



CURRICULUM CONTENT

LEARNING AREAS

English, The Arts – Drama, Dance, Music – Sound Arts, Health and Physical Education, Social Sciences.

KEY COMPETENCIES

In association with the Teacher Guidebook, the *Bigger, Better, Brighter!* programme contributes to:

Thinking, Using language, symbols, and texts, Managing self, Relating to others, Participating and contributing.

THEMES

Hope, Positive Thinking, Tenacity, the part that Books and Reading play in understanding and developing these attributes, Connecting to Culture, Books and Reading

CURRICULUM CONTENT

LEARNING AREAS – ACHIEVEMENT OBJECTIVES

LEVEL 1

ENGLISH

LISTENING, READING, AND VIEWING

Processes and strategies	Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.
Purposes and audiences	Recognise that texts are shaped for different purposes and audiences.
Ideas	Recognise and identify ideas within and across texts.
Language features	Recognise and begin to understand how language features are used for effect within and across texts.
Structure	Recognise and begin to understand text structures.

THE ARTS

DANCE

Understanding Dance in context	Demonstrate an awareness of dance in their lives and in their communities.
Developing practical knowledge	Explore movement with a developing awareness of the dance elements of body, space, time, energy, and relationships.
Developing ideas	Improvise and explore movement ideas in response to a variety of stimuli.
Communicating and interpreting	Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances.

DRAMA

Understanding Drama in context	Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.
Developing ideas	Contribute and develop ideas in drama, using personal experience and imagination.
Communicating and interpreting	Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

MUSIC – SOUND ARTS

Understanding Music – Sound Arts in context	Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.
Developing practical knowledge	Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour.
Developing ideas	Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination.
Communicating and interpreting	Respond to live and recorded music.

CURRICULUM CONTENT

HEALTH AND PHYSICAL EDUCATION

PERSONAL HEALTH AND PHYSICAL DEVELOPMENT - A

A1 Personal growth and development	Describe feelings and ask questions about their health, growth, development, and personal needs and wants.
A2 Regular physical activity	Participate in creative and regular physical activities and identify enjoyable experiences.
A4 Personal identity	Describe themselves in relation to a range of contexts.

MOVEMENT CONCEPTS AND MOTOR SKILLS – B

B1 Movement skills; B3 Science and technology	Develop a wide range of movement skills, using a variety of equipment and play environments.
B2 Positive attitudes; B4 Challenges and social and cultural factors	Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.

RELATIONSHIPS WITH OTHER PEOPLE – C

C1 Relationships	Explore and share ideas about relationships with other people.
C2 Identity, sensitivity, and respect JJJO	Demonstrate respect through sharing and cooperation in groups.
C3 Interpersonal skills	Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

HEALTHY COMMUNITIES AND ENVIRONMENTS – D

D3 Rights, responsibilities, and laws; D4 People and the environment	Take individual and collective action to contribute to environments that can be enjoyed by all.
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SOCIAL SCIENCES

SOCIAL SCIENCES

Social studies	<p>Understand how belonging to groups is important for people.</p> <p>Understand that people have different roles and responsibilities as part of their participation in groups.</p> <p>Understand how the past is important to people.</p> <p>Understand how places in New Zealand are significant for individuals and groups.</p> <p>Understand how the cultures of people in New Zealand are expressed in their daily lives.</p>
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CURRICULUM CONTENT

LEVEL 2

ENGLISH

LISTENING, READING, AND VIEWING

Processes and strategies	Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.
Purposes and audiences	Show some understanding of how texts are shaped for different purposes and audiences.
Ideas	Show some understanding of ideas within, across, and beyond texts.
Language features	Show some understanding of how language features are used for effect within and across texts.
Structure	Show some understanding of text structures.

THE ARTS

DANCE

Understanding dance in context	Identify and describe dance in their lives and in their communities.
Developing practical knowledge	Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships.
Developing ideas	Use the elements of dance in purposeful ways to respond to a variety of stimuli.
Communicating and interpreting	Share dance movement through informal presentation and identify the use of the elements of dance.

DRAMA

Understanding drama in context	Identify and describe how drama serves a variety of purposes in their lives and in their communities.
Developing practical knowledge	Explore and use elements of drama for different purposes.
Developing ideas	Develop and sustain ideas in drama, based on personal experience and imagination.
Communicating and interpreting	Share drama through informal presentation and respond to elements of drama in their own and others' work.

