Agricultural Shows: Opportunity for Enriched Learning in Queensland Schools – Snr Secondary

Bridging the Australian Curriculum and Teaching Practices with Proposed and Current Opportunities Offered by Agricultural Shows for Student Engagement and Learning

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Queensland Ag Shows

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How can participating at a local show improve student learning?

Bloom's Taxonomy

Rather than just engaging in standard curriculum content, excursions such as Ag Shows can be utilised to engage students and differentiate not only lessons, but also teaching strategies. For example, excursions have beneficial value to students' learning in line with all levels of Bloom's Taxonomy, in the examples below and many more cases:

- **Remembering**
  - *Young Judges & Paraders*: Students recall facts about different livestock breeds, agricultural practices, and judging criteria.
  - *Third Party Competitions*: Recall specific information about goat breeds, equestrian standards, and agricultural challenges.
  - *Ag-Ed Programs & Displays*: Remember key concepts related to agriculture, animal care, and sustainable practices.
- **Understanding**
  - *Young Judges & Paraders*: Understand the principles behind judging criteria, breed standards, and the importance of sustainable farming.
  - *Third Party Competitions*: Grasp the broader concepts of animal care, agricultural challenges, and the significance of various competitions in real-world applications.
  - *Ag-Ed Programs & Displays*: Understand the importance of sustainable agriculture, animal welfare, and environmental conservation.
- **Applying**
  - *Young Judges & Paraders*: Apply judging criteria and standards to evaluate livestock. Apply knowledge of animal care in practical settings such as presentation and care while on the showgrounds.
  - *Third Party Competitions*: Apply knowledge of equestrian or goat judging to make informed decisions. Apply problem-solving skills in the Young Farmer's Challenge.
  - *Ag-Ed Programs & Displays*: Apply principles of sustainable agriculture in creating displays. Apply cooking skills in cook-offs and food demonstrations, learned barista skills in barista competitions, etc.
- **Analysing**
  - *Young Judges & Paraders*: Analyze the strengths and weaknesses of different livestock. Assess the impact of breeding decisions on animal quality.
  - *Third Party Competitions*: Analyze the strengths and weaknesses of different livestock. Assess the impact of breeding decisions on animal quality. Reflect on participation in previous competitions to analyse mistakes and foster improvement. Analyse reasons for uncalibrated coffee equipment in barista challenge, and apply understanding to rectify it.
  - *Ag-Ed Programs & Displays*: Analyze the environmental impact of farming practices. Evaluate the effectiveness in communication of ideas of different agricultural displays.

- **Evaluating**
    - *Young Judges & Paraders*: Evaluate the effectiveness of judging decisions. Assess the ethical considerations in livestock breeding and care.
    - *Third Party Competitions*: Evaluate the outcomes and reasonings of outcomes of goat or equestrian competitions. Assess teamwork and problem-solving skills in the Young Farmer's Challenge.
    - *Ag-Ed Programs & Displays*: Evaluate the sustainability of agricultural practices. Assess the educational value of different displays.
- **Creating**
    - *Project-Based Learning Exhibitions*: Students create projects such as arts and crafts, cookery displays, or historical exhibits, integrating knowledge gained from various subjects. They demonstrate creativity, innovation, and the application of sustainable practices in their projects.
- (Ruhl, 2024)

Student Wellbeing Framework

- **Leadership:**
    - Principals and school leaders can demonstrate leadership by actively supporting and promoting agricultural show activities as valuable opportunities for student learning and wellbeing.
    - By organizing and participating in these activities, school leaders contribute to building a positive learning environment where students feel included, connected, safe, and respected.
    - Leaders can encourage teachers to incorporate agricultural show activities into the school curriculum as a part of differentiated learning, recognizing the holistic benefits they offer to students' development.
- **Inclusion**:
    - Agricultural show activities provide opportunities for all members of the school community to participate and contribute, regardless of background or ability.
    - Encouraging participation from diverse student groups, such as students with disabilities or those from culturally and linguistically diverse backgrounds, promotes inclusivity and celebrates the unique contributions of every individual. Programs like Ability Agriculture provide a platform for inclusivity not only in agricultural events, but also the industry itself.
- **Student Voice:**
    - In agricultural show activities, students can actively participate in their own learning and wellbeing by engaging in hands-on experiences and decision-making processes. They can decide what to create as entries into exhibitions, or which competitions they want to enter into, allowing them to shape their own learning experiences.
- **Partnerships:**
    - Agricultural show activities provide opportunities for families and communities to collaborate as partners with the school in supporting student learning, safety, and wellbeing, fostering a sense of belonging and shared responsibility for student success.

    - Collaborating with local farmers, agricultural organizations, and other community stakeholders strengthens connections between the school and broader community, enriching students' learning experiences and expanding their understanding of industry practices.
- **Support**:
    - Teachers can model positive behavior and provide guidance and encouragement to students as they navigate challenges.
    - By recognizing the connections between student wellbeing, positive behavior, and effective teaching and learning, educators can utilise agricultural show activities to promote holistic development and academic success.
- (Department of Education, 2023)

Development Theory

- Cognitive
    - Piaget's
        - Piaget emphasized the importance of allowing children to discover concepts through hands-on experiences rather than direct instruction. In agricultural show activities, students learn essential skills such as observation, critical thinking, and decision-making through active participation. By providing opportunities for reflection and discussion, educators can help students articulate their observations and reasoning, further enhancing their cognitive development.
        - Concrete Operational Stage (7-11 years old):
            - Piaget identified this stage as a time when children begin to utilise logical thinking and reasoning about concrete events. Agricultural show activities and competitions, such as young judges competitions, provide concrete, authentic, real-world contexts for students to apply such skills.
            - Teachers can facilitate discussions about the criteria used in judging different types of animals, breeds, or even soils or grains, encouraging students to analyze and compare observable characteristics.
            - Linking these activities to cross-curricular priorities such as sustainability allows students to explore complex issues within a concrete context.
        - Formal Operational Stage (12+ years old)
            - Abstract criteria can be considered in judging competitions, such as the implications of body structure characteristics in genetics and breeding, or in analysing soils, creating hypotheses on how crops would perform within the soils.
            - The multi-disciplinary knowledge inherent in the many aspects of agricultural show activities offer opportunities for students to apply knowledge from subjects such as biology, chemistry, economics, and environmental science.

        - Formal operational thinkers are capable of critical analysis and building arguments, quite necessary in Young Judges & Paraders competitions, as they have a order placing element as well as an oral reasoning segment, drawing on evidence and logical reasoning to support their arguments.
    - (McLeod, Piaget's Stages: 4 Stages of Cognitive Development & Theory, 2024)
  - Vygotsky's
    - Zone of Proximal Development
        - The differentiated level of competitions offered in Young Judges & Paraders in age groups allows experience and instruction to be tailored to the individual's needs, offering additional explanation or demonstration for entrants who are younger and thus more inexperienced, to grow their learning and knowledge.
        - In such competitions being used as a method of formative assessment, teachers can observe students observations, oral reasonings, and performance in the competition and later giving feedback on these aspects of their participation to grow their confidence and knowledge. Teachers can scaffold students' understanding of breed standards and evaluation criteria by modeling the process of assessment and offering feedback on students' judgments.
        - Cooperative learning and social interaction was emphasised by Vygotsky in cognitive development, with activities in groups at agricultural shows providing prime opportunity to for students to collaboratively learn and interact with one another. An example of this would be in a Young Farmer's Challenge, requiring the students to collaborate in teams to complete tasks requiring not only physical skills, but also abstract ones such as problem-solving, communication, and leadership.
        - Vygotsky emphasized the importance of considering cultural and social contexts in learning. Educators can connect agricultural show activities and visits to students' cultural backgrounds and local communities, fostering a sense of relevance and belonging. Additionally, students can explore the social and economic dimensions of agriculture, considering issues such as food security, sustainability, and rural livelihoods within the Australian context.
    - (McLeod, Vygotsky's Theory of Cognitive Development, 2024)

- Physical
  - Participating in agricultural show activities such as Young Paraders competitions can support the development of gross and fine motor skills in children. Tasks such as grooming animals, leading them around the show ring (which is enough of a nuanced activity in that it can be a competition), or completing obstacle courses in

Young Farmer's Challenges require coordination, balance, and strength, which contribute to physical development.
    - Many agricultural shows promote agricultural education programs, many of which focus on food and nutrition. Exploring these concepts in field trips to shows, which are seen as very trustworthy sources of ag ed information, encourage students to make informed choices and learn about topics such as diet and nutrition, linking to HPE and Design & Technology – Food Specialisation curricula.
    - (Cleveland Clinic, 2023)

- Psycho-social
    - Erikson's
        - Industry vs. Inferiority (School Age):
            - School-age children strive to master new skills and achieve competence in academic and extracurricular activities. Agricultural show activities, such as participating in judging competitions or hands-on agricultural exhibitions (i.e. presenting/parading animals, creating projects for pavilion displays, etc.), offer opportunities for children to develop skills, individual expression, and a sense of accomplishment.
        - Identity vs. Role Confusion (Adolescence):
            - Adolescents explore their personal identity and develop a sense of self-identity and belonging. Agricultural show activities, such as involvement in youth leadership programs, agricultural clubs, or community service projects related to agriculture (like volunteering at the show), provide opportunities for adolescents to explore their interests, values, and aspirations.
            - Encouraging adolescents to participate in activities that help them explore and align their interests in passions foster a sense of belonging and connection, in rural areas especially seen in the agricultural community.
        - (McLeod, Erik Erikson's Stages of Psychosocial Development, 2024)
    - Self-esteem and self-awareness
        - Showcasing student's projects or skills at the show celebrate their achievements and efforts in competitions or exhibitions, boosting self-esteem and sense of accomplishment.
        - As it stands outside the usual curriculum, engaging with agricultural shows encourages students outside of comfort zones to trial new experiences, learn from both successes and failures, as well as emphasise the importance of resilience, adaptability, and problem-solving skills. This assists students in developing strategies to promote self-confidence and emotional well-being, managing stress, overcoming obstacles, and bouncing back from adversity.
        - Opportunities for students to express themselves creatively through storytelling or forms of artworks allow them to share their perspectives, values, and aspirations with others, and such artistic expression encourages

students to reflect on experiences and areas for growth, thus deepening self-awareness and self-understanding.

