutions through the actions of the characters, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).

Example: Students create a play that tells the story of an endangered Australian animal, such as the northern hairy-nosed wombat or the dugong, and dramatise the efforts of conservationists and local communities to protect and restore their habitat.

- **Objective 2.2:** Students will engage in role-play to explore different perspectives on biodiversity conservation, such as the views of environmental activists, local farmers, government officials, and Indigenous communities, and discuss how these groups can work together to protect ecosystems, supporting SDG 15 (Life on Land) and SDG 16 (Peace, Justice, and Strong Institutions).

Example: In role-play, students act out a community meeting where farmers, government officials, and conservationists debate how to balance agricultural development with the need to protect natural habitats. They explore the challenges and solutions for protecting biodiversity while considering economic and cultural factors.

3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a piece of music that represents the sounds of nature in different Australian ecosystems, using instruments and vocals to symbolise the variety of species and their roles in maintaining biodiversity, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).

Example: Students create a musical composition that mimics the sounds of a rainforest, incorporating percussion instruments to represent raindrops and bird calls. The piece will showcase the symbiotic relationship between species and

the interconnectedness of the environment.

- **Objective 3.2:** Students will learn and perform a song that raises awareness about the importance of protecting biodiversity, and discuss how music can be used to inspire action and promote conservation efforts, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).

Example: Students learn a song like "The Earth is Our Home" or a similar piece that highlights environmental themes. They perform the song and discuss how it can motivate listeners to take part in conservation activities, such as protecting endangered species and preserving ecosystems.

4. Visual Arts

Content Area: Exploring Various Forms of Art Such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create a visual artwork that illustrates the diversity of Australian ecosystems and species, such as the Great Barrier Reef, the outback, or temperate forests, and discuss how these ecosystems are vital for the survival of biodiversity, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).

Example: Students create a painting or digital artwork that depicts the richness of life in an Australian ecosystem, such as a coral reef or a forest. The artwork could show various species interacting within their habitats, highlighting the importance of preserving these ecosystems.

- **Objective 4.2:** Students will design and construct a sculpture or installation using recycled materials to raise awareness about the impact of human activity on biodiversity and the need for conservation, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Using recycled plastic, metal, and other materials, students create a sculpture that represents an endangered Australian animal or plant. The sculpture could include information about the species and its habitat, raising awareness about conservation efforts and the importance of reducing waste to protect biodiversity.

- **Objective 4.3:** Students will engage in digital media to create a short video or animation that highlights the threats to biodiversity, such as habitat destruction or climate change, and present practical actions people can take to protect ecosystems, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).

Example: Using animation software, students create a short video that shows the journey of a species facing threats due to habitat destruction or pollution. The video ends with a call to action, encouraging viewers to participate in local conservation projects, such as tree planting or beach clean-ups, to help protect biodiversity.

Key Goals for All Objectives:

- **Foster Creativity and Self-Expression:** Through dance, drama, music, and visual arts, students will express their understanding of biodiversity and ecosystems creatively, communicating important messages about conservation and sustainability.
- **Develop Appreciation and Skills in Different Forms of Art:** Students will explore and appreciate various art forms while using these mediums to communicate the value of biodiversity and the importance of maintaining healthy ecosystems.
- **Enhance Cultural Understanding Through Artistic Exploration:** Students will explore how different cultures, including Indigenous Australian perspectives, understand and interact with the environment. This exploration will deepen their respect for diverse ways of relating to nature and inspire them to contribute to biodiversity conservation.

Climate Change and Adaptation

(SUS7)

1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance that represents the impacts of climate change on Australian ecosystems and communities, using movement and rhythm to express the disruption caused by extreme weather events such as bushfires, floods, and droughts, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Students choreograph a dance that begins with controlled, balanced movements representing a healthy environment. The dance transitions into chaotic, fragmented movements that reflect the disruption caused by climate change, such as extreme weather events. The final movements convey restoration and hope, symbolising the potential

for adaptation and resilience.

- **Objective 1.2:** Students will explore the theme of adaptation to climate change through dance, using different movement styles to represent both the destructive forces of climate change and the efforts to mitigate its effects, supporting SDG 13 (Climate Action) and SDG 11 (Sustainable Cities and Communities).

Example: Students create a dance where contrasting movements (e.g., slow and graceful versus fast and erratic) represent the balance between climate change's impacts and the efforts to adapt to these changes, such as planting trees or building flood barriers. The performance highlights how humanity can respond to environmental challenges.

