



# 2022 EDUCATORS' RESOURCE KIT

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## ABOUT THE THEME "WONDER"

### **What do you dream about for the future?**

This year, we're asking West Australian children to harness their sense of wonder to create together. What do they want to know about the world around them, what amazes them, and what bright sparks of curiosity drive them to explore their communities?

Wonder celebrates the voices of young people and invites them to imaginatively explore the surprising and beautiful world around them, foster curiosity, and dream about tomorrow.

Students experiencing a Creative Challenge Residency will embark on a project that explores this theme.

Students visiting the AWESOME Festival are encouraged to explore the theme at school and consider how this theme relates to their Festival experience.





The AWESOME Arts Education Kits are created as a teacher resource to run alongside the Creative Challenge artistic residencies or festival excursion experience. The kits can be used to look closer at the themes explored during the residency or excursion, including follow up activities for the classroom.

## Curriculum Assistance

AWESOME aims to assist with utilising the Western Australian Curriculum by using clear cross curriculum activities and assessment suggestions.

## Arts Integration

The Education Kits focus on integrating the arts with other areas of learning, with a particular emphasis on numeracy and literacy. At AWESOME we believe that the arts are a useful tool to enhance students understanding of other subject areas and help overall understanding and skill building.

## Process Driven

AWESOME's approach is process driven, with an emphasis on creativity and skill building. We focus on enhancing students' ability to investigate, problem solve, build personal and social capabilities and increase investment and ownership over their work.

## Professional Development

We believe that the residencies and excursions offer a valuable professional development opportunity for teachers to learn from professional artists. Our aim is to empower teachers to continue creating in the classroom well after their AWESOME experience has ended.



This resource has been designed as a unit of understanding. If you work through the activity pages chronologically the activities develop and refine skills and concepts sequentially. However, you can also dip in and out to take a few activities that suit your class.

The educators' resource is designed to link specifically to the WA Arts Curriculum and to demonstrate the cross curricular reach into non-arts curriculum.

### Each Activity spread will contain

- Discussion Points
- Artist Spotlight information
- A list of key words to define
- Activities linked to the theme
- Reflection questions
- Suggested Assessment
- Cross Curriculum Extension for suggested Assessment
- WA Curriculum linking

Due to teacher feedback we have focussed on including as many images and visual cues for activities as we can.





## (TYPICALLY PP - YEAR 2)

Young children have a natural curiosity about their physical, social and technological world. They have a strong desire to make sense of their world and to represent and communicate their experiences and understandings through language and various art forms.

They develop their understandings through their relationships and interactions with others, indoor and outdoor environments and the use of their senses. Young children learn through a variety of means - including play and experimentation - to observe, manipulate and explore objects and ideas, materials, technologies and other phenomena.

In the early years of schooling, children should be provided with a holistic curriculum through which they are able to build, design, problem solve, represent and reflect on new learning in ways that are meaningful to them. This learning is supported through intentional teaching in planned and unplanned experiences to extend learning. They need frequent opportunities to develop shared understandings and dispositions as well as content knowledge. The emphasis on literacy and numeracy is encapsulated in a holistic approach to learning where key ideas and concepts in a range of learning areas are presented in phase appropriate ways. They should have opportunities to develop their control and understanding of the symbolic representations associated with written language and mathematics. Social and emotional development is emphasised so that children build strong relationships, can work with others and develop a positive sense of self.

Curriculum experiences will typically integrate knowledge, understandings, skills and values and attitudes across learning areas. Learning programs should be appropriate and connected to the child's current thinking, interests and ways of learning. They should encourage children's autonomy, intellectual risk-taking, responsibility, agency and control of learning. Effective teachers use a variety of strategies, including structured and unstructured play and explicit approaches with whole-class, small group and individual encounters. It is important that learning experiences build upon each child's current understandings, skills, values and experiences.

Young children are intimately connected to their families so teachers need to foster strong relationships with families and communities and draw upon these strong relationships to provide culturally appropriate programs. Learning and teaching programs must be responsive to children's continuing growth and development.



## (TYPICALLY YEAR 3 - YEAR 6)

As children grow, their sense of themselves and their world expands. They begin to see themselves as members of larger communities. They are interested in, and like to speculate about, other times, places and societies. They begin to understand and appreciate different points of view, develop the ability to think in more abstract terms and undertake sustained activities for longer periods. The ability of students to work collaboratively and to develop their social skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. They should be given increased responsibility for managing and organising activities, individually and in groups of varying sizes.

