

Curriculum document- Secondary

Sustainability Through Your Own Lens- schools photography competition

ResourceSmart Schools

Curriculum Links			
Level 7 – 10			
Level 7	Level 8	Level 9	Level 10
Strand – Language Sub-<i>Strand</i> - Language for expressing and developing ideas. - VC2E7LA07 explore how still images, moving images and sound can be used to create a perspective. Strand – Literacy Sub-<i>Strand</i> Analysing, interpreting and evaluating. - VC2E7LY07 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas.	Strand – Language Sub-<i>Strand</i> - Language for expressing and developing ideas - VC2E8LA07 explore how still images, moving images and sound use intertextual references to enhance and layer meaning. Strand – Literacy Sub-<i>Strand</i> Analysing, interpreting and evaluating. - VC2E8LY07 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts.	Strand – Language Sub-<i>Strand</i> - Language for expressing and developing ideas. - VC2E9LA07 analyse how symbols in still and moving images and the use of sound augment meaning. Strand – Literacy Sub-<i>Strand</i> Analysing, interpreting and evaluating. - VC2E9LY07 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts.	Strand – Language Sub-<i>Strand</i> - Language for expressing and developing ideas - VC2E10LA07 evaluate the features of still and moving images, and the use of sound, and the effects of those choices on representations. Strand – Literacy Sub-<i>Strand</i> Analysing, interpreting and evaluating. - VC2E10LY07 integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas. Sub-<i>Strand</i>: Creating texts.

Sub-Strand: Creating texts. - VC2E7LY08 - create different types of texts, written and spoken, selecting aspects of subject matter and particular language and print, multimodal and/or digital elements to convey information and ideas to a specific audience. - VC2E7LY09 - review and edit their own texts and the texts of others by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact and coherence and reflect on these processes.	Sub-Strand: Creating texts. - VC2E8LY08 create different types of texts, written and spoken, that raise issues, report events and advance opinions, using deliberate language and textual choices, and print, multimodal and/or digital elements as appropriate. - VC2E8LY09 review and edit to refine and clarify ideas to improve the effectiveness and coherence of their own texts and the texts of others, and reflect on these processes.	Sub-Strand: Creating texts. - VC2E9LY08 create different types of texts, written and spoken, that present a point of view and advance, illustrate or expand ideas, including texts that integrate print, multimodal and/or digital elements in deliberate consideration of an audience. - VC2E9LY09 review and edit their own texts and the texts of others to improve clarity, coherence and control over content, organisation, paragraphing, sentence structure, vocabulary and multimodal elements, and reflect on these processes.	- VC2E10LY08 create different types of texts, written and spoken, that reflect on challenging and complex issues, including texts that combine specific print, multimodal and/or digital elements, for a range of purposes and in deliberate consideration of an audience. - VC2E10LY09 review, edit and refine their own texts and the texts of others for control and coherence of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects, and reflect on these processes.
Curriculum area – Geography <i>Strand – Geographical Knowledge and Understanding.</i> Sub-Strand - Place and liveability. - VC2HG8K06 the environmental, economic, social and other measures used to evaluate places for their liveability, and the influence of liveability on where people live. - VC2HG8K07 the distribution and influence of accessibility to services and facilities on people’s perceptions of the liveability of places. - VC2HG8K08 the influence of environmental quality on people’s perceptions of the liveability of places. - VC2HG8K09 the influence of social connectedness and community identity on people’s perceptions of the liveability of places, including the cultural connectedness of Aboriginal and Torres Strait Islander Peoples to Country and Place.		Curriculum area – Geography <i>Strand – Geographical Knowledge and Understanding.</i> Sub-Strand - Biomes and food security. - VC2HG10K01 the distribution and characteristics of biomes as regions with distinctive climates, vegetation and biomass productivity, and the potential to produce food. - VC2HG10K02 the environmental, economic and technological factors that influence crop production in Australia and worldwide. - VC2HG10K03 the environmental, economic and social sustainability of farming in Australia - VC2HG10K04 the environmental, economic and political constraints, including climate change, on the world’s capacity to sustainably feed projected future global populations.	
Curriculum area – The Arts – Visual Arts <i>Strand - Developing Practices.</i>		Curriculum area – The Arts – Visual Arts <i>Strand - Developing Practices</i>	

- VC2AVA8D01 develop and refine skills in visual arts practices using visual conventions, visual arts processes and materials to create artworks.
- VC2AVA8D02 reflect on, analyse and document their own and others' visual arts practices to inform decisions they make in the exploration, development and resolution of their artworks.