- Social & Emotional Learning (SEL)
  - Self-Awareness:
    - Encourage students to reflect on their strengths, interests, and personal values as they engage in agricultural show activities. Provide opportunities for self-assessment and self-expression through feedback and project-based learning.
    - For example, students participating in Young Judges and Paraders competitions can reflect on their own biases, preferences, and techniques as they evaluate or lead animals, fostering self-awareness of their own perspectives and judgments versus those of the over-judge.
  - Self-Management:
    - Provide clear expectations and guidelines for behavior, emphasizing the importance of responsibility and accountability in agricultural show settings, especially while representing a school.
  - Responsible Decision Making:
    - Engage students in discussions and ag show-led education about ethical considerations in agriculture, such as animal welfare, sustainability, and food security, encouraging critical thinking and empathy.
    - For example, students can learn about and discuss the implications of various diets and nutritional habits, or farming practices.
  - Relationship Skills:
    - Foster positive relationships and collaboration among students, educators, and community members involved in agricultural show activities. Emphasize communication, problem-solving, and teamwork
    - Provide opportunities for students to work cooperatively in groups, share responsibilities, and support one another in achieving common goals.
  - Social Awareness:
    - Encourage students to develop empathy and understanding of diverse perspectives within the agricultural community. Explore the social, cultural, and economic dimensions of agriculture, highlighting the contributions of farmers, Indigenous land stewards, and rural communities.
    - Engage students in discussions about issues related to agriculture, such as access to resources, rural mental health, and equitable food distribution.
    - For example, students can learn about the cultural significance of traditional farming practices or explore the socio-economic impacts of agricultural policies on rural communities.
  - (CASEL, 2023)

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Ways to participate:

Young Judges & Paraders Competitions

Young Judges and Paraders competitions are open to all ages of students, with an age range of up to 25 years old. Shows usually hold junior and senior classes, with the senior class (15-25 years) eligible to move onto Sub-Chamber, State, and even National finals should they win at their local show, or wish to compete. QLD Ag Shows Competitions such as Dairy Young Judges & Paraders, Poultry Young Judges, Merino Sheep Young Judges, and Merino Fleece Young Judges start at a State level for any interested participants.

The following is an excerpt from the Ag Shows Australia *Teaching Young Judges Handbook:*

"The National Agricultural Shows Australia (ASA) Young Judges and Paraders Championships are a series of Competitions that provide education and experience for young people with an interest in a career or hobby in agriculture through judging and handling.

Young judging and parading competitions and training programs provides young people with the opportunity to develop lifelong skills in visually assessing and handling agricultural commodities, plus public speaking and networking skills through the Competition process.

Young Judges and Paraders develop a better understanding of - and make a valuable contribution to- agricultural industries.

Judging is a skill that incorporates the visual assessment of agricultural products and public speaking. Agricultural producers, breeders, feeders and buyers all judge and evaluate livestock and commodities for their potential as either breeding or market stock. Through the Young Judges competition, young people will learn to consider the production purpose of the animal or commodity, and how different form and function will contribute to increased productivity. In Australia, examples of different livestock purpose includes wool production, meat production, milk production, egg production or breeding progeny.

Parading is a skill in preparing, presenting and handling livestock. Livestock producers, breeders, feeders and buyers will visually assess livestock prior to purchase or service. Young people will learn skills to showcase and handle livestock to display the best characteristics for the market to a judging ring or potential buyer. In Australia, examples of different presenting requirements includes bull sales, fairy cow judging, working horse performances, progeny sales, etc.

Students start their judging at local competitions, progress to Group group/sub chamber finals and then to the State finals at the State Royal Show. Winners from each State then can progress to the National Finals. The National ASA Young Judges and Paraders Championships rotate around the Royal Shows held in each state in Australia.

Agricultural Shows across Australia host young judging or parading competitions nearly every weekend of the year. A school excursion to a local show offers a range of benefits to both students and the local community. Specific to judging and parading competitions, local shows offer students a friendly, encouraging environment in which to start their agricultural career. There are often a number of competitions being held at the one location on the same day for students to focus in on their own interests, and there is the opportunity to progress to a higher

level in the same competition category. Most shows often host their competitions in a relaxed environment to encourage participation, support first-time participants and give advice and instruction during the competition.

To get your students started, contact your local Show Society to see if they conduct Young Judges or Paraders Competitions. When offering these competitions to your students, consider the agricultural sectors (and relevant competitions) that: 1. Suit your school program 2. Suit your students interests, and 3. Are relevant to your local district." (ASA, 2018)

These competitions are great opportunities to apply the wide range of skills learned in school-based Ag groups such as Cattle or other Livestock Clubs.

YJP-Teachers-Handbook-FINAL.pdf (agshowsaustralia.org.au)

FINAL-YJP-Teacher-Grains-Handbook.pdf (agshowsaustralia.org.au)

Competitions held at Shows in Queensland:

- Young Judges
  - Stud Beef
  - Prime Beef
  - Dairy Cattle
  - Meat Sheep
  - Merino Sheep
  - Merino Fleece
  - Alpaca
  - Soils
  - Grains
- Young Paraders
  - Stud Beef
  - Dairy Cattle
- Third Party competitions
  - Goat judging
  - Equestrian judging
  - Young Farmer's Challenge
  - Fashion Parades
  - Barista Competition

Ag-Ed Displays & Programs

- Ag-Ed Displays
- Animal Nursery
- Apiculture (Beekeeping)
- Caged Birds or Poultry

- Cook-offs or Food Demonstrations
- Cow Milking
- Farmer's Feature Displays
- Fashion Parades
- Historical Displays
- Horticulture Displays
- Reptile Displays
- Sheep Displays
- Sheep Shearing

Project-Based Learning Exhibitions

PBL fosters a student-centric approach to learning, one that fosters active engagement, critical thinking, problem solving, and other 21st Century skills relevant to the curriculum. In immersing students in real-world projects, they develop deeper understanding of subject matter while gaining practical, applicable real-world knowledge, providing relevance and authenticity to learning. In planning course content or assessment, teachers could engage their students with projects to be exhibited at a local show, many of which have Junior segments for their pavilion exhibitions and contests. Some examples of categories are as follows:

- Arts & Crafts
- Cook-offs
- Cookery Displays
- Horticulture Displays
- Crop Growing Exhibitions
- Photography
- School Bands & Choirs
- Woodworking
- Metalworking
- School work essays

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Senior Secondary Subjects

Curriculum Link	Ag Show Link
Agricultural Science	

Syllabus Objectives:
• *Describe ideas and findings*.
  ○ Students use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
• *Apply understanding*
  ○ Students use scientific concepts, theories, models and systems within their limitations.
  ○ They use algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features.
  ○ They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
• *Interpret evidence*
  ○ Students use their understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions and develop scientific arguments.
  ○ They deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
• *Evaluate conclusions, claims and processes*
  ○ Students critically reflect on the available evidence and make judgments about its application to research questions.
  ○ They extrapolate findings to support or refute claims.
  ○ They use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
 	
(QCAA, 2024)
	Agricultural shows offer real-world scenarios where students can apply their understanding of scientific concepts, theories, and models, while undertaking processes such as interpreting evidence, describing their ideas or findings, or evaluating conclusions. For instance, students can analyze soil samples in Young Judges Soils competitions, or class cattle based on meat yield or breeding suitability indicators.

The subject aims to develop: • Interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production • Understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future • Understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, cultural and ethical considerations • Ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence • Ability to critically evaluate agricultural science concepts, interpretations, claims and conclusions, with reference to evidence	Agricultural shows offer a dynamic platform for students studying Agricultural Science to connect theoretical concepts with real-world applications. These events foster interest by showcasing interdisciplinary approaches to food and fibre production, highlighting the complexity and innovation in

• Ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres (QCAA, 2024)	sustainable agricultural systems. Students can observe and engage with diverse agricultural practices, deepening their appreciation for the social, economic, cultural, and ethical dimensions that shape agricultural practices.
Relevant Units of Study: *Unit 1 – Agricultural Systems* • **Topic 1: Agricultural Enterprises A** ○ State the important animal and plant enterprises in local and regional areas of Queensland as well as those of national significance. ○ Describe physical resources, including soil and water, machinery and infrastructure and human and biological resources (including animals and plants) for an agricultural enterprise. ○ Describe different business structures for property, including partnerships, companies, land tenure, family farms and succession ○ Investigate the physical and biological resources of a production unit by observing, collecting and recording information on resources including soil, climate, vegetation and topography • **Topic 2: Animal Production A** ○ Describe animal husbandry. ○ Describe the concept of a breed in terms of agriculture. ○ State agricultural animals of regional significance. ○ Compare the physical characteristics of different types of agricultural animals (e.g. features of Bos taurus indicus versus Bos taurus taurus for cattle production in tropical climates) and discuss the significance of any differences back to their natural environment/feeding behaviour. ○ Explain the main structures and their functions for a mammalian and one other agricultural ○ animal reproductive system, including both male and female systems. ○ Explain the factors that affect reproduction in agricultural animals, i.e. genetics, environment, nutrition, pests/disease and management. ○ Describe the main structures of the musculoskeletal system, including bones, muscles, joints, tendons and ligaments ○ Draw conclusions about market suitability of agricultural products by analysing data about phenotypic variation ○ Draw conclusions about the selection of breeding stock for specific breeding objectives by analysing qualitative and quantitative data to make decisions. ○ Interpret data and draw conclusions about animal reproduction by using appropriate safe handling and	*Unit 1* **T1** By engaging in competitions and exhibits such as Young Judges and Horticulture Displays, students can directly observe important animal and plant enterprises, enhancing their understanding of these enterprises' significance. Furthermore, interactions with diverse agricultural business structures displayed at the shows, including family farms and partnerships, offer a tangible understanding of different property structures and succession planning. **T2** At Agricultural Shows, students can directly observe and participate in the evaluation of animal husbandry practices, compare breeds' physical characteristics in a real-world context, and analyze the reproductive health of livestock through competitions and exhibitions. These activities enable students to apply theoretical knowledge,