2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will write and perform a short play that portrays the consequences of climate change in Australia, such as rising sea levels, bushfires, or coral bleaching, and explore possible adaptation strategies through the actions of the characters, contributing to SDG 13 (Climate Action) and SDG 14 (Life Below Water).

Example: Students write a play in which a community faces the threat of rising sea levels. The characters, including local residents, scientists, and government officials, work together to find solutions like building sea walls, restoring mangroves, and preparing for evacuations. The play ends with a hopeful message of collective action and resilience.

- **Objective 2.2:** Students will engage in role-play to explore the perspectives of different stakeholders in climate change adaptation, such as local communities, policymakers, environmentalists, and Indigenous groups, and discuss how each group can contribute to creating sustainable solutions, supporting SDG 13 (Climate Action) and SDG 16 (Peace, Justice, and Strong Institutions).

Example: In role-play, students take on the roles of different community members in an Australian coastal town that is threatened by rising sea levels. They will act out discussions about what adaptation strategies can be used, such as relocation or rebuilding infrastructure, and debate how to balance economic development with environmental protection.

3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a musical piece that reflects the changing climate in Australia, using instruments and vocals to symbolise environmental change and the importance of adaptation, in line with SDG 13 (Climate Action) and SDG 15 (Life on Land).

Example: Students compose a song that tells the story of the Earth's changing climate and includes lyrics about adaptation, such as sustainable farming practices or reducing carbon emissions. The composition incorporates

rhythms inspired by nature, such as the sound of rain or wind, symbolising the impact of climate change and the hope for a sustainable future.

- **Objective 3.2:** Students will explore the relationship between climate change and sound by creating soundscapes that reflect the environmental changes caused by climate change, promoting awareness of SDG 14 (Life Below Water) and SDG 15 (Life on Land).

Example: Students create a soundscape using instruments and natural sounds to reflect the changes in an Australian coastal environment affected by rising sea levels, coral bleaching, or bushfires. This musical piece can include sounds of animals, water, wind, and human intervention, illustrating the urgency of climate action.

4. Visual Arts

Content Area: Exploring Various Forms of Art such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create visual art that represents the impact of climate change on natural environments and communities, while exploring the importance of adaptation strategies such as renewable energy or reforestation, in line with SDG 13 (Climate Action) and SDG 7 (Affordable and Clean Energy).

Example: Students create a painting or mural that shows a contrast between ecosystems that have been harmed by climate change (e.g., deforestation or drought) and those that have adapted through sustainable practices like using solar energy or planting trees. This artwork can also incorporate symbols of hope, such as thriving ecosystems restored by human efforts.

- **Objective 4.2:** Students will explore digital media to raise awareness about biodiversity conservation and climate adaptation, using artistic techniques to express the urgency of addressing climate change and preserving ecosystems, contributing to SDG 14 (Life Below Water) and SDG 15 (Life on Land).

Example: Students design a digital artwork or animation that illustrates the impact of climate change on a specific Australian habitat (e.g., Great Barrier Reef, Outback, or coastal ecosystems). The piece can show the loss of biodiversity and the adaptation strategies needed to protect these environments, such as coral restoration or sustainable farming practices.

Food and Agriculture

(SUS8)

1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance that reflects the stages of food production, from planting crops to harvesting, highlighting the role of agriculture in providing sustainable food sources, contributing to SDG 2 (Zero Hunger) and SDG 12 (Responsible Consumption and Production).
Example: Students choreograph a dance that begins with slow, grounded movements representing planting and growing crops, transitioning to faster, more energetic movements symbolising the harvesting process. The dance highlights the connection between agriculture, food security, and sustainable practices.
- **Objective 1.2:** Students will explore how aquaculture and agroforestry contribute to sustainable food production and ecosystem health, using different dance styles to represent the harmony between humans, animals, and the environment, supporting SDG 14 (Life Below Water) and SDG 15 (Life on Land).
Example: Students create a dance where fluid movements represent the flow of water in aquaculture systems, while strong, rooted movements symbolise the deep connection to the land in agroforestry. This dance will showcase the balance between nature and human intervention in sustainable food systems.

2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will write and perform a short play that explores the relationship between food production, sustainability, and the environment, illustrating the role of aquaculture and agroforestry in promoting biodiversity and food security, in line with SDG 2 (Zero Hunger) and SDG 15 (Life on Land).
Example: Students write a play where a community faces food shortages and learns about the benefits of sustainable farming and aquaculture practices. The characters—farmers, fishers, and environmentalists—work together to restore balance to their ecosystem through agroforestry and sustainable fishing methods.
- **Objective 2.2:** Students will engage in role-play to explore how different cultural perspectives and communities contribute to sustainable food production, focusing on Indigenous Australian knowledge of land and water management, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).