In exploring their physical, social, cultural and technological world, students should be encouraged to pose more focused questions and to carry out investigations in which they form predictions, hypotheses or conjectures, test them and reflect their findings. In late childhood, the investigation of their world should become more refined and include relationships, structures, systems and processes. This will include exploration of behaviours, values, language and social practices as well as physical phenomena and a wider range of technologies and forms of communication and representation. Students will experiment with them to investigate the advantages of different representational forms and technologies for different materials, purposes and situations.

The ability of students to draw on a wider range of sources of information will also be enhanced by introducing them to experiences beyond their immediate environment including those of people from other times, places and cultures. These learning experiences should emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Students develop a sound grasp of written language and numeric conventions and use these in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas. They reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations.





## (TYPICALLY YEAR 7 AND 8)

In early adolescence, students often align strongly with their peer groups and may begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students' interest in the natural, social, cultural and technological world is often related to the impact on them personally and can help them in their current and future lives. They also begin to develop an interest in particular fields of knowledge or endeavour for the personal satisfaction these fields provide.

Students' growing independence and peer-group orientation should be built upon by providing opportunities for them to participate in important forms of decision making within the classroom and school and to work with others. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

Students continue their exploration of the physical, social and technological world and gain familiarity and confidence with the methods, conceptual frameworks and languages of particular disciplines. Their induction to specific areas of learning builds on their earlier work in investigating patterns, processes and phenomena, and exploring forms of representation and technology. They understand that particular ways of working and thinking have developed over time for particular reasons but may still be subject to debate, revision and change.

Learning and teaching programs should assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live. They should, for example, lead to an increased understanding of the complexity of the natural environment, society and technology; an awareness of the potential and problems of increased knowledge and technology; and an understanding of the relationship between knowledge, technology and values. They should encourage an open and questioning view of them with students exploring other ways of thinking and world views and seeing themselves as active participants in their own continuing development and that of their society and the world.





## **PRE-FESTIVAL/ RESIDENCY ACTIVITIES**

How do I prepare for my  
AWESOME experience?



## MEETING AN ARTIST

You will meet and work with

professional artists during your

AWESOME

residency or

excursion. What

would you like to

know about them

when you meet?

Try searching their

website and

consider what

questions you

would like to ask

them .

Add your questions to this brainstorm.