management techniques for the care and welfare of agricultural animals. ○ Examine the process of selecting breeding stock for specific breeding objectives by analysing qualitative and quantitative data to make decisions ○ Examine reproductive soundness on a variety of livestock using qualitative and/or quantitative assessment ○ Examine phenotypic variation in agricultural products and analyse this data to make judgments about market suitability ○ Investigate the reproductive system of an agricultural animal using real or virtual examples. • **Topic 3: Plant Production A** ○ State examples of different types of regional agricultural and horticultural production plants, including grasses, legumes, fibre crops, fruit, nuts, vegetables and ornamentals ○ Explain the plant characteristics used by a plant classification key for a range of broadacre and horticultural crops, pastures and weed species ○ Recognise that an understanding of plant anatomy and physiology has allowed farmers to select more appropriate plant species for use on their properties *Unit 2 – Resources* • **Topic 2: Physical resource management** ○ Describe Australian soils and their general characteristics, including old, nutrient poor, geologically stable and structurally unstable soils. ○ Describe a typical soil profile, including A, B, C and D horizons. ○ Explain the following properties of soil ▪ Biological, including organic matter, invertebrates and humus ▪ Physical, including soil texture, soil structure, porosity, infiltration, water holding capacity, compaction ▪ Chemical, including pH, cation exchange capacity, nutrient levels and nutrient availability. ○ Classify soils based on their biological, chemical and physical properties using a system for identification of soils, e.g. Australian Soil Classification System (Isbell 2016). ○ Explain how the physical, chemical and biological properties of soil are a good indicator of soil health and connected agricultural productivity. ○ Infer production capacity and intended land use for local or regional areas based on measurements of soil properties (including organic content, pH, moisture content, soil texture and structure) from soil sample data. ○ Understand that biological soil crusts play an important role in soil fertility and protect the soil surface from ○ erosion and evaporation ○ Understand that knowledge of physical and chemical characteristics of different local or regional soil types is used to develop sustainable farming and urban development practices as well as lessen the effect of human activities on the environment.	such as reproductive and musculoskeletal system structures, in a tangible setting, thereby reinforcing learning and demonstrating market suitability and breeding selection processes. **T3** Ag shows offer practical contexts for studying plant production by showcasing a variety of regional crops and horticultural plants, such as vegetables and fruit. Students can engage with plant classification through observing different plant exhibits and understand plant anatomy and physiology through hands-on demonstrations in areas like horticulture displays. This real-world exposure enhances their understanding of plant characteristics and their application in agriculture. *Unit 2* ***T2*** Students can engage in soil classification and analysis through competitions like Young Judges for Soils, which reinforces concepts such as soil profiles, properties, and health indicators. Additionally, displays and workshops related to soil management at ag shows highlight the importance of soil in agricultural productivity and sustainable practices, directly

○ Investigate soil properties (including organic content, pH, moisture content, soil texture and structure) from collected soil sample data • **Topic 3: Agricultural management, research, and innovation** ○ Appreciate that the use and acceptance of animal welfare requirements is influenced by social, economic, cultural and ethical perceptions *Unit 3 – Agricultural production* • **Topic 1: Animal Production B** ○ Explain how factors (i.e. nutrition, genetics, animal health and management) will affect animal growth and development ○ Explain different markets for animals (i.e. domestic and export) based on meeting market minimum requirements ○ Explain market specifications for an agricultural animal (e.g. Meat Standards Australia (MSA), Authority for Uniform Specification Meat and Livestock (AUS-MEAT), Australian Pork Ltd (APL)) and the relevance to consumers. ○ Interpret data on the proportions of bone, muscle and fat at various stages of development in an animal and discuss in relation to market requirements ○ Consider 'on-the-hoof judgments' about the suitability of an animal for a selected market. (QCAA, 2024)	linking classroom knowledge with real-world applications. **T3** Engaging with exhibits and competitions involving animal handling and breeding helps students understand the diverse perceptions that impact animal welfare standards and innovations in agriculture. *Unit 3* **T1** Ag Shows provide practical settings for students to observe and apply concepts from Animal Production B. These activities offer direct, hands-on experience that reinforces theoretical knowledge and enhances understanding of market requirements and animal development.
Relevant Assessments: • IA2 – Student experiment (QCAA, 2024)	A student experiment relating to animal production could be carried out in the exhibition of a raised animal at a local show, while explaining the relevant data and processes in relation to markets.

Agricultural Practices

Syllabus Objectives: • *Describe ideas and phenomena* ○ Students give an account of agricultural ideas and phenomena and the skills and processes used to complete an agricultural task. ○ They express information in a variety of modes using agricultural language, representations and genre conventions.	Agricultural shows provide practical examples and visual representations of agricultural concepts, while providing opportunity to

• *Execute procedures*
  ○ Students demonstrate skills and processes to complete an agricultural task.
  ○ They collect and collate information from primary and secondary sources.
  ○ Students follow workplace health and safety procedures and ethical and environmental considerations.
• *Analyse information*
  ○ Students recognise a variety of forms of information produced from experiments and research, e.g. words, symbols, pictures, graphs. They identify the key features and components of information and apply processes to identify patterns, relationships, errors and limitations.
• *Interpret information*
  ○ Students draw conclusions from their analysis of information from experiments and research.
  ○ They identify expectations and requirements in scenarios.
• *Evaluate conclusions and outcomes*
  ○ Students make judgments about conclusions and outcomes in terms of criteria such as efficiency, effectiveness, cost, safety, industry standards or social, ethical, cultural or environmental impacts.
  ○ They make recommendations about future investigations and projects.
 	
(QCAA, 2023)
	participate to build students' agriculture-related skills They are exposed to various scenarios in which they must analyse and interpret information, then assess their conclusions and the outcomes of their reasoning.

Relevant Units of Study:
Unit Option A: Animal Industries
• Describe
  ○ Animal industries of local, regional and state importance, e.g. beef, eggs, dairy, wool
  ○ The economic, cultural and social significance of animal industries
  ○ Animal production systems of local, regional and/or state importance, e.g. intensive, extensive
  ○ The role of relevant government and non-government authorities and agencies in supporting animal industries
  ○ Pathways, relevant qualifications and career opportunities in animal industries
• Analyse and interpret
  ○ Information from practicals, projects and investigations
  ○ Information provided by relevant government and non-government authorities and agencies
  ○ Environmental data, e.g. climate, soil, water
• Execute
  ○ gathering of information about animal industries, e.g. about:
  ▪ The economic value of animal industries of local, regional and/or state importance,
  ▪ Employment information and opportunities
  ▪ Relevant authorities and agencies, e.g. government and non-government organisations
• Evaluate
	Unit Option A
	The Applied subject of Agricultural Practices, specifically the unit on Animal Industries, can be linked to agricultural shows through hands-on experiences and real-world applications. Students can explore animal production systems, economic impacts, and career pathways by participating in competitions like Young Judges and Young Paraders, as well as engaging with display exhibits related to animal industries. These activities provide practical insights and enhance understanding of the sector's significance, while also fostering connections

○ Opportunities for animal industries in the local and/or regional area • Plan ○ Management of risks and hazards ○ Projects in animal industries Unit Option B: Plant industries • Describe ○ Plant industries of local, regional, and state importance ○ The economic, cultural, and social significance of plant industries ○ The role of government and non-government authorities and agencies in supporting plant industries ○ Pathways, relevant qualifications, and career opportunities in plant industries • Analyse and interpret ○ Information from practicals, projects, and investigations ○ The significance of regional plant industries ○ Information provided by relevant government and non-government authorities and agencies • Execute ○ Soil and/or water testing • Evaluate ○ Opportunities for plant industries in the local and/or regional areas • Plan ○ Management of risks and hazards ○ Projects in plant industries Unit Option C: Land-based animal production • Describe ○ Animal species (e.g. types of cattle, sheep) that are used in animal production for food and fibre ○ Breeds that are used for animal production in local and regional industries, e.g. Holstein, Brahman, Suffolk, Australorp ○ The physical characteristics and adaptations of animal breeds used in local and regional industries ○ The role of relevant government and non-government authorities and agencies in supporting animal industries • Analyse and interpret ○ Quantitative and qualitative data of various animal industries • Evaluate ○ Animal physical characteristics and adaptations ○ Characteristics of a healthy, productive animal • Plan ○ Management of risks and hazards for land-based animal production ○ Projects in land-based animal production Unit Option E: Land-based plant production • Describe ○ Agricultural plants that are used in local and regional industries	with industry professionals and potential career opportunities. *Unit Option B* Ag Shows offer a platform for students to engage with plant industry professionals, explore local and regional plant industry significance, and understand government and non-government support systems, thereby enhancing their learning and career pathway exploration. *Unit Option C* Unit Option C in Agricultural Practices, focused on land-based animal production, connects to agricultural shows by offering practical experiences in identifying and evaluating animal breeds, such as those featured in show competitions. Students can apply their knowledge of animal characteristics and industry standards to real-world contexts, enhancing their learning and engagement through hands-on activities like breed evaluation and risk management in show environments. *Unit Option E* Land-based Plant Production can link to agricultural shows by allowing students to apply their knowledge of local and regional

○ Soil properties and types ○ Characteristics of a healthy plant ○ Pathways, relevant qualifications, and career opportunities in land-based plant production • Analyse and interpret ○ Information from practicals, projects, and investigations • Execute ○ Testing soil characteristics • Plan ○ Management of risks and hazards ○ Projects in land-based plant production Unit Option G: Animal agribusiness • Describe ○ The selection and use of agricultural animals for local and regional industries ○ Consumer demand and requirements for different markets ○ Breed characteristics best suited to a specific animal product ○ The different post-harvest processes used for animal products ○ Markets for animal production ○ Food traceability and supply chains ○ Quality assurance processes for animal products ○ Pathways, relevant qualifications, and career opportunities in animal agribusiness • Analyse and interpret ○ Information from practicals, projects, and investigations ○ Market specifications requirements, processes, and procedures ○ Rules, regulations, and recommendations associated with post-harvest handling of animal products • Execute ○ Assessment of product quality, e.g. grading beef, grading eggs, classing wool fibre • Evaluate ○ The effect of different production systems or husbandry practices on the quality and quantity of animal product ○ Production costs and returns for an animal product • Plan ○ Management of risks and hazards ○ Projects in animal agribusiness Unit Option H: Plant agribusiness • Describe ○ The selection and use of agricultural plants for local and regional industries ○ The variety of purposes of agricultural plants ○ Rules, regulations, and recommendations associated with post-harvest handling of plant products ○ Pathways, relevant qualifications, and career opportunities in plant agribusiness • Analyse and interpret ○ Information from practicals, projects, and investigations ○ Market specifications, e.g. size, appearance of fruit and vegetables	plant industries to real-world contexts. Activities such as analyzing soil characteristics offer practical experience, while participating in horticulture displays or crop-growing exhibitions provides direct engagement with their learning. This integration enhances understanding and reveals career pathways within the agricultural sector. *Unit Option G* This unit focuses on understanding animal agribusiness through various dimensions, such as animal selection, market demands, and post-harvest processes. Agricultural shows provide practical experiences that align with these units, allowing students to apply their knowledge in real-world settings—like grading livestock and understanding market specifications—thereby enhancing their learning and engagement. Activities such as evaluating product quality and analyzing supply chains during these shows, along with contact with industry professionals, directly connect with curriculum objectives, offering students valuable insights into the industry.