MUSIC – SOUND ARTS

Understanding music – Sound Arts in context	Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.
Developing practical knowledge	Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.

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Developing ideas	Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination.
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Communicating and interpreting	Respond to live and recorded music.
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HEALTH AND PHYSICAL EDUCATION

PERSONAL HEALTH AND PHYSICAL DEVELOPMENT - A

A2 Regular Physical Activity	Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.
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A4 Personal identity	Identify personal qualities that contribute to a sense of self-worth.
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MOVEMENT CONCEPTS AND MOTOR SKILLS - B

B1 Movement skills;	Practise movement skills and demonstrate the ability to link them in order to perform movement sequences.
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B2 Positive attitudes	Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.
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RELATIONSHIPS WITH OTHER PEOPLE – C

C1 Relationships	Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.
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C2 Identity, sensitivity, and respect	Describe how individuals and groups share characteristics and are also unique.
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C3 Interpersonal skills	Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.
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HEALTHY COMMUNITIES AND ENVIRONMENTS – D

D1 Societal attitudes and values	Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.
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SOCIAL SCIENCES

SOCIAL SCIENCES

Social studies	Understand how people make choices to meet their needs and wants.
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Understand how cultural practices reflect and express people's customs, traditions, and values.

Understand how time and change affect people's lives.

Understand how places influence people and people influence places.

Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.

CURRICULUM CONTENT

LEVEL 3

ENGLISH

LISTENING, READING, AND VIEWING

Processes and strategies	Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.
Purposes and audiences	Show a developing understanding of how texts are shaped for different purposes and audiences.
Ideas	Show a developing understanding of ideas within, across, and beyond texts.
Language features	Show a developing understanding of how language features are used for effect within and across texts.
Structure	Show a developing understanding of text structures.

THE ARTS

DANCE

Understanding dance in context	Explore and describe dances from a variety of cultures.
Developing practical knowledge	Use the dance elements to develop and share their personal movement vocabulary.
Developing ideas	Select and combine dance elements in response to a variety of stimuli.
Communicating and interpreting	Prepare and share dance movement individually and in pairs or groups. Use the elements of dance to describe dance movements and respond to dances from a variety of cultures.

DRAMA

Understanding drama in context	Investigate the functions and purposes of drama in cultural and historical contexts.
Developing practical knowledge	Use techniques and relevant technologies to explore drama elements and conventions.
Communicating and interpreting	Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.

MUSIC – SOUND ARTS

Understanding music – Sound arts in context	Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts. Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.
Developing practical knowledge	Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies.
Communicating and interpreting	Respond to and reflect on live and recorded music.

CURRICULUM CONTENT

HEALTH AND PHYSICAL EDUCATION

PERSONAL HEALTH AND PHYSICAL DEVELOPMENT - A

A1 Personal growth and development	Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.
A2 Regular physical activity	Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.
A4 Personal identity	Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

MOVEMENT CONCEPTS AND MOTOR SKILLS – B

B1 Movement skills	Develop more complex movement sequences and strategies in a range of situations.
B4 Challenges and social and cultural factors	Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