**Please Note:** We

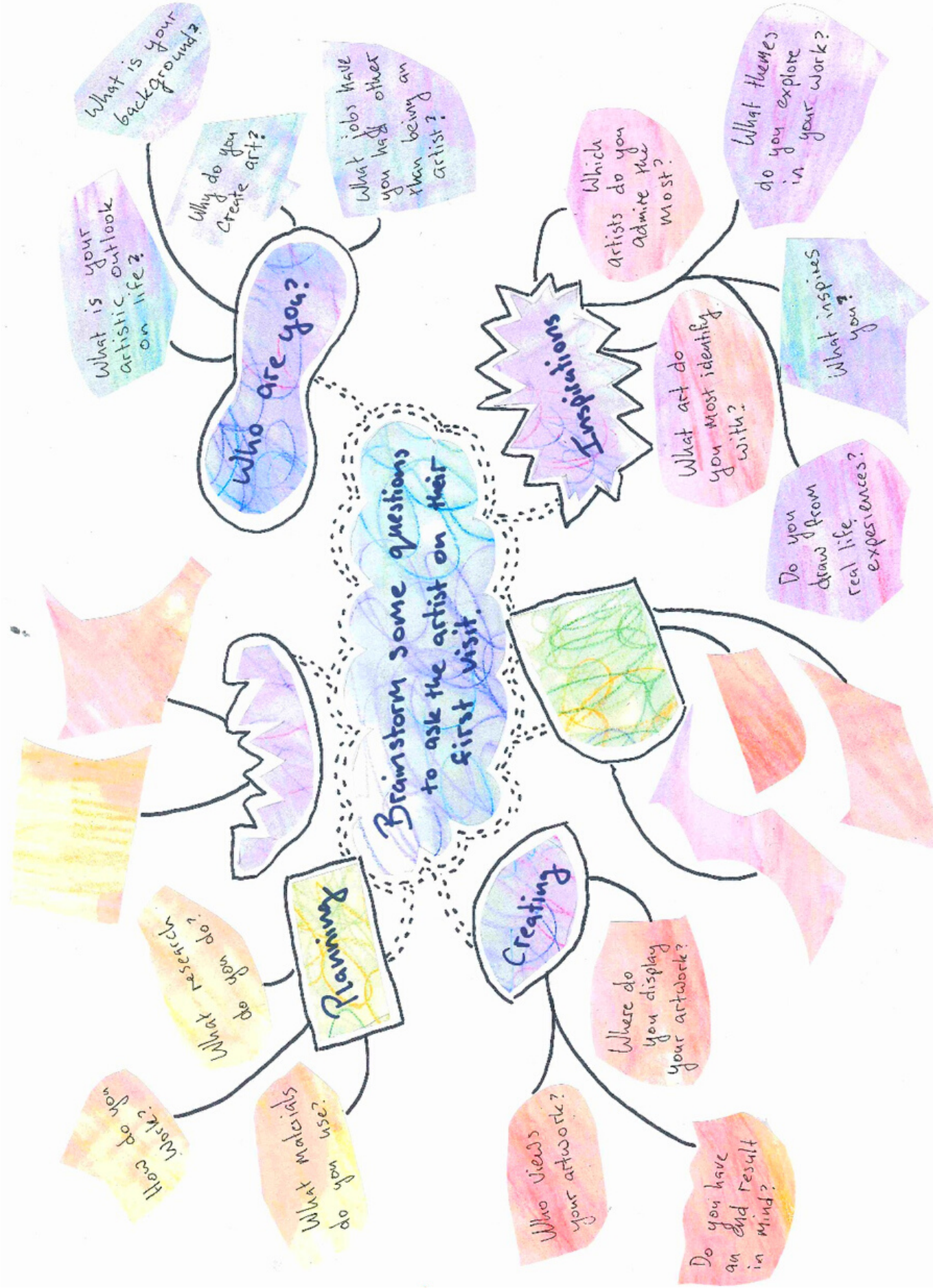
advise teachers to

check their website

first to ensure all

content is

appropriate.



Use the interview with an artwork worksheet to learn about this sculpture.



**TITLE:** SYDNEY HARBOUR BRIDGE

Artist: **Esme Timberly**

Year: **2002**

Type: **Sculpture**

Materials: **Cardboard, shells, fabric and glitter**

Location: **Art Gallery NSW, Australia**



Sometimes we don't understand an artwork, or a performance completely the first time we interact with it. You need to ask yourself and the artwork a few questions along the way to fully appreciate it.

Don't be discouraged if it takes a little time.

## WHAT IS IT ABOUT?



- What is it called?
- What can you see/what happened in the performance?
- Does the artwork use symbolism? What kind of symbolism does it use? (e.g cultural, religious, visual, linguistic, composition)
- What themes can you see in the artwork?
- What do you know about the artist and their background?
- Is there anything specific you don't understand? Write it down and research it to find out what it might mean.

## HOW IS IT MADE?

### Visual Art



- Is it realistic or stylised? Why do you think that choice was made?
- What materials have been used? Do they add to the meaning of the work?
- How is colour, line, shape, space and, texture used?
- How is the artwork displayed? Is it close to other similar items? Does it have a large intricate frame? No frame at all? Is it displayed somewhere unusual?
- What techniques does it use? Does it use a combination of techniques? Why are the techniques significant?
- When was it made?

### Performance Art



- Is it realistic or stylised? Why do you think that choice was made?
- What type of performance was it? (Dance, music, theatre, media, puppetry, comedy, a mixture?)
- Were there any narrative/story elements to the performance? What were they?
- How was the performance staged? Did it utilise lighting, set, props, costumes?
- Why do you think they made those decisions?
- Where was the performance presented? Was it in a traditional performance venue? Somewhere a little unusual?
- What types of characters or performers were in the piece?
- When was it made/written?