○ Production costs and returns ○ Information from quality assurance programs to draw conclusions about the quality of plant products, e.g. grading fruit ○ Market requirements, processes and procedures • Execute ○ Plant production practices • Evaluate ○ The effectiveness of different production systems or practices on the quality and quantity of plant products ○ Costs and returns for a selected plant product • Plan ○ Management of risks and hazards ○ Projects in plant agribusiness (QCAA, 2023)	*Unit H* By participating in show-related activities, students can analyze and interpret real-world data, evaluate production practices, and explore career pathways, enhancing their practical understanding and engagement with the plant agribusiness sector.
Relevant Assessments: • A2 Practical Project • B2 Practical Project • C2 Practical Project • E2 Practical Project • G2 Practical Project • H2 Practical Project (QCAA, 2023)	All of the assessments could be part of Project-Based Learning, with the projects' focus or sub-focus being its performance in a category of exhibition at an agricultural show, e.g. plant growing, animal nursing/feed investigation, etc.

Food & Nutrition

Syllabus Objectives: • *Recognise and describe food and nutrition facts and principles* ○ When students recognise, they identify or recall characteristics of facts and principles related to food and nutrition problems. ○ When describing, students give an account of the characteristics of food and nutrition facts and principles in a range of contexts. • *Explain food and nutrition ideas and problems* ○ When students explain, they make an idea or problem clear by describing it in more detail and revealing relevant facts. • *Analyse problems, information and data* ○ When students analyse, they dissect problems, information and data to ascertain and examine constituent parts and/or their relationships. ○ They identify constraints, the relationships between them, and the reasonableness of information and data related to the problem. (QCAA, 2024)	
Relevant Units of Study: Unit 1: Food science of vitamins, minerals, and protein • **Topic 1: Introduction to the food system**	

- Recognise and describe the sectors of the food system, including:
  - Production
  - Processing
  - Distribution
  - Consumption
  - Research and development

- **Topic 2: Vitamins and minerals**
  - Analyse the impact of the physical properties of food, such as shape and appearance, on retail policy, consumer choice and food wastage.
  - Examine vitamins and minerals, including recognising that foods rich in vitamins and minerals can be consumed raw (e.g. fruits and vegetables) or after processing and/or cooking, e.g. meat, dairy and grains.
  - Research and develop ideas and strategies to solve the problem of using, rather than wasting, fruit and vegetables that do not meet quality assurance standards, e.g. repurposing aesthetically imperfect food (e.g. vegetable sticks, juices) or animal feed.
- **Topic 3: Protein**
  - Understand the purpose of different food models used to guide consumer choice regarding protein-based foods to maintain health, e.g. the Australian Guide to Healthy Eating and the Smart Choices/Traffic Light System.
  - Examine protein-based food, including recognising that food sources of protein are both animal-based (meat and dairy) and plant-based (legumes, nuts and grains)

Unit 2: Food drivers and emerging trends

- **Topic 1: Consumer food drivers**
  - Recognise that all sectors of the food system are influenced by consumer demand.
  - Explain how consumers influence the range and development of foods within the food market.
- **Topic 2: Sensory profiling**
  - Recall and describe the physical properties of food that determine consumer acceptance of raw and processed foods, including
    - Appearance, such as shape, size, weight, colour
    - Taste, such as sour, salty, bitter, sweet, umami
    - Texture from mouthfeel
    - Aroma and flavour from sensations perceived in mouth, throat and nose.

Unit 3: Food science of carbohydrate and fat

- **Topic 1: Carbohydrate**
  - Examine sectors of the food system using carbohydrate-based food, including
    - Explaining that the production of carbohydrate-based food involves the planting, growing and harvesting of plant food sources

▪ Recognising that some carbohydrate-based food sources can be consumed raw, e.g. most fruits and vegetables and some after processing, e.g. grains • **Topic 2: Fat** ○ Examine sectors of the food system using fat-based foods, including explaining the production of fat-based food products: the planting, growing and harvesting to produce plant sources of fat, and the raising of animals to produce animal sources of fat (QCAA, 2024)	

Industrial Technology Skills

Syllabus Objectives: • *Demonstrate practices, skills and procedures* ○ Students identify and reproduce fundamental industry skills in construction, drawing and manufacturing tasks. ○ These relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials. • *Interpret drawings and technical information* ○ Students use knowledge of industry practices and production processes to draw meaning from elements and critical features of drawings and technical information. ○ They draw meaning through mathematical calculations, industry conventions, standards and task-specific information, such as schedules, data tables and operating procedures. • *Select practices, skills and procedures* ○ Students choose knowledge and skills to complete industry-specific construction, drawing and manufacturing tasks. ○ Knowledge and skills relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, client briefs, drawings and technical information, tools and materials. • *Sequence processes* ○ Students use knowledge and understanding of industry practices, including safety concepts and principles, waste minimisation, quality expectations, teamwork and regulations. ○ They decide on the combination and order of production processes. • *Evaluate skills and procedures, and products* ○ Students determine the efficiency and effectiveness of production skills and procedures in relation to industry practices and specific construction, drawing and manufacturing task requirements. ○ They assess the strengths, implications and limitations of products, using client briefs, drawings, technical information and expectations of quality. • *Adapt plans, skills and procedures* ○ Students modify and improve plans based on identified strengths, implications and limitations.	

○ They apply quality control measures to improve the alignment of products with client briefs, drawings and/or technical information (QCAA, 2024)	

Building & Construction Skills

Syllabus Objectives: *See Industrial Technology Skills*	
Relevant Units of Study: Unit Option A: Site Preparation and Foundations, Unit Option B: Framing and Cladding, Unit Option C: Fixing and Finishing, Unit Option E: Construction in the Commercial Building Industry, Unit Option F: Construction in the Civil Construction Building Industry • Drawings and technical information ○ Interpret ▪ A simple detailed drawing with technical information of a structure that includes multiple components ▪ A detailed drawing with technical information of a commercial building structure that includes multiple construction processes • Production Processes ○ Demonstrate preparation skills and procedures using tools and machinery, including: ▪ Use of safe work practices ▪ Setting up and positioning of machine guards and attachments ▪ Tool storage and maintenance ▪ Machine settings ▪ Replacement and disposal ▪ General housekeeping ○ Demonstrate marking-out skills and procedures using relevant tools, including ▪ Skills using measuring/marking-out tools ▪ Procedures used to measure, estimate and calculate materials, ○ Demonstrate cutting skills and procedures using relevant tools and machinery, including: ▪ Skills using hand tools ▪ Skills using power tools ▪ Skills using machinery ▪ Procedures for and safe methods of cutting a range of materials ○ Demonstrate joining skills and procedures using relevant tools and machinery, including: ▪ Skills using hand tools ▪ Skills using power tools ▪ Procedures for and safe methods of joining a range of materials ○ Demonstrate machining skills and procedures using relevant machinery, including: ▪ Skills using machinery	With Building & Construction skills, though there is no relevance to specific competitions or events at Agricultural Shows, there is a large opportunity for students to gain worksite experience in assisting Show Societies with the maintenance of their facilities, many of which are aging and becoming defunct. In addition to this, teachers can prove student competency in a wide range of the requirements for the Units of Study with such a project or activity, providing opportunity that some schools may not have. There is opportunity for experience in the refitting and upgrading of existing structures, construction of new ones, or overall development of facilities such as concreting, framing, fixing and finishing, painting, cladding, fabrication of steel structures such as cattle pens, roofing, etc. This provides value to students in easily accessible and well-welcomed work experience, and value to

▪ Procedures for and safe methods of machining a range of materials ○ Demonstrate forming skills and procedures using relevant tools and machinery, including: ▪ Skills using hand tools ▪ Skills using machinery ▪ Procedures for and safe methods of forming a range of materials ○ Demonstrate finishing skills and procedures using relevant machinery, including: ▪ Skills using hand tools ▪ Skills using power tools ▪ Procedures for and safe methods of finishing a range of materials • Industry Practices ○ Recognise construction methods used in site preparation and foundations, framing and cladding, fixing and finishing, commercial building enterprises, and civil construction ○ Recognise building industry practices relevant to staff who work as members of a team to construct building structures, considering customer expectations of quality, including: ▪ Accuracy, including knowledge of drawing and technical information ▪ Cost, including minimising waste materials, working efficiently, working with others effectively ▪ Completion in agreed timeframes ▪ Team communication skills, including • Use of technical language, including tool names and uses, cutting, machining, joining and assembling procedures and uses, consumables, types of materials • Written skills, including producing textual and visual information • Oral skills, including speaking and listening to team members • Integrity, initiative, independence, responsibility and work ethic as a team member. ○ Document construction plans, including cutting list, construction sequence, safety (risk assessments), working with others, evaluation of construction processes and the structure, the adaptations made to improve the construction plan, skills used, and procedures undertaken. (QCAA, 2023)	the Shows in the mitigation of some steep facility development labour costs.
Relevant Assessments: • A1 Practical Demonstration – Site Preparation and Foundations • A2 Project – Site Preparation and Foundations • B1 Practical Demonstration – Framing and Cladding • B2 Project – Framing and Cladding • C1 Practical Demonstration – Fixing and Finishing • C2 Project – Fixing and Finishing • E1 Practical Demonstration – Commercial Building	