Example: In role-play, students take on the roles of Indigenous Australians, farmers, and aquaculture experts to discuss sustainable farming practices and the importance of respecting biodiversity. They will act out scenarios that highlight how traditional knowledge and modern practices can work together to protect ecosystems and food sources.

3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a musical piece that reflects the interconnectedness of agriculture, aquaculture, and agroforestry, using instruments and vocals to symbolise the importance of biodiversity and sustainable food systems, supporting SDG 12 (Responsible Consumption and Production) and SDG 14 (Life Below Water).
Example: Students compose a song that incorporates natural sounds (e.g., bird songs, water flowing) and rhythms to represent the harmony between different elements of food production, from land-based agriculture to water-based aquaculture. The lyrics will focus on themes like sustainable farming practices and protecting aquatic ecosystems.
- **Objective 3.2:** Students will explore how music can convey the impact of food production on the environment, using rhythms and melodies to highlight the balance between food security and ecological health, in line with SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students compose a piece of music that contrasts fast, chaotic rhythms representing over-exploitation of resources, with slower, harmonious rhythms symbolising sustainable practices like agroforestry, organic farming, and responsible aquaculture.

4. Visual Arts

Content Area: Exploring Various Forms of Art such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create visual art that represents the role of agriculture, aquaculture, and agroforestry in promoting sustainable food systems and biodiversity conservation, aligning with SDG 2 (Zero Hunger) and SDG 15 (Life on Land).
Example: Students paint or draw a series of images that depict a farm that integrates agroforestry techniques, such as planting trees alongside crops to protect soil and increase biodiversity, or an aquaculture farm that provides sustainable fish production without harming the environment.
- **Objective 4.2:** Students will use digital media to create an interactive artwork that educates others about sustainable food systems, highlighting the importance of responsible farming, aquaculture, and agroforestry in preserving natural resources, supporting SDG 12 (Responsible Consumption and Production).
Example: Students design an animation or digital artwork that shows the life cycle of a sustainable food system, including how crops are grown, fish are harvested, and trees are planted to prevent soil erosion. The digital piece will

incorporate elements like healthy soil, clean water, and thriving ecosystems.

Water Conservation

(SUS9)

1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance that represents the journey of water through the environment, from rainfall to rivers, lakes, and oceans, and the role of conservation in preserving this vital resource, supporting SDG 6 (Clean Water and Sanitation) and SDG 12 (Responsible Consumption and Production).
Example: Students choreograph a dance that begins with soft, flowing movements symbolising rain, then transitions into more energetic movements representing the flow of water through rivers and streams, and ends with calm, still movements to symbolise water conservation efforts like using less water or recycling water.
- **Objective 1.2:** Students will explore the impact of water scarcity through contrasting dance movements, demonstrating the effects of drought and the importance of water conservation in preserving ecosystems, in alignment with SDG 13 (Climate Action) and SDG 6 (Clean Water and Sanitation).
Example: Students create a dance that begins with fast, chaotic movements symbolising the destructive effects of water scarcity, followed by slower, more deliberate movements that demonstrate the actions taken to conserve water and restore balance to the environment.

2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will write and perform a short play that explores the challenges of water scarcity in Australia and the actions communities can take to conserve water, contributing to SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action).
Example: Students write a play set in an Australian town experiencing a drought. The characters, including farmers, city dwellers, and environmentalists, work together to implement water-saving techniques, such as rainwater harvesting, using greywater, and reducing consumption. The play ends with a positive message about community cooperation and sustainable practices.
- **Objective 2.2:** Students will engage in role-play to explore how different groups (e.g., Indigenous communities, farmers, local governments) address water conservation in their daily lives, with a focus on cultural and traditional knowledge, supporting SDG 6 (Clean Water and Sanitation) and SDG 15 (Life on Land).
Example: In role-play, students take on the roles of Indigenous Australians, urban planners, and farmers, each discussing water conservation practices. They will perform a scene in which these groups collaborate to ensure equitable access to clean water while conserving resources for future generations.