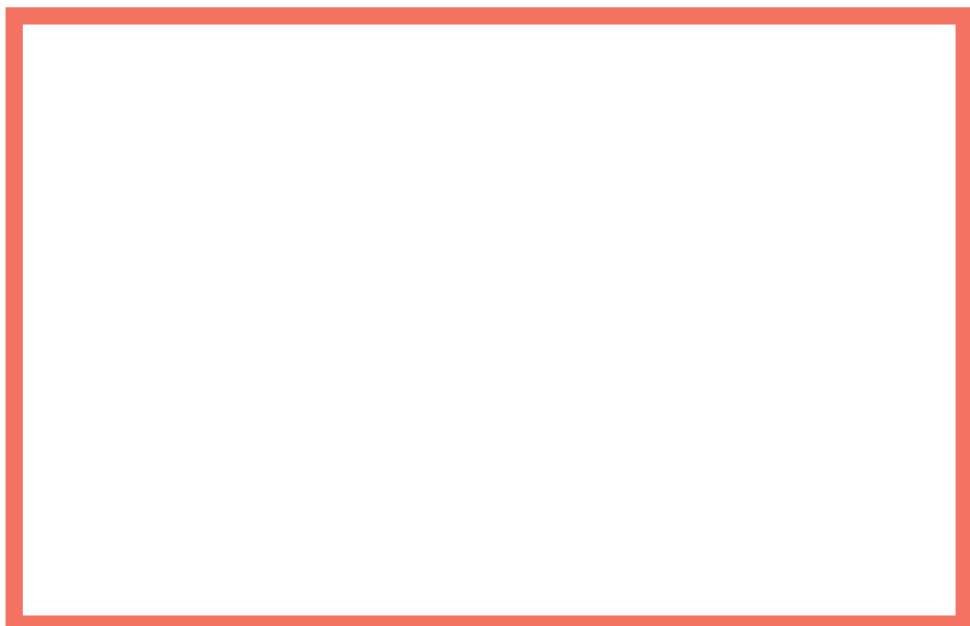
## HOW DO YOU RESPOND TO IT?



- Does it remind you of any personal stories or experiences?
- Can you recreate it? How would you go about recreating it?
- What are your favourite parts of it?
- What are your least favourite parts of it?
- Do you like it? Why/Why not?
- Would you recommend the artwork/experience to someone else? Who would you recommend it to?

## DRAWING ACTIVITY: THEATRE SPACES

- What does a theatre look like?
- Have you ever been inside a theatre before?
- Do you think that all stages look the same?
- Draw a picture of what you think a stage looks like in the pink box.



## DRAMA ACTIVITY: LEARNING ABOUT THEATRE ETIQUETTE

Theatre is a one of a kind experience! Every performance is unique as the performers react to the audience working with their energy. Read the theatre etiquette as a class and discuss why these rules are important.

Split your class up into 6 small groups to each select a different piece of etiquette from the list. Consider what happens when you don't follow this advice. How do the performers respond? How do the audience members enjoy the performance? Devise a quick scene about what happens in a performance when you don't follow your piece of theatre etiquette.



### TIMING

It is polite to arrive at your performance space in a timely manner, especially with large groups. Arriving early will ensure you have enough time for a toilet break, a quick drink and still have plenty of time to get seated and settled before your performance is due to start.



### PHOTOGRAPHY

Enjoy the performance in the moment! Please refrain from taking photographs or video footage during the presentation. Photos, especially flash photography, can distract the audience and the performers. If you wish to have a photograph with the artists, please ask your guide after the performance.



### TALKING

Performers expect the full attention of their audience. Once the lights have dimmed and/or the performance has started please stop all chatter (even whispering) so that all audience members may pay their full attention to the presentation.



### PHONES

Phone alarms, messaging alerts, and electronic devices can also disturb the performance. Please switch these off and refrain from checking any screens that light up in the audience as a courtesy to your neighbours.



### SITTING STILL

Performers often need to use the aisles for their performances. Please ensure the audience is seated in the correct area when the performance has begun. AWESOME Arts provides students with toilet breaks at set times to minimise audience members moving around the performance space.



### APPLAUSE AND LAUGHTER

This is how you can show your appreciation to the artists! Please feel free to react to the performance appropriately: laugh, clap, and join in (when asked to do so by the performers). They will love to see how much you're enjoying yourself!





# COLABORATION

What can we learn from  
each other?



## COLLABORATIVE ART

Art made by people and communities working as a team together over a period of time. Each person or group contributes something significant to the artwork.

## CLASS DISCUSSION POINTS

- Do you have a special skill?
- What are the benefits of working in a team?
- What can you learn from collaboration?
- How do you come up with ideas?
- Is it easier to come up with ideas in a group? Why?

## ART SPOTLIGHT: EXPERIENCE COLLIDER



*Experience Collider. Photo Deborah May*

Experience Collider was a performance presented by DADAA and CircusWA at the AWESOME Festival in 2019. Performing artists, circus performers and performers with disabilities and complex needs worked together over 18 months to create a performance that shared their personal experiences and abilities with each other and the audience. Able bodied and disabled participants danced, performed music, tumbled, and performed tricks together. For a short video of this work in action visit: [vimeo.com/365692744](https://vimeo.com/365692744)

- Questions:** Were the artists in the video performing alone or working together?
- How many times did you see artists working together?
- How many artists did you see together on the stage?
- Why do you think it took 18 months to workshop this performance?
- What do you think the artists learned by working together on this project?
- What did you learn about the performers watching Experience Collider?