• E2 Project – Commercial Building • F1 Practical Demonstration – Civil Construction • F2 Project – Civil Construction (QCAA, 2023)	

Engineering Skills

Syllabus Objectives: *See Industrial Technology Skills*	

Relevant Units of Study:
Unit Option B: Welding and Fabrication & Unit Option C: Sheet Metal Working
• Production Processes
  ○ Demonstrate preparation skills and procedures using tools and machinery, including:
  ▪ Use of safe work practices
  ▪ Setting up and positioning of welding screens, machine guards and attachments
  ▪ Tool storage and maintenance
  ▪ Machine settings
  ▪ Replacement and disposal of consumables
  ▪ General housekeeping.
  ○ Demonstrate marking-out skills and procedures using relevant tools, including:
  ▪ Skills using measuring/marking-out tools and equipment
  ▪ Procedures used to measure, estimate and calculate materials, e.g. length, diameter, thickness, surface area and percentage.
  ○ Demonstrate cutting skills and procedures using relevant tools and machinery, including:
  ▪ Skills using hand tools
  ▪ Skills using power tools
  ▪ Skills using machinery
  ▪ Procedures for and safe methods of cutting a range of materials and material sections
  ○ Demonstrate joining skills and procedures using relevant tools and machinery, including:
  ▪ Skills using hand tools
  ▪ Skills using power tools
  ▪ Skills using equipment
  ▪ Procedures for and safe methods of joining a range of materials and material sections
  ○ Demonstrate machining skills and procedures using relevant machinery, including:
  ▪ Skills using machinery
  ▪ Procedures for and safe methods of machining a range of materials and material sections
  ○ Demonstrate forming skills and procedures using relevant tools and machinery, including:
  ▪ Skills using hand tools
  ▪ Skills using machinery
	Though less common than woodworking exhibits at shows, metalworking exhibits show off just as much skill, artistry, and understanding of industry practices. Additionally, they provide an equal opportunity as in woodwork for students to accomplish Project-Based Learning, which Industrial Technology and Design subjects are the epitome of, with an entire unit of study focused around a project.
	
	The opportunity to collaborate with Agricultural Shows lies in the project, which instead of being left at the school and lost, or taken home and possibly never used, can be entered into the Show's exhibit, providing the student with a chance at winning a prize for their work, and the Show gains entries, filling out the pavilion exhibits.

▪ Procedures for and safe methods of forming a range of materials or material sections ○ Demonstrate assembling skills and procedures using relevant tools and machinery, including: ▪ Skills using hand tools ▪ Skills using power tools ▪ Skills using fixed machinery ▪ Procedures for and safe methods of finishing a range of materials or material sections ○ Demonstrate finishing skills and procedures using relevant tools and machinery, including: ▪ Skills using hand tools ▪ Skills using power tools ▪ Skills using fixed machinery ▪ Procedures for and safe methods of finishing a range of materials or material sections • Industry Practices ○ Recognise industry practices relevant to welding and fabrication regarding customer expectations of product quality, including: ▪ Finish, including surface preparation, primer, undercoat, and finish coat ▪ Cost, including minimizing waste materials, working efficiently, working with others effectively ▪ Completion in agreed timeframes ○ Document production plans, including cutting list, costing, production sequence, safety (risk assessments), working with others, evaluation of production processes and the product, the adaptions made to improve the production plan, skills used, and procedures undertaken (QCAA, 2024)	
Relevant Assessments: • B1 Practical Demonstration – Welding and Fabrication • B2 Project – Welding and Fabrication • C1 Practical Demonstration – Sheet Metal Working • C2 Project – Sheet Metal Working (QCAA, 2024)	

Furnishing Skills

Syllabus Objectives: *See Industrial Technology Skills*	
Relevant Units of Study: Unit Option A: Furniture Making, Unit Option B: Cabinet Making, Unit Option C: Interior Furnishing • Production Processes ○ Demonstrate preparation skills and procedures using tools and machinery, including: ▪ Use of safe work practices ▪ Setting up and positioning of machine guards and attachments	Furniture making offers students opportunity to showcase and display their craftsmanship at the Show, with the possibility of winning a prize. As with Building and Construction Skills, there is opportunity for

▪ Tool storage and maintenance ▪ Machine settings ▪ Replacement and disposal ▪ General housekeeping ○ Demonstrate marking-out skills and procedures using relevant tools, including: ▪ Skills using measuring/marking-out tools and equipment ▪ Procedures used to measure, estimate and calculate materials ○ Demonstrate cutting skills and procedures using relevant tools and machinery, including: ▪ Skills using hand tools ▪ Skills using power tools ▪ Skills using machinery ▪ Procedures for and safe methods of cutting a range of materials ○ Demonstrate joining skills and procedures using relevant tools and machinery, including: ▪ Skills using hand tools ▪ Skills using power tools ▪ Skills using equipment ▪ Procedures for and safe methods of joining a range of materials ○ Demonstrate machining skills and procedures using relevant machinery, including: ▪ Skills using machinery ▪ Procedures for and safe methods of machining a range of materials ○ Demonstrate forming skills and procedures using relevant tools and machinery, including: ▪ Skills using hand tools, ▪ Skills using machinery ▪ Procedures for and safe methods of forming a range of materials ○ Demonstrate assembling skills and procedures using relevant tools and machinery, including: ▪ Skills using hand tools, screwdriver and jigs ▪ Skills using machinery, ▪ for and safe methods of forming a range of materials ○ Demonstrate finishing skills and procedures using relevant tools and machinery, including: ▪ Skills using hand tools, ▪ Skills using power tools, ▪ Skills using fixed machinery ▪ Procedures for and safe methods of finishing a range of materials, including: • Sanding and surface cleaning procedure • Applying stains, coatings and finishes. • Industry practices ○ Recognise industry practices relevant to furniture making, cabinet making, or interior furnishing, regarding customer expectations of product quality, including:	students in Units B or C to undertake real-world production experience, assisting Show Societies with any refurbishments or refits that they may want to undertake.

▪ Accuracy, including tolerances or allowances in drawings ▪ Finish, including surface preparation, primer, undercoat and finish coat ▪ Cost, including minimising waste materials, working efficiently, working with others effectively ▪ Completion in agreed timeframes ○ Select and demonstrate workplace health and safety practices in furniture making, cabinet making, or interior furnishing manufacturing tasks ○ Demonstrate industry-related personal attributes for furniture making, cabinet making, or interior furnishing ○ Document production plans, including cutting list, costing, production sequence, safety (risk assessments), working with others, evaluation of production processes and the product, the adaptions made to improve the production plan, skills used, and procedures undertaken (QCAA, 2024)	
Relevant Assessments: • A1 Practical Demonstration – Furniture Making • A2 Project – Furniture Making • B1 Practical Demonstration – Cabinet Making • B2 Project – Cabinet Making • C1 Practical Demonstration – Interior Furnishing • C2 Project – Interior Furnishing (QCAA, 2024)	

Fashion

Syllabus Objectives: • *Demonstrate practices, skills and processes.* ○ Students identify and reproduce skills in production tasks. ○ These relate to production skills and product quality, elements and principles of fashion design and the design process, equipment and materials, customer expectations, workplace health and safety, sustainable workplace and industry practices, and personal and interpersonal skills. • *Interpret briefs* ○ Students use knowledge of practices and production processes to formulate design ideas. ○ They draw meaning from the critical elements, components or characteristics of fashion drawings and technical information. • *Select practices, skills and procedures.* ○ Students choose knowledge and skills to design and produce fashion products that meet a brief. ○ Knowledge and skills relate to technical skills and product quality, elements and principles of fashion design and the design process, equipment and materials, workplace health and safety and sustainable workplace and industry practices, and personal and interpersonal skills. • *Sequence processes*	

○ Students use knowledge and understanding of industry practices and production processes to decide on the combination and order of processes. ○ Students consider workplace health and safety and sustainable workplace and industry practices. • *Evaluate skills, procedures and products.* ○ Students evaluate skills and procedures to determine their efficiency and effectiveness in relation to industry and task requirements. ○ They evaluate products and design ideas, assessing strengths, implications and limitations to assess whether the brief has been met. • *Adapt production plans, techniques and procedures.* ○ Students make decisions to adapt production plans, techniques and procedures. ○ They undertake modifications and improvements based on identified strengths, implications and limitations to allow them to fulfil the brief. (QCAA, 2023)	
Relevant Units of Study: Unit Option A: Fashion Designers, Unit Option B: Historical Fashion Influences, Unit Option C: Slow Fashion, Unit Option D: Collections, Unit Option E: Industry Trends, Unit Option F: Adornment • Practices ○ Apply knowledge and understanding of fashion practices, including workplace health and safety, sustainability, ethics, designing, production, marketing and communicating with clients. • Skills ○ Select and demonstrate skills used in the fashion industry, including ▪ Use of fibre and fabric characteristics to suit purpose ▪ Elements and principles of design, including stages of the iterative design process ▪ Sewing, fitting and finishing skills ▪ Use of patterns, including making or adapting patterns ▪ Drawing and visual presentation ▪ 2D and 3D illustration techniques, e.g. possible textile and material selection to achieve design idea, using digital technologies to present design ideas ▪ Literacy and numeracy skills, e.g. measuring and cutting, pattern and body sizing, reading and interpreting pattern instructions. • Processes ○ Determine the sequence of processes to ▪ Design and produce fashion garment/s inspired by a selected fashion designer ▪ Create a series of fashion drawings inspired by the environment. ○ Evaluate skills, procedures and products. ○ Make decisions to adapt production plans, techniques and procedures.	