3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a musical piece that reflects the importance of water conservation, using instruments and vocals to symbolise the flow of water and the need for its preservation, in alignment with SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action).
Example: Students create a song or instrumental composition that incorporates water sounds (e.g., splashing, flowing, trickling) to represent the journey of water. The lyrics or rhythm will highlight key messages about using water wisely and ensuring access for all.
- **Objective 3.2:** Students will explore how music can convey the effects of water scarcity, using different rhythms and melodies to evoke the emotions associated with drought and the hope provided by water-saving initiatives, supporting SDG 13 (Climate Action) and SDG 6 (Clean Water and Sanitation).
Example: Students compose a piece that contrasts upbeat, flowing rhythms representing abundant water with slower, more melancholic rhythms symbolising drought. The music transitions into uplifting tones as it introduces solutions for water conservation, such as rainwater harvesting or water-efficient farming.

4. Visual Arts

Content Area: Exploring Various Forms of Art such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create visual art that highlights the importance of water conservation, focusing on the impact of water scarcity on Australian landscapes and communities, while also showcasing sustainable water practices, contributing to SDG 6 (Clean Water and Sanitation) and SDG 15 (Life on Land).
Example: Students paint a landscape affected by drought, illustrating dry, cracked earth, with contrasting images of water conservation practices, such as people collecting rainwater or installing water-saving devices. The artwork will symbolise the balance between environmental preservation and water use.
- **Objective 4.2:** Students will use digital media to create a short animation or visual piece that demonstrates the water cycle and how human actions can impact water availability, highlighting the need for water conservation, in line with SDG 6 (Clean Water and Sanitation).
Example: Students design an interactive digital artwork that shows the water cycle, from evaporation to precipitation, and includes visual representations of water-saving practices like using efficient irrigation systems, reducing waste, and protecting water sources. The animation can encourage viewers to adopt these practices in their daily lives.

Sustainable Transport and Urban Planning

(SUS10)

1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance that represents sustainable urban transport, using movement to reflect the flow of bicycles, pedestrians, and public transport, and to symbolise the reduction of emissions and congestion, supporting SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
Example: Students choreograph a dance that starts with slow, heavy movements representing traffic congestion and pollution, which transitions into more fluid and light movements symbolising the ease of cycling, walking, and using

electric public transport, highlighting the benefits of sustainable transport.

- **Objective 1.2:** Students will explore the concept of "green cities" through dance, using rhythm and expression to show how sustainable urban planning, including green spaces and efficient transport, can enhance the quality of life in cities, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).

Example: Create a performance where students use contrasting movements, such as expansive, uplifting gestures to represent green spaces and smooth, steady movements to depict sustainable transport systems like buses and trains. The dance will illustrate how these elements together create a harmonious urban environment.

2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will write and perform a play that illustrates the challenges and solutions of urban transport in Australian cities, including the impact of car-centric infrastructure and the benefits of public transport, cycling, and walking, supporting SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).

Example: Students create a play about a city facing traffic congestion and pollution. The characters—city planners, commuters, and environmentalists—work together to implement sustainable transport solutions like improved public transit and pedestrian pathways. The play ends with a positive message of community cooperation and greener transport options.

- **Objective 2.2:** Students will engage in role-play to explore the perspectives of various stakeholders in urban planning, such as residents, government officials, and environmental activists, and discuss how they can work together to create more sustainable cities, in line with SDG 11 (Sustainable Cities and Communities) and SDG 16 (Peace, Justice, and Strong Institutions).

Example: In role-play, students take on the roles of different stakeholders involved in a project to redesign a city's transport system to be more sustainable. They debate solutions such as expanding cycling lanes, building green public transport, and reducing car dependency, all while considering the needs of the community and the environment.

3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a musical piece that reflects the rhythms of urban transport, using instruments and vocals to symbolise the movement of people and vehicles in a sustainable city, supporting SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).

Example: Students create a musical composition that uses percussive instruments to mimic the sounds of public transport, such as buses and trains, and softer instruments to represent bicycles and walking. The music will change

tempo to illustrate the shift from congestion to smoother, more sustainable urban transport.

- **Objective 3.2:** Students will explore how music can convey the transition from a car-dependent city to one that prioritises sustainable transport, using different melodies and harmonies to represent the positive impact of these changes on the environment, in line with SDG 11 (Sustainable Cities and Communities).

Example: Students compose a song that begins with harsh, jarring sounds representing the noise and pollution of car traffic and evolves into more melodic, peaceful sounds symbolising the quiet and calm created by electric buses, cycling paths, and walking trails in a green city.