## DEFINE THESE WORDS

Collaboration

Share

Cooperate

Contribute

Teamwork

Community

Full video of this performance can be viewed here  
[vimeo.com/441228608](https://vimeo.com/441228608)



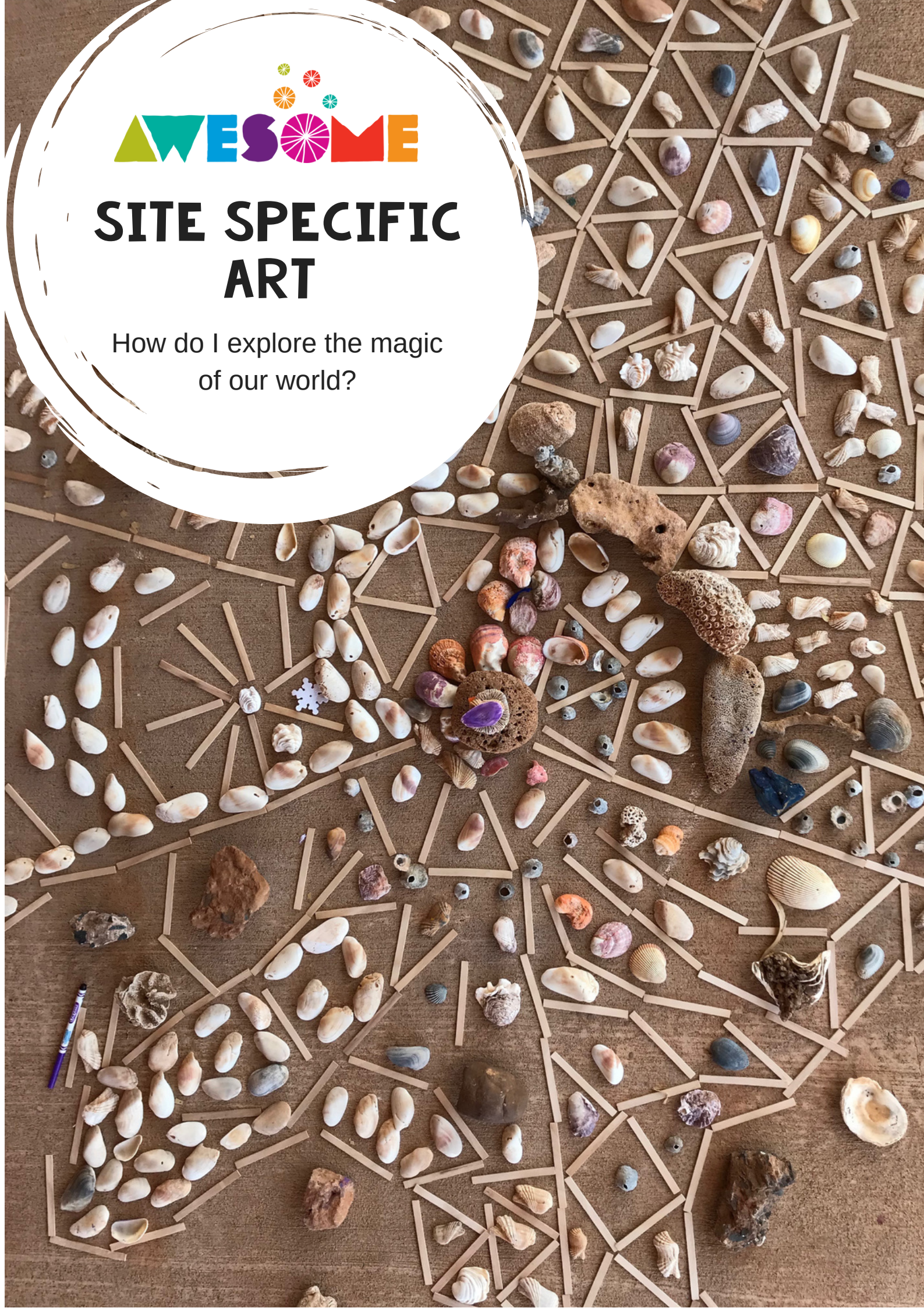
- ## COLLABORATION ART ACTIVITY: DREAM BOARD





# SITE SPECIFIC ART

How do I explore the magic  
of our world?