(QCAA, 2023)	
Relevant Assessments: • A1 Project – Fashion Garment • B2 Project – Fashion Garment • C1 Project – Fashion Garment • D2 Project – Fashion Garment • E1 Project – Fashion Garment • F1 Project – Adornment Item (QCAA, 2023)	

Music

Syllabus Objectives:
• Apply technical skills.
  ○ When students apply, they exhibit technical skills in performance of music specific to the instrument or sound source.
• Interpret music elements and concepts.
  ○ When students interpret, they shape music elements and concepts in performance of music to communicate style and character of the music
• Realise music ideas.
  ○ When students realise, they express music ideas to communicate meaning in performance
 	
(QCAA, 2024) (QCAA, 2024)	

Relevant Units of Study:
General Syllabus
• **Unit 1: Designs**
  ○ Students:
  ▪ Resolve music ideas to communicate meaning
  ▪ Demonstrate technical skills in solo or ensemble (vocal and/or instrumental) contexts to communicate music ideas related to studied repertoire
  ▪ Interpret music elements to communicate genre/style, purpose, mood and/or meaning
  ▪ Realise vocal and/or instrumental music to an audience, taking account of the artistic purpose of the music to communicate meaning
• **Unit 2: Identities**
  ○ Students:
  ▪ Use music elements and concepts through experimentation, development and refinement to
  ▪ Resolve music ideas that communicate purpose, mood and/or meaning associated with identity
  ▪ Demonstrate technical skills in solo or ensemble (vocal and/or instrumental) contexts to communicate music ideas related to studied repertoire
  ▪ Interpret music elements to communicate genre/style, purpose, mood and/or meaning	

▪ Realise music to an audience, performing repertoire that reflects cultural, political, social or personal identity. • **Unit 3: Innovations** ○ Students: ▪ Resolve music works using imagination and musical understanding of innovative music concepts and practices ▪ Demonstrate technical skills in performance specific to the instrument or sound source when singing and playing repertoire that reflects innovative music ▪ Interpret music elements in stylistically appropriate ways ▪ Realise music to an audience, taking account of the artistic purpose of the music to communicate meaning • **Unit 4: Narratives** ○ Students: ▪ Resolve music ideas to communicate time and place, drama and/or action, mood or atmosphere and/or characterisation in music ▪ Demonstrate technical skills in performance specific to the instrument or sound source ▪ Interpret music elements to convey features of narrative in stylistically appropriate ways ▪ Realise music that conveys a narrative to an audience (QCAA, 2024) Music Extension – Performance Syllabus • **Unit 3: Explore** ○ Key Idea 1: Initiate best practice & Key Idea 2: Consolidate best practice ▪ Students: • Apply technical skills in performance, such as ○ Instrumental, vocal and/or conducting techniques related to the performance specialisation ○ Effective rehearsal techniques and interpretations ○ Effective technical skills, including memorising repertoire if applicable, and anxiety management • Realise music ideas to communicate meaning • **Unit 4: Emerge** ○ Key Idea 3: Independent best practice ▪ Students: • Apply technical skills through performance of repertoire • Realise music ideas to communicate meaning (QCAA, 2024)	
Relevant Assessments:	

General Syllabus • IA1: Performance • IA3: Project (QCAA, 2024) Music Extension – Performance Syllabus • IA1: Performance 1 • IA2: Performance 2 • IA3: Performance Project (QCAA, 2024)	

Music in Practice

Syllabus Objectives:
• *Use music practices*
  ○ When making, students use music elements and concepts, compositional devices and technical skills to compose and perform music works
• *Plan music works*
  ○ When responding, students analyse key features of context and purpose to plan music works
  ○ They make decisions, explore solutions and choose strategies to achieve goals
• *Communicate ideas*
  ○ When performing, students use technical skills to interpret music elements and concepts and communicate ideas
 	
(QCAA, 2023)	

Relevant Units of Study
Unit Option A: Music of Today
• Use music practices
  ○ Demonstrate the use of technical skills when performing contemporary music
  ○ Explore genre- and/or style-specific instrumentation and technologies suitable for contemporary music
  ○ Consider safe music practices and the use of different environments
• Plan music works
  ○ Demonstrate and apply planning skills for original contemporary music for a school or local community event
  ○ Document planning and develop solutions for composing original contemporary music for a school or local community event
  ○ Investigate events in the school and local community to consider contemporary music appropriate for the specified purposes and contexts, including cultural protocols and permissions
  ○ Establish relationships with local, wider and online community stakeholders to explore purposes and contexts of events where contemporary music is used	

○ Identify and select contemporary music relevant to selected school and community events, reflecting personal style • Communicate Ideas ○ Perform own and others' contemporary music works that realise plans to express ▪ An identified purpose and context ▪ Specific genres and styles ○ Develop ▪ Rehearsal and performance etiquette ▪ Collaborative and cooperative skills Unit Option B: The Cutting Edge • Use music practices ○ Demonstrate the use of ▪ Technical skills when performing works that involve music technology ▪ Music elements and concepts and compositional devices when making a composition that uses music technology and production techniques ○ Consider safe music practices and the use of different environments, e.g. studio work compared to live sound performance • Plan music works ○ Demonstrate and apply planning skills for performances using technology, including time management, establishing timelines, resource management and goal setting ○ Document planning and develop solutions for performances that use music technology ○ Investigate events in the school or community that are suitable for performances, considering context and purpose • Communicate ideas ○ Perform music works that use music technology that realise plans to express ▪ An identified purpose and context ▪ Specific genres and styles ○ Develop ▪ Rehearsal and performance etiquette ▪ Collaborative and cooperative skills Unit Option C: Building Your Brand • Use music practices ○ Demonstrate the use of technical skills when performing cover songs in preferred contemporary music genres and styles ○ Consider safe music practices and the use of different environments • Plan music works ○ Demonstrate and apply planning skills, including scheduling, resource management, and time management, to perform cover songs that relate to personal interests, skills, and preferences ○ Document planning and develop solutions for own performances of preferred contemporary cover songs	

○ Establish relationships to explore purposes and contexts for sharing a developing brand as a music artist • Communicate ideas ○ Perform current contemporary music covers of others' works that realise plans to express a developing brand, considering ▪ An identified purpose and context ▪ Specific genres and styles ○ Develop ▪ Rehearsal and performance etiquette ▪ Collaborative and cooperative skills Unit Option D: 'Live' on Stage • Use music practices ○ Demonstrate the use of technical skills when performing commercial music ○ Consider safe music practices and the use of different environments • Plan music works ○ Demonstrate and apply planning skills for making commercial music suitable for either live and/or streamed performance, including scheduling, resource management (human and physical), time management and consultation with stakeholders of the event ○ Investigate entertainment and media industry contexts to consider music appropriate for these contexts and related purposes, including audiences ○ Establish relationships (face-to-face or online/virtual) with others to explore approaches to composition and problem-solving techniques within a specific purpose or context • Communicate Ideas ○ Perform own and others' commercial music works that realise plans to express ▪ An identified purpose and context ▪ Specific genres and styles ○ Develop ▪ Rehearsal and performance etiquette ▪ Collaborative and cooperative skills (QCAA, 2023)	
Relevant Assessments • A2 Performance – Music of Today • B1 Project – The Cutting Edge • C1 Project – Building Your Brand • D2 Performance – 'Live' on Stage (QCAA, 2023)	
Dance	
Syllabus Objectives: • *Demonstrate an understanding of dance concepts and dance skills.*	

○ When students demonstrate, they use movement when performing and choreographing, or provide a written or verbal response when responding. ○ They recognise the dance concepts (elements of dance, structure and production elements) and dance skills (technical and expressive) through making and responding to dance. ○ By presenting performance or choreographic ideas, or stating briefly ideas, characteristics or choices, students make clear the purpose, context and viewpoints of dance in various genres and styles. • *Organise and apply the dance concepts.* ○ When students organise, they improvise, select and arrange movement into sequences and sections to structure the dance work. ○ They apply dance concepts when they use their knowledge and understanding of elements of dance, structure and production elements to select, explore and manipulate movement through a creative process in a chosen genre or style to communicate meaning. ○ When students apply the elements of dance, they comprehend and use their knowledge and understanding of kinaesthetic (body), visual, aural and digital literacies in particular circumstances. • *Apply technical skills* ○ When students apply technical skills, they demonstrate their physical capabilities and execution of genres and styles. ○ These capabilities include control, coordination, balance, strength, flexibility, alignment, timing, extension, and spatial awareness as relevant to the genre and style-specific technique or movement. ○ Their knowledge and understanding of the technical skills required for the performance rely on kinaesthetic (body), visual and aural literacies for particular contexts and purposes. • *Realise meaning through expressive skills* ○ When students realise, they perform genre- and style-specific techniques or movements to communicate meaning of an idea or concept (whether representational or abstract) using the expressive skills. ○ The expressive skills include interpretive qualities such as musicality, focus (eyeline, concentration), projection, body and facial expression, characterisation, confidence and energy. ○ These underpin the techniques and processes needed to communicate the meaning or choreographic statement. ○ When realising meaning, students draw predominately on kinaesthetic (body), visual and aural literacies. • *Create dance to communicate meaning* ○ When students create, they problem-solve, improvise, critically reflect, plan and make decisions in the choreographing of dance using elements of dance and structure (choreographic devices and form) to shape movement in different genres and styles.	