4. Visual Arts

Content Area: Exploring Various Forms of Art such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create visual art that represents sustainable urban transport and city planning, focusing on how cities can become more liveable through improved public transport systems, cycling infrastructure, and green spaces, supporting SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
Example: Students draw or paint a cityscape that includes features such as wide, green pedestrian walkways, bicycle lanes, electric buses, and solar-powered stations. The artwork will highlight the benefits of sustainable transport and urban planning in reducing emissions and improving the quality of urban life.
- **Objective 4.2:** Students will use digital media to design an interactive map or model of a sustainable city, illustrating how transport systems can be integrated with green spaces, public transport, and energy-efficient buildings, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
Example: Students design a digital representation of a city that incorporates features such as green roofs, eco-friendly public transport, and nature reserves. The interactive model can demonstrate how these elements work together to create a balanced, sustainable urban environment, and encourage viewers to explore sustainable urban solutions.

Citizenship / Global Responsibility and Sustainable Development (SUS11)

1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance that represents the interconnectedness of people and communities across the world, highlighting themes of global responsibility, sustainability, and cultural exchange, in alignment with SDG 16 (Peace, Justice, and Strong Institutions) and SDG 10 (Reduced Inequalities).
Example: Students choreograph a dance that begins with isolated, disconnected movements, symbolising individual nations or communities. As the dance progresses, the movements become synchronised, representing unity and global cooperation on issues such as climate change, equality, and justice.
- **Objective 1.2:** Students will explore the role of empathy and cooperation in global responsibility through dance, using rhythm and expression to convey the importance of supporting one another and fostering peace across cultures, supporting SDG 17 (Partnerships for the Goals) and SDG 3 (Good Health and Well-Being).
Example: Students perform a dance where different sections of the piece represent diverse global communities, each contributing to a shared goal of peace and sustainability. The dance uses both individual and collective movements to symbolise global cooperation.

2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will write and perform a short play that addresses global challenges such as poverty, climate change, or inequality, exploring the roles that individuals and communities can play in creating positive change, in alignment with SDG 1 (No Poverty) and SDG 13 (Climate Action).
Example: Students write a play set in a community struggling with environmental challenges. Characters, including local citizens, leaders, and activists, come together to create solutions, such as reducing waste, protecting ecosystems, or addressing social inequalities. The play will end with a message of hope, highlighting the impact of collective action.
- **Objective 2.2:** Students will engage in role-play to explore the perspectives of people from different parts of the world, emphasising the importance of listening, understanding, and working together to create a more just and sustainable world, supporting SDG 16 (Peace, Justice, and Strong Institutions) and SDG 10 (Reduced Inequalities).
Example: In role-play, students take on the roles of global citizens facing challenges like climate change, migration, or economic disparity. They will act out dialogues that explore how these issues can be addressed through cooperation and compassion, fostering mutual understanding and respect.

3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a musical piece that reflects the themes of global unity, peace, and social responsibility, using instruments and vocals to symbolise global cooperation and collective action, in alignment with SDG 17 (Partnerships for the Goals) and SDG 10 (Reduced Inequalities).
Example: Students compose a song that begins with different musical motifs representing diverse cultures and regions. As the song progresses, these motifs blend together, symbolising global unity in addressing common challenges, such as climate action and social justice.
- **Objective 3.2:** Students will explore how music can express empathy and solidarity in the face of global challenges, using different rhythms and harmonies to convey feelings of hope, resilience, and shared responsibility, supporting SDG 3 (Good Health and Well-Being) and SDG 13 (Climate Action).
Example: Students create a musical composition that begins with slow, melancholic rhythms representing global challenges like poverty or environmental destruction, gradually shifting to more uplifting, harmonious sounds that symbolise collective hope and action for change.

4. Visual Arts

Content Area: Exploring Various Forms of Art such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create visual art that represents global issues, such as poverty, environmental degradation, or social inequality, while also showcasing actions and solutions for creating a better world, aligning with SDG 1 (No Poverty), SDG 13 (Climate Action), and SDG 10 (Reduced Inequalities).
Example: Students create a mural that shows a divided world at the start, representing issues like climate change, poverty, and inequality. As the mural progresses, students incorporate symbols of global cooperation, such as reforestation, renewable energy, and community-building, reflecting the positive impact of collective responsibility.
- **Objective 4.2:** Students will use digital media to design an interactive artwork or infographic that educates others about global citizenship and responsibility, highlighting the role of individuals in addressing global challenges, supporting SDG 16 (Peace, Justice, and Strong Institutions) and SDG 17 (Partnerships for the Goals).
Example: Students design an interactive digital artwork that showcases different global challenges, such as water scarcity or pollution, and how individuals can make a difference through actions like reducing waste, supporting sustainable businesses, or advocating for policy change. The piece will include clickable elements to inspire viewers to take action.