## SITE SPECIFIC ART

Art made to be experienced in a specific location. If the artwork was displayed in a different location, it would change the meaning.

## CLASS DISCUSSION POINTS

- What do you know about where you are?
- Is there anything you can only see or experience where you are from?
- What can you learn from it?

## ART SPOTLIGHT: STRUCTURAL WAVE



Jarrod Taylor, 'Structural Wave', Sculpture by the Sea, Cottesloe 2021. Photo Richard Watson

## DEFINE THESE WORDS

Environment

Location

Specific

Permanent

Ephemeral

Materials

Structural Wave is a sculpture built on the groyne of Cottesloe Beach in Perth (Boorloo). The sculpture is built out of scaffolding and made to look like a transparent wave crashing back into the ocean. For a video of this artwork as part of the 2021 Sculptures by the Sea exhibition visit:

<https://www.youtube.com/watch?v=wAW0wEJxI3M>

**Questions:** Why do you think the artist chose that shape?

How does the wave fit into the environment?

What can you see through the sculpture?

Do you think it is important to see through the sculpture?

Building a sculpture in this location would be very difficult. Why do you think the wave is located where it is?

Do you think this sculpture needs to be located at the beach?

What would happen if the sculpture was built at the park or in a supermarket? Do you think it would change the artwork?

Why do you think the artist chose to build the wave out of scaffolding?

## SITE SPECIFIC ART ACTIVITY: GARDEN ART

Do you have a garden or outdoor space at your school or home? We are going to create a special artwork about what this space means to you. Once finished the artwork will also be displayed in this space.

### Devising:

- Do you like the garden? Why or why not?
- How is this space usually used? Are there a few usual activities people do in this space
- What stories have happened in this space? (for you and others you know)
- What do you want people to learn about this space?

### Location:

- Where specifically would you like to place your artwork in the garden?
- What are the benefits of choosing this location?
- What are the limitations of choosing the location?
- What materials are unique to this space?

### Building:

- How do you want the environment (eg. weather, plants, animals) to interact with your artwork?
- Do you want this artwork to last a long time in the garden? Why?
- What materials will survive the weather conditions of the garden?
- Do you want this artwork to last a short time in the garden?
- What materials will last a short time in the garden?
- Do you want to harm the environment?
- How will you protect the environment as you create your artwork for this space?

### Displaying: brick

- How will people experience your artwork? Do you want them to see it; find it; hear it; feel it; smell it; touch it?

### Understanding:

- What do you want people to learn by engaging with your artwork?
- How does this artwork change the way you look at that space?

Once you have created your site specific artwork share it with your classmates. What did your classmates learn about this space? What did your classmates learn about you?

## REFLECTION

- What can you learn from site specific artwork?
- Why do you think artists create site specific art?
- Can you think of examples of site specific art?
- What can you learn about where they live from their artwork?
- Does this make you think about your community in a different way?
- Does your community feel more special when it has a site specific artwork? Why?







## CURATION

What do I have to say  
about the world?



## CURATION

the action or process of selecting, cataloguing, organising, arranging, displaying, and looking after the items in a collection or exhibition.

## CLASS DISCUSSION POINTS

- Do you collect anything?
- What do you like to collect?
- How do you choose what you would like to add to your collection?
- How do you like to display your collection?
- Have you ever compared your collection to someone else's?
- How did they differ?

## ARTIST SPOTLIGHT: AMRITA HEPI CALL TO DANCE



## DEFINE THESE WORDS

Collection

Artwork

Document

Exhibition

Selection

Perspective

Comparison

Contrast

Amrita Hepi collects dance moves. In her performance "Call to Dance" she interviews people about their lives, where they live, and how they move their bodies. Together Amrita and each participant select an important dance move, dance it, and "archive" it. Amrita then presents all the dance moves she has collected into a choreographed dance unique to the people from that location. For a video of Amrita's work visit: <https://vimeo.com/316954154>

**Questions:** What could you learn about the world around us from a collection of dance moves? How is Amrita researching her collection? Do you think Amrita's dance would be different if she interviewed different people? Would the story of the town be different if she changed the order of the dance moves? Do you think Amrita Hepi's Dance is similar to a collection of books in a library, or a collection of photos in a photo album?