Strand - Creating

- VC2AVA8C01 select and manipulate visual conventions, visual arts processes and materials to create artworks
- VC2AVA8C02 explore, develop and refine artworks in a range of art forms and styles to communicate ideas, perspectives and meaning.

Strand - Presenting

- VC2AV84P01 curate and present examples of their visual arts practice and/or artworks to communicate ideas, perspectives and/or meaning to audiences.

- VC2AVA10D01 experiment with visual conventions, visual arts processes and materials to develop and refine skills and personal expression to create artworks that communicate ideas, perspectives and meaning.
- VC2AVA10D02 reflect on, analyse, evaluate and document the ways they and other visual artists respond to artworks and influences to inform and refine their own visual arts practice

Strand – Creating.

- VC2AVA10C01 plan, develop and resolve artworks that communicate ideas, perspectives and meaning
- VC2AVA10C02 select and apply visual conventions, visual arts processes and materials to create artworks that reflect personal expression, and communicate and/or challenge ideas, perspectives and meaning

Strand – Presenting.

- VC2AVA10P01 critique and evaluate art exhibits in a range of contexts to inform the curation and exhibition of their own and/or others' artworks and/or visual arts practice

Curriculum area – Critical and Creative Thinking

Strand - Questions and Possibilities.

- VC2CC8Q01 the construction of a main question and sub-questions for different purposes.
- VC2CC8Q02 when and how judgement is suspended to support generating and evaluating alternative ideas and possibilities.
- VC2CC8Q03 strategies for generating new ideas and possibilities including identifying a pattern across multiple information sources.

Strand – Reasoning.

- VC2CC8R01 ways to identify, structure and communicate a conclusion and its justification where competing claims, and grounds for claims, are analysed and evaluated.
- VC2CC8R04 when and how criteria are selected to improve clarity and support analysis and evaluation, including of competing claims, when reasoning.

Strand: Metacognition

- VC2CC8M03 the development of criteria for evaluating a range of proposed solutions; ways to

Curriculum area – Critical and Creative Thinking

Strand - Questions and Possibilities.

- VC2CC10Q01 the construction and adaptation of questions to suit different contexts.
- VC2CC10Q02 when and how to critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives.
- VC2CC10Q03 strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives.

Strand – Reasoning

- VC2CC10R01 ways to analyse and improve the structure, clarity, consistency and coherence of a conclusion and its justification in different contexts.
- VC2CC10R04 when and how criteria are selected to improve clarity and support analysis and evaluation, including of competing claims, when reasoning.

Strand: Metacognition

- VC2CC10M03 the development and adaptation of criteria for evaluating the viability and sustainability of proposed solutions in different contexts

evaluate and incorporate new knowledge that could affect the final decision	
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Cross curriculum priority – Sustainability

The Sustainability cross-curriculum priority is based on 4 sets of organising ideas. These are their connections to implementing the Sustainability Through your Own Lens activity

Interrelationship of systems	VC2CCPSIS1 All lifeforms are connected through Earth's systems (the lithosphere, biosphere, hydrosphere and atmosphere), on which they depend for their wellbeing and survival.
	VC2CCPSIS2 Sustainable patterns of living require the responsible use of resources; circular economies; maintenance of clean air, water and soils; and the restoration of healthy environments and habitats with ecological integrity.
	VC2CCPSIS3 Economic, social, environmental and cultural systems influence the sustainability of Earth's systems.
Worldviews	VC2CCPSWV1 Worldviews influence local and global action and, therefore, impact the interdependence of Earth's systems. Worldviews can play a crucial role in achieving sustainability.
	VC2CCPSWV2 Worldviews are formed by different experiences at a personal, local, national and global level, and are linked to individual, community and political mandates and actions for sustainability.
	VC2CCPSWV3 Worldviews that are based on, but not limited to, the 4 pillars of sustainable development consider the intergenerational impact of current and future actions.
Responsible design	VC2CCPSRD1 Responsibly designed products and services aim to minimise the human impact on the environment and restore the quality, ecological integrity and diversity of economic, social, environmental and cultural systems.
	VC2CCPSRD2 Responsible design considers unexpected consequences that might impact individuals, communities and ecological integrity in the future. Creative, empathetic and innovative design is integral to the achievement of sustainable living.
	VC2CCPSRD3 Responsible design requires a recognition and appreciation of land custodianship, past practices, contemporary research and technological advancements, and balanced and informed decisions based on understanding possible interconnected economic, social, environmental and cultural impacts.
Futures thinking	VC2CCPSFT1 Sustainable futures thinking is based on informed views that consider possible and desirable futures. It leads to individual, community, organisational and political action that reduces risk.