Outdoor Learning and Connection to Nature (SUS12)

1. Dance

Content Area: Creating and Performing Dances, Exploring Movement, Rhythm, and Expression

- **Objective 1.1:** Students will create and perform a dance inspired by the rhythms and movements found in nature, such as the wind, water, or animal movements, to foster a deeper connection to the natural world, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students choreograph a dance that starts with slow, flowing movements to represent a gentle breeze or water, gradually building to energetic, rhythmic movements that mimic the movement of animals or trees in the wind. The performance will express the harmony of nature and the importance of environmental preservation.
- **Objective 1.2:** Students will explore how outdoor environments influence dance movements, using the natural world as inspiration to express the beauty and complexity of ecosystems, contributing to SDG 15 (Life on Land) and SDG 6 (Clean Water and Sanitation).
Example: Students create a dance inspired by a natural setting such as a forest or ocean. The dance will use different movement qualities to reflect the features of the environment, such as the fluidity of water, the stillness of trees, and the energy of animals, fostering a deeper emotional connection to nature.

2. Drama

Content Area: Acting, Storytelling, and Performing to Express Ideas, Feelings, and Stories

- **Objective 2.1:** Students will write and perform a short play that explores the interdependence of humans and nature, highlighting themes of environmental stewardship, sustainability, and the importance of preserving natural resources, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students create a play where characters live in harmony with the natural world and face challenges when their environment is harmed by human actions. The characters, including local wildlife, plants, and humans, work together to restore balance by practising sustainable habits like recycling, conserving water, and planting trees.
- **Objective 2.2:** Students will engage in role-play to explore different perspectives on the environment and sustainability,

such as those of Indigenous Australians, environmentalists, and policymakers, and how they contribute to environmental preservation, supporting SDG 16 (Peace, Justice, and Strong Institutions) and SDG 15 (Life on Land).
Example: In role-play, students take on the roles of traditional custodians of the land, farmers, and environmental activists, engaging in a discussion about land management practices, including bushfire prevention, soil preservation, and protecting wildlife. This exercise fosters an understanding of the diverse ways people care for the Earth.

3. Music

Content Area: Understanding Musical Concepts, Playing Instruments, Singing, and Composing

- **Objective 3.1:** Students will compose and perform a musical piece inspired by outdoor environments, using instruments and vocal sounds to represent natural elements like wind, water, and wildlife, in alignment with SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students create a soundscape using instruments such as percussion, wind chimes, and voice to mimic the sounds of nature—rain, leaves rustling, or birdsong. The composition will reflect the natural cycles and rhythms of the environment, fostering an appreciation for the sounds of nature and the importance of preserving these ecosystems.
- **Objective 3.2:** Students will explore how music can evoke emotional responses to nature and environmental change, using melodies and harmonies to express the beauty of the natural world and the urgency of protecting it, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Students compose a song that begins with gentle, harmonious tones to represent a thriving natural environment, gradually incorporating dissonant or chaotic sounds to depict environmental degradation caused by pollution or deforestation. The music will end with a hopeful melody symbolising restoration through collective action.

4. Visual Arts

Content Area: Exploring Various Forms of Art such as Drawing, Painting, Sculpture, and Digital Media

- **Objective 4.1:** Students will create visual art that reflects the beauty and diversity of outdoor environments, exploring the relationships between humans, animals, and ecosystems, in alignment with SDG 15 (Life on Land) and SDG 6 (Clean Water and Sanitation).
Example: Students paint a landscape that highlights the importance of preserving biodiversity, such as a coastal or forest ecosystem, incorporating elements like native plants, animals, and clean water sources. The artwork will demonstrate the balance required to maintain healthy ecosystems and promote sustainable practices.
- **Objective 4.2:** Students will use digital media to create an interactive artwork that educates others about the natural world, focusing on how humans can contribute to environmental conservation and connectedness to nature, supporting SDG 13 (Climate Action) and SDG 12 (Responsible Consumption and Production).

Example: Students design a digital art piece or interactive map that showcases the various ways people can protect natural resources, such as planting native species, reducing waste, and conserving water. The piece can include clickable elements that provide information on the importance of each action in maintaining ecological balance.