## CURATION ACTIVITY: COMMUNITY TOUR

Where are your favourite places to visit in your community? If you were showing a visitor around where would you start?

**Selecting:** Create a list of your 10 favourite places to visit in your community.

- Is there a park you like to visit with your family?
- Do you really enjoy visiting your grandma's house?
- Is there a shop that makes really delicious sandwiches?
- Why are these places your favourite?

**Organising:** What order would you like to visit these locations?

- Is there a place you would like to start the tour?
- Where would you like to finish the tour?
- Does it make sense to visit some places after each other because they are close by?
- Would you like to save the most exciting place for the end of the tour?

**Cataloguing:** How would you like to make a record of your community tour?

- You could write a list of the locations, and reasons for selection,
- You could draw a map of the tour with the locations,
- You could take photographs of the locations, or share pictures of important things that have happened there,
- You could film yourself in these locations and describing why you like them and edit it into a video.
- Why have you chosen this method?

**Displaying:** As a class, share your different community tours with each other.

- Compare your tour with your classmates.
- How are your tours different?
- What have you learnt about your classmate from their tours?

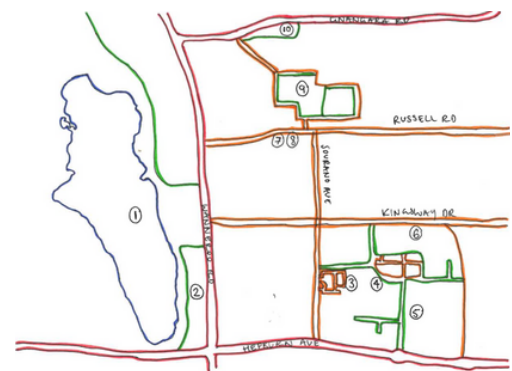
You have just curated a tour of your community.

## REFLECTION

- Where else can you find curation? Can you think of any examples, online, at your school, or in your community?
- How did you select the places on your tour? What other methods do you think you could use to curate a tour?
- How could you research and explore an idea from a different perspective?
- How does collecting, organising, cataloguing, and displaying items share a story or a point of view?

My TOP TEN places to visit in my community:

1. Lake Goollelal
2. Waldeck's Garden Centre
3. Kingsway Markets
4. Dinosaur Park
5. Foxtly Oval
6. Kingsway Indoor Stadium
7. Reverat Coffee Co.
8. 'Big Trees' on Russell Rd
9. Anstel Park
10. Susan Park



## LINKING TO THE WA SCOPE AND SEQUENCE

### Early Childhood typically PP - Year 2

#### English

- **Language for interaction - Evaluative language:** How Language is used to express opinions and make evaluative judgements about people, places, things and texts. - *Identify language that can be used for appreciating texts and the qualities of people and things.*
- **Expressing and developing ideas - Visual Language:** How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound.
- **Interacting with others - Listening and Speaking interactions:** Purposes and contexts through which students engage in listening and speaking interactions. *Engage in conversations and discussions using active listening behaviours, showing interest and contributing ideas, information and questions.*

#### Health and Physical Education

- **Being healthy, safe and active:** Personal strengths and achievements and how they contribute to personal identities.

#### Humanities and Social Sciences

- **Geography:** The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander People's places of significance
- **History:** The importance today of an historical site (eg. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (eg. a record of a significant historical event, aesthetic value, reflects the community identity)
- **Humanities and social sciences skills - Questioning and Researching:** Reflect of current understanding of a topic (eg. think-pair share, brainstorm). Pose questions about the familiar and unfamiliar. Locate information from a variety of provided sources (eg. books, television, people, images, plans, internet). Sort and record selected information and/or data (eg. use graphic organisers, take keywords)
- **Humanities and social sciences skills - Analysing:** Identify Relevant information/ Process information and/or data collected (eg. sequence of information or events, categorise information, combine information from different sources). Explore points of view (eg. understand that stories can be told from different perspectives). Represent collected information and/or data in to different formats (eg. tables, maps, plans)
- **Humanities and social sciences skills - Evaluating:** Draw conclusions based on information and/or data displayed in pictures, texts and maps (eg. form categories, make generalisations based on patterns). Participate in decision making processes (eg. engage in group discussions, make shared decisions, share views).
- **Humanities and social sciences skills - Communicating and reflecting:** Present findings in a range of communication forms, using relevant terms (eg. written, oral, digital, role-play, graphic). Develop texts, including narratives, that describes an event or place. Reflect on learning and respond to findings (eg. discussing what they have learned)