○ They synthesise and combine movement sequences into a coherent work to communicate their meaning or choreographic statement. ○ They use production elements to support and enhance the meaning. (QCAA, 2024)	
Relevant Units of Study: Unit 1: Moving Bodies • Demonstrate an understanding of the use of technical skills and expressive skills in different genres and styles, including contemporary, to understand purpose and context of dance • Identify and apply safe dance practices in contemporary dance and other dance genres and styles, including: ○ Using mechanically correct movements during warm-up and cool-down suitable to genre and style ○ Using exercises and choreography suitable for the age, gender, physical development, control and skill level of the students ○ Discussing the potential risks of movements, particularly elevations, landings, floor work and partner work • Create movement phrases and sequences and develop motifs in contemporary and other dance genres and styles in response to stimulus such as images, text, current events, personal experiences, environments, objects, technology, other artworks and/or the work of other choreographers • Create and present a cohesive dance by: ○ Improvising and selecting an idea in response to stimulus ○ Identifying the purpose and context for the dance ○ Using an idea from selected stimulus to identify a viewpoint that links to the purpose and context • Organising and applying the dance concepts to communicate meaning through the creation of dance by: ○ Electing relevant movements ○ Manipulating movement through the application of elements of dance and structure ○ Selecting and integrating relevant production elements • Perform and refine technical skills and expressive skills when learning, rehearsing and executing simple and complex movements in: ○ Contemporary dance, including ▪ Key characteristics ▪ Core movements ○ Other dance genres and styles, for example ▪ Hip-hop ▪ Jazz ▪ Ballet • Synthesise understanding of the technical and expressive skills in the rehearsal and performance of contemporary dance and other dance genres and styles to communicate meaning by: ○ Refining a variety of technical skills, including control, coordination, balance, strength, flexibility, alignment, timing, rhythm, extension, spatial awareness, and genre- and style-specific techniques	

○ Varying spatial elements, including levels, directions and floor patterns ○ Varying time and dynamic elements ○ Demonstrating relationships with other dancers, space and objects ○ Interpreting choreographic ideas through expressive skills, including musicality, focus (eyeline, concentration), projection of intent, facial expression, body expression/body characterisation, confidence, energy ○ Applying safe dance practices Unit 2: Moving Through Environments • Identify and apply safe dance practices in contemporary dance and other dance genres and styles, including: ○ Using mechanically correct movements during warm-up and cool-down suitable to genre and style ○ Using exercises and choreography suitable for the age, gender, physical development, control and skill level of the students ○ Discussing the potential risks of movements, particularly elevations, landings, floor work and partner work • Perform and refine technical skills and expressive skills when learning, rehearsing and executing simple and complex movements in: ○ Contemporary dance, including ▪ Key characteristics ▪ Core movements ○ Other dance genres and styles, for example ▪ Hip-hop ▪ Jazz • Synthesise understanding of the technical and expressive skills in the rehearsal and performance of contemporary dance and other dance genres and styles to communicate meaning by: ○ Refining a variety of technical skills, including control, coordination, balance, strength, flexibility, alignment, timing, rhythm, extension, spatial awareness, and genre- and style-specific techniques ○ Varying spatial elements, including levels, directions and floor patterns ○ Varying time and dynamic elements ○ Demonstrating relationships with other dancers, space and objects ○ Interpreting choreographic ideas through expressive skills, including musicality, focus (eyeline, concentration), projection of intent, facial expression, body expression/body characterisation, confidence, energy ○ Applying safe dance practices • Create movement phrases and sequences and develop motifs in contemporary and other dance genres and styles in response to stimulus such as different environments, images, text, current events, personal experiences, objects, technology, other artworks and/or the work of other choreographers • Create and present a cohesive dance by ○ Improvising and selecting an idea in response to stimulus ○ Identifying the purpose and context for the dance	

○ Using an idea from selected stimulus to identify a viewpoint that links to the purpose and context ○ Considering the mode of delivery, e.g. Dance film, site responsive dance ○ Organising and applying the dance concepts to communicate meaning through the creation of dance by: ▪ Selecting relevant movements ▪ Manipulating movement through the elements of dance and structure ▪ Selecting and integrating relevant production elements ▪ Manipulating movement through response to physical environment or using technology as a choreographic tool • Manipulate movement phrases and sequences in ○ Physical environments, such as a specific site by interacting with the architecture Unit 3: Moving Statements • Identify and apply safe dance practices in contemporary dance and other dance genres and styles, including: ○ Using mechanically correct movements during warm-up and cool-down suitable to genre and style ○ Using exercises and choreography suitable for the age, gender, physical development, control and skill level of the students ○ Discussing the potential risks of movements, particularly elevations, landings, floor work and partner work • Perform and refine technical skills and expressive skills when learning, rehearsing and executing simple and complex movements in: ○ Contemporary dance, including ▪ Key characteristics ▪ Core movements ○ Other dance genres and styles • Synthesise understanding of the technical and expressive skills in the rehearsal and performance of contemporary dance and other dance genres and styles to communicate meaning by: ○ Refining a variety of technical skills, including control, coordination, balance, strength, flexibility, alignment, timing, rhythm, extension, spatial awareness, and genre- and style-specific techniques ○ Varying spatial elements, including levels, directions and floor patterns ○ Varying time and dynamic elements ○ Demonstrating relationships with other dancers, space and objects ○ Interpreting choreographic ideas through expressive skills, including musicality, focus (eyeline, concentration), projection of intent, facial expression, body expression/body characterisation, confidence, energy ○ Applying safe dance practices • Create movement phrases and sequences, and develop motifs in contemporary and other dance genres and styles in response to Australian and international stimulus, such as:	

○ Images, text, current events, personal experiences, environments, objects, technology, issues, traditional cultural movement, other artworks and/or the work of other choreographers to develop a social, political or cultural viewpoint • Create and present cohesive contemporary dance, and dance in other genres and styles, by: ○ Selecting an idea in response to stimulus in a social, political or cultural context ○ Identifying that the purpose is to challenge and provoke an audience ○ Using the idea from selected stimulus to develop a social, political or cultural viewpoint that links to the purpose • Organise and apply the dance concepts to communicate a viewpoint through the creation of a dance by: ○ Improvising and selecting relevant movements ○ Manipulating movement through the elements of dance and structure ○ Selecting and integrating relevant production elements Unit 4: Moving My Way • Identify and apply safe dance practices for a personal movement style, including: ○ Using mechanically correct movements during warm-up and cool-down suitable to genre and style ○ Using exercises and choreography suitable for the age, gender, physical development, control and skill level of the students ○ Discussing the potential risks of movements, particularly elevations, landings, floor work and partner work • Perform and refine technical and expressive skills when learning, rehearsing and executing a range of simple and complex movements in a personal movement style (own or others) • Synthesise their understanding of the integration of technical and expressive skills in the rehearsal and performance of dance in a personal movement style to communicate meaning by: ○ Refining a variety of technical skills, including control, coordination, balance, strength, flexibility, alignment, timing, rhythm, extension, spatial awareness, and genre- and style-specific techniques ○ Varying spatial elements, including levels, directions and floor patterns ○ Varying time and dynamic elements ○ Demonstrating relationships with other dancers, space and objects ○ Interpreting choreographic ideas through expressive skills, including musicality, focus (eyeline, concentration), projection of intent, facial expression, body expression/body characterisation, confidence, energy ○ Applying safe dance practices • Create dance that explores physical environments such as specific sites by interacting with the architecture • Create and present a cohesive dance by ○ Selecting an idea in response to stimulus	

○ Identifying the purpose and context for the dance ○ Identifying the physical and/or digital environment for the dance work, such as stage, specific site, dance film ○ Using an idea from selected stimulus to identify a personal viewpoint that links to the purpose and context ○ Organising and applying the dance concepts to communicate meaning through the creation ○ Of dance by ▪ Selecting and integrating relevant production elements, such as projections, lighting, performance area/s ▪ Selecting relevant movements within a personal movement style ▪ Manipulating movement through the elements of dance and structure to communicate meaning ▪ Modifying and integrating movement phrases and sequences to develop a personal movement style (QCAA, 2024)	
Relevant Assessments: • IA1: Performance • IA3: Dance Work (QCAA, 2024)	

Dance in Practice

Syllabus Objectives: • *Use dance practices* ○ When making, students use dance concepts and dance skills to choreograph and perform ○ dance works • *Plan dance works* ○ When responding, students analyse key features of purpose and context to plan dance works. ○ They make decisions, explore solutions and select strategies to achieve goals • *Communicate ideas* ○ When making, students choreograph and perform dance works that suit purpose and context ○ Ideas that dance works may communicate include representations, thoughts, feelings, experiences or observations ○ When choreographing, students manipulate dance concepts to synthesise movement ideas into sequences to make a dance work that conveys ideas ○ When performing, they use dance skills to interpret and express ideas and intention (QCAA, 2023)	
Relevant Units of Study: Unit Option A: Celebration	

- Use dance practices
  - Demonstrate the use of:
    - Dance concepts when choreographing dances for celebration events, including elements of dance, structure, and production elements to suit identified purpose and context
    - Dance skills when performing dances for celebration events
  - Explore genre- and/or style-specific techniques suitable for dances for celebration events.
  - Consider safe dance practices when choreographing and performing
- Plan dance works
  - Demonstrate and apply planning skills for celebration events
  - Document planning and develop solutions for dances for celebration event
  - Establish relationships with local, wider and online community stakeholders to explore purposes and contexts of dances for celebration events
- Communicate ideas
  - Choreograph dances using dance concepts that realise plans to express ideas around dances for celebration events, considering
    - An identified purpose and context
    - Specific genres and styles
  - Perform own and others' dances using dance skills that realise plans to express ideas around
  - Dances for celebration events, considering
    - A choreographer's ideas and intention
    - Use of technical skills and expressive skills
  - Develop
    - Rehearsal and ensemble etiquette
    - Collaborative and cooperative skills

Unit Option B: Industry

- Use dance practices
  - Demonstrate the use of:
    - Dance concepts when choreographing dance works for different sectors of the dance industry, including elements of dance, structure, and production elements to suit identified purpose and context
    - Dance skills when performing dances for different sectors of the dance industry
  - Explore genre- and/or style-specific techniques suitable for different sectors of the dance industry
  - Consider safe dance practices when choreographing and performing
- Plan dance works
  - Demonstrate and apply planning skills different sectors of the dance industry
  - Document planning and develop solutions for dance works for different sectors of the dance industry

- Investigate events and opportunities to engage with dance industry contexts and experiences
- Communicate ideas
  - Choreograph dance works or showreels using dance concepts that realise plans to express ideas around dance works for different sectors of the dance industry, considering:
    - An identified purpose and context
    - Specific genres and styles
  - Perform own and others' dances using dance skills that realise plans to express ideas around dance works for different sectors of the dance industry, considering:
    - A choreographer's ideas and intention
    - Use of technical skills and expressive skills
  - Develop
    - Rehearsal and ensemble etiquette
    - Collaborative and cooperative skills