RELATIONSHIPS WITH OTHER PEOPLE – C

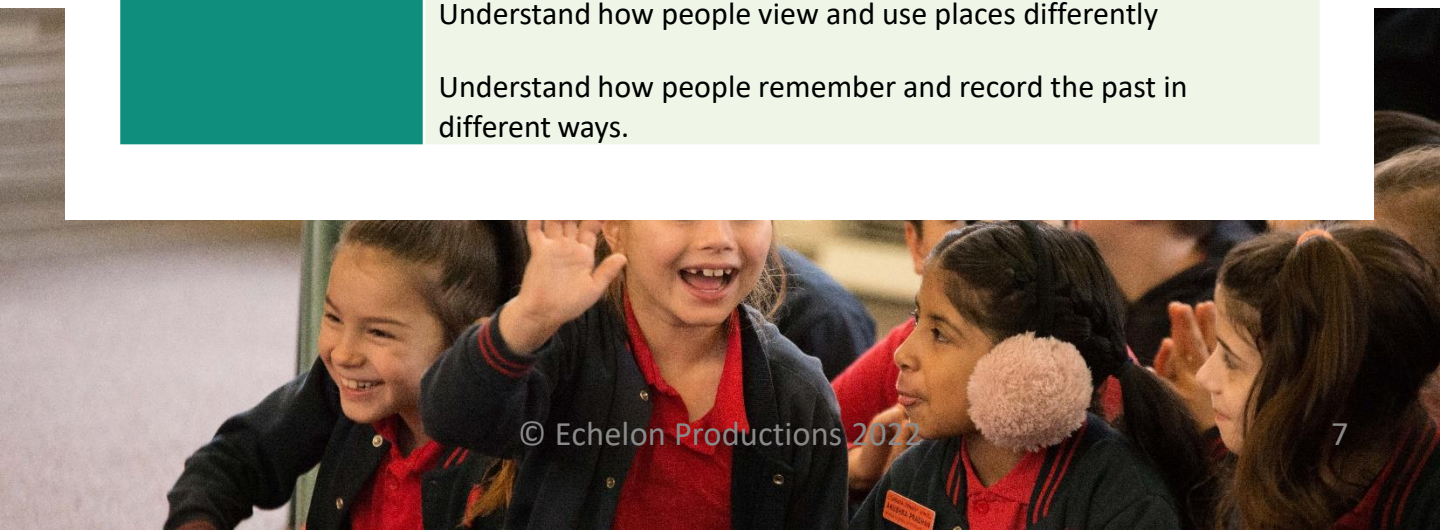
C1 Relationships	Identify and compare ways of establishing relationships and managing changing relationships.
C2 Identity, sensitivity, and respect	Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.
C3 Interpersonal skills	Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

HEALTHY COMMUNITIES AND ENVIRONMENTS – D

D1 Societal attitudes and values	Identify how health care and physical activity practices are influenced by community and environmental factors.
D2 Community resources	Participate in communal events and describe how such events enhance the well-being of the community.

SOCIAL SCIENCES

Social studies	Understand how cultural practices vary but reflect similar purposes. Understand how people view and use places differently Understand how people remember and record the past in different ways.
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CURRICULUM CONTENT

LEVEL 4

ENGLISH

LISTENING, READING, AND VIEWING

Processes and strategies	Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.
Purposes and audiences	Show an increasing understanding of how texts are shaped for different purposes and audiences.
Ideas	Show an increasing understanding of ideas within, across, and beyond texts.
Language features	Show an increasing understanding of how language features are used for effect within and across texts.
Structure	Show an increasing understanding of text structures.

THE ARTS

DANCE

Understanding dance in context	Explore and describe how dance is used for different purposes in a variety of cultures and contexts.
Developing practical knowledge	Apply the dance elements to extend personal movement skills and vocabularies and to explore the vocabularies of others.
Developing ideas	Combine and contrast the dance elements to express images, ideas, and feelings in dance, using a variety of choreographic processes.
Communicating and interpreting	Describe and record how the purpose of selected dances is expressed through the movement.

DRAMA

Understanding drama in context	Investigate the functions, purposes, and technologies of drama in cultural and historical contexts.
Communicating and interpreting	Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.

MUSIC – SOUND ARTS

Understanding music – Sound Arts in context	Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts. Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.
Communicating and interpreting	Reflect on the expressive qualities of their own and others' music, both live and recorded.

CURRICULUM CONTENT

HEALTH AND PHYSICAL EDUCATION

PERSONAL HEALTH AND PHYSICAL DEVELOPMENT - A

A4 Personal identity Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

MOVEMENT CONCEPTS AND MOTOR SKILLS – B

B1 Movement skills Demonstrate consistency and control of movement in a range of situations.

B2 Positive attitudes Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.

B4 Challenges and social and cultural factors Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement

RELATIONSHIPS WITH OTHER PEOPLE – C

C1 Relationships Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

C3 Interpersonal skills Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

HEALTHY COMMUNITIES AND ENVIRONMENTS – D

D1 Societal attitudes and values Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.

D2 Community resources Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

D3 Rights, responsibilities, and laws; D4 People and the environment Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community

SOCIAL SCIENCES

Social studies Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Understand how people participate individually and collectively in response to community challenges.