#### Science

- **Science as a human endeavour- Use and influence of science:** People use science in their daily lives, including when caring for their environment and living things.
- **Science enquiry skills- Questioning and predicting:** Pose and respond to questions, and make predictions about familiar objects and events.
- **Science enquiry skills- Planning and conducting:** Participate in guided investigations to explore and answer questions. Use informal measurements to collect and record observations, using digital technologies as appropriate.
- **Science enquiry skills- Processing and analysing data and information:** Use a range of methods to sort information including drawings and provided tables through discussion, compare observations with predictions.
- **Science enquiry skills- Evaluating:** Compare observations with those of others.
- **Science enquiry skills- Communicating:** Represent and communicate observations and ideas in a variety of ways.

#### Example Assessment

Build one of these projects around either the Humanities and social sciences skills or the science enquiry skills.

Eg. Build the Garden Art using the science enquiry skills (will the artwork withstand the weather of the location selected?)

OR build the Community tour around Humanities and social sciences skills (How can I learn about landmarks in my community?)



## LINKING TO THE WA SCOPE AND SEQUENCE

Middle Childhood typically Year 3 - Year 6

### English

- **Language for interaction - Evaluative language:** How Language is used to express opinions and make evaluative judgements about people, places, things and texts - Understand how to move beyond making bare assertions and take account of differing perspectives and points of view.
- **Expressing and developing ideas - Visual Language:** How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound.
- **Interacting with others - Listening and Speaking interactions:** Purposes and contexts through which students engage in listening and speaking interactions. *Engage in conversations and discussions using active listening behaviours, showing interest and contributing ideas, information and questions.*

### Health and Physical Education

- **Communicating and interacting for health and wellbeing:** The positive influence of respect, empathy and the valuing of differences in relationships

### Humanities and Social Sciences

- **Geography:** The similarities and differences between places in terms of their type of settlement, the diversity of people (eg. age, birthplace, language, family composition), the lives of the people who live there and feelings and perceptions about places.
- **Humanities and social sciences skills - Questioning and Researching:** Identify current understanding of a topic (eg. brainstorm, KWL chart). Develop a range of focus questions to investigate. Locate and collect information from a variety of sources (eg. photographs, maps, books, interviews, internet). Record selected information and/or data (eg. use graphic organisers, develop note-taking strategies). Recognise the ethical protocols that exist when gathering information and/or data (eg. respecting other's work)
- **Humanities and social sciences skills - Analysing:** Develop criteria for selecting relevant information (eg. accuracy, reliability, usefulness). Interpret information and/or data collected (eg. sequence events in chronological order, identify patterns and trends, make connections between old and new information). Identify different points of view/ perspectives in information and/or data (eg. distinguish fact from opinion, explore different stories on the same topic). Translate collected information and/or data into different formats (eg. create a timeline, change data into a table and/or graph)
- **Humanities and social sciences skills - Evaluating:** Draw conclusions and give explanations based on information and/or data displayed in texts, tables, graphs, and maps (eg. show similarities and differences). Use decision making processes (eg. share views, recognise different points of view, identify possible solutions, plan for action in groups)
- **Humanities and social sciences skills - Communicating and reflecting:** Present findings and conclusions in a range of communication forms (eg. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms. Develop texts, including narratives and biographies that use researched facts, events and experiences. Reflect on learning, identify new understanding and act on findings in different ways (eg. complete a KWL chart, propose action in response to new knowledge).

### Science

- **Science as a human endeavour- Use and influence of science:** Scientific knowledge is used to solve problems and inform personal and community decisions.
- **Science enquiry skills- Questioning and predicting:** With guidance identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge.
- **Science enquiry skills- Planning and conducting:** With guidance, plan and conduct scientific investigations to find answers to questions considering the safe use of appropriate materials and equipment. Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately.
- **Science enquiry skills- Processing and analysing data and information:** Compare results with predictions suggesting possible reasons for findings.
- **Science enquiry skills- Evaluating:** Reflect on investigations, including whether a test was fair or not.
- **Science enquiry skills- Communicating:** Represent and communicate observations, ideas, and findings using formal and informal representations.

### Example Assessment

Build one of these projects around either the Humanities and social sciences skills or the science enquiry skills.

Eg. Build the Garden Art using the science enquiry skills (will the artwork withstand the weather of the location selected?)

OR build the Community tour around Humanities and social sciences skills (How can I learn about landmarks in my community?)