Unit Option C: Health

- Use dance practices
  - Demonstrate the use of
    - Dance concepts when choreographing dances that reflect the capabilities, skills and interests of diverse groups, including elements of dance, structure, and production elements to suit identified purpose and context
    - Dance skills when performing dances for health-related dances for diverse groups
  - Explore genre- and/or style-specific techniques and adaptations of techniques suitable for the capabilities, skills and interests of diverse groups
  - Consider safe dance practices when choreographing or performing
- Plan dance works
  - Demonstrate and apply planning skills for health-related dances for diverse groups, including scheduling, resource management, time management and consultation with relevant stakeholders
  - Document planning and develop solutions for health-related dances for diverse groups
  - Investigate programs in the school, local or wider community for health-related dances for diverse groups.
  - Establish relationships with local, wider and online community stakeholders to explore purposes and contexts of health-related dances for diverse groups
  - Identify and plan how to adapt movement to suit diverse groups using a variety of dance genres and styles for use in health-related dances
- Communicate ideas
  - Choreograph dance works using dance concepts that realise plans to express ideas around health-related dances for diverse groups, considering
    - An identified purpose and context
    - Specific genres and styles

○ Perform own and/or others' dance works using dance skills that realise plans to express ideas ○ around health-related dances for diverse groups, considering ▪ A choreographer's ideas and intention ▪ Use of technical skills and expressive skills ○ Develop ▪ Rehearsal and ensemble etiquette ▪ Collaborative and cooperative skills Unit Option D: Technology • Use dance practices ○ Demonstrate the use of ▪ Dance concepts when choreographing dance works that use technology, including elements of dance, structure, and production elements to suit identified purpose and context ▪ Dance skills when performing dances using technologies ○ Explore genre- and/or style-specific techniques suitable for dance works that use technology ○ Consider safe dance practices when choreographing or performing • Plan dance works ○ Demonstrate and apply planning skills for dance works that use technology, e.g. scheduling, resource management, time management and consultation with relevant stakeholders ○ Document planning and develop solutions for dance works that use technology ○ Investigate events in the school, local and wider community for dance works that use technology, considering purpose and context ○ Establish relationships with local, wider, and online community stakeholders to explore purposes and contexts of dance works that use technology • Communicate ideas ○ Choreograph dance works using dance concepts that realise plans to express ideas around dance works that use technology, considering: ▪ An identified context and purpose ▪ Specific genres and styles ○ Perform own and others' dance works using dance skills that realise plans to express ideas around dance works that use technology, considering ▪ A choreographer's ideas and intention ▪ Use of technical skills and expressive skills ○ Develop ▪ Rehearsal and ensemble etiquette ▪ Collaborative and cooperative skills (QCAA, 2023)	
Relevant Assessments: • A2 Performance – Celebration • B2 Performance – Industry	

• C1 Performance Project – Health • D2 Performance – Technology (QCAA, 2023)	

Visual Art

Syllabus Objectives:
• *Implement ideas and representations*
  ○ When students implement ideas and representations, they develop skills in reading images as they plan and design responses
  ○ They make visible their thinking and decision-making, and put their ideas into effect, communicating meaning using images, words, objects and experiences
  ○ They identify and develop the scope of their inquiry, obstacles or anticipated challenges and what the indicators for success might be
• *Experiment in response to stimulus*
  ○ When students experiment in response to stimulus, they research new ideas and identify and
  ○ test alternative solutions inspired by their research. They work in a non-sequential and non-hierarchical way through the process of inquiry learning by capitalising on unforeseen
  ○ opportunities and insights.
• *Create visual responses using knowledge and understanding of art media*
  ○ When students create visual responses, they make individualised artworks that demonstrate acquired skills and knowledge and understanding of art materials, techniques, technologies and processes
  ○ They work as artists to communicate intended and imagined ideas, representations and meaning
• *Realise responses to communicate meaning*
  ○ When students realise responses, they engage in an inquiry learning model that requires divergent thinking and experimentation as they consolidate, refine and resolve their ideas
  ○ Sustained involvement in inquiry learning supports the synthesis of ideas and the application of knowledge to communicate meaning
 	
(QCAA, 2024)	

Relevant Units of Study:
Unit 1: Art as Lens
• Developing
  ○ Develop new and expressive forms of representation as they generate solutions to visual problems
  ○ Implement ideas for visual responses that explore:
  ▪ Direct observation to visually represent people, places, objects through techniques such as
  ▪ Drawing, photographs, collecting, painting, collage, printmaking, video and animation	

▪ The viewpoint of the artist in representations of people, places, objects ▪ Ways of looking at and representing people, places and objects to extend subject matter from realism to innovative abstraction using a range of processes, such as deconstruction, distortion, stylisation and reduction ○ Create visual responses to communicate personal and contemporary ideas and become familiar with visual language, art materials, techniques, technologies and processes in a range of: ▪ Two-dimensional artworks that might employ line, tone, colour, shape and texture; ▪ Composition, balance, repetition, contrast, harmony, emphasis and unity ▪ Time-based artworks that might employ time, movement, sound, silence, rhythm, lighting, ▪ Colour, sequence, pace, movement, focus and tone ▪ Three-dimensional artworks that might employ colour, texture, form, surface, scale, mass, movement, volume, unity, symmetry and repetition ○ Develop an awareness of appropriate health and safety practices for art materials, techniques, technologies and processes in respect to both themselves and the environment Unit 2: Art as Code • Developing ○ Develop art-making methods that communicate through codes, symbols, visual language and art conventions as they generate solutions to visual problems ○ Implement ideas in visual responses that explore ▪ Expression, art elements and principles to develop personal symbol systems to represent and communicate meaning in artworks ▪ Elements as communication, such as the minimal mark to represent a figure, an expression, a concept, an object ▪ Personalised symbols and expressive visual language to communicate an individualised focus ○ Create visual responses to communicate cultural ideas and formal theories through manipulation of visual language, art materials, techniques, technologies and processes in a range of ▪ Two-dimensional artworks that might employ line, tone, colour, shape and texture; composition, balance, repetition, contrast, harmony, emphasis and unity ▪ Time-based artworks that might employ time, movement, sound, silence, rhythm, lighting, colour, sequence, pace, movement, focus and tone ▪ Three-dimensional artworks that might employ colour, texture, form, surface, scale, mass, movement, volume, unity, symmetry, repetition	

- Develop an awareness of appropriate health and safety practices for art materials, techniques, technologies and processes in respect to both themselves and the environment

Unit 3: Art as Knowledge

- Developing
  - Develop a personal inquiry question to guide investigation and generate a self-directed focus, to inform art practice and solve visual problems
  - Implement visual ideas to communicate a student-directed focus that explores
    - Innovative application of visual language and expression
    - Multiple solutions to individually devised visual art problems
    - Meaning and modes of communication in relevant contemporary and traditional artworks and practices
    - The qualities and characteristics of suitable art materials, techniques, technologies and processes
  - Create
    - Visual responses to communicate contemporary, personal, cultural and/or formal theories and ideas through application of visual language in student's choice of media
    - Meaning through the knowledge, understanding and application of art materials, techniques, technologies and processes developed through research and experimentation
  - Develop an aesthetic that becomes increasingly personal and selective
  - Develop and use appropriate health and safety practices that consider the impact of their arts practice on themselves and their environment

Unit 4: Art as Alternate

- Developing
  - Develop alternate approaches as they generate and apply new ideas and solutions to selfdirected visual problems
  - Implement
    - Creative thinking skills to challenge art practice and develop possibilities by combining, changing or reapplying existing ideas
    - Alternate ideas to extend their focus through exploration of divergent approaches and key contemporary artists, including artwork by aboriginal peoples and torres strait islander peoples, artwork by artists from the pacific islands and/or artwork by artists from Asia
  - Create alternate meaning using knowledge, understanding and application of contemporary art processes; for example:
    - Adopting the opposing, contrary or polar point of view to communicate the same focus

▪ Questioning ideas and representations through the adoption of a different context ▪ Exploiting traditional materials, techniques and processes in new or unexpected ways ▪ Employing parody or irony to communicate meaning ▪ Changing scale, multiplying forms or changing the site or location of the work ▪ Making a single calculated change in art materials, techniques, technologies and processes to alter the way audiences read, interpret and engage with the work ▪ Moving between the two-dimensional plane, three-dimensional form or time-based media ▪ Inviting others in as joint constructors of meaning ▪ Moving from high degrees of artist control and authorship of works to collaborative approaches that may require the relinquishing of some artist control ▪ Using an AI tool and engineered prompts to suggest or determine the next phase of the body of work ○ Propose alternate display opportunities that enable audiences to engage with their artistic intent and meaning in new and innovative ways ○ Use appropriate health and safety practices that consider the impact of their arts practice on themselves and their environment (QCAA, 2024)	
Relevant Assessments: • IA2: Project • IA3: Project (QCAA, 2024)	

Visual Arts in Practice

Syllabus Objectives: • *Use visual arts practices* ○ When making, students use art-making modes, media, technologies and skills to create ○ artworks. They develop independence across the course of study, selecting and refining use ○ of visual arts practices according to their strengths and interests • *Plan artworks* ○ When responding, students analyse key features of purpose and context to plan artworks ○ They make decisions, explore solutions and choose strategies to achieve goals • *Communicate ideas* ○ When making, students use visual language to create artworks for specific purposes and in specific context ○ They interpret existing stimulus (e.g. problems, events, stories,	

○ places, objects, the work of artists or artisans) and generate and express individualized ideas or ways of working ○ Artworks may communicate representations, thoughts, feelings, experiences or observations (QCAA, 2023)	
Relevant Units of Study: Unit Option A: Looking Inwards (Self) • Use visual arts practices ○ Experiment with mode, media, technologies and skills in isolation or combination ○ Select and use media, technologies and skills independently and with teacher guidance ○ Consider workplace health and safety measures and protocols • Plan artworks ○ Document planning and develop solutions for own artworks that represent self ○ Make decisions by experimenting; weighing the benefits of media, technologies and skills to communicate representations of self; and deciding on the best course of action ○ Devise art-making solutions and methods in response to context and purpose ○ Demonstrate project management skills • Communicate ideas ○ Experiment with visual arts practices, considering: ▪ Diversity and refinement of media, technologies and skills ▪ How elements and principles of design and other visual language communicate personal or cultural features ▪ The ways that artists and/or artisans make artworks ○ Resolve artworks that realise plans to communicate representations of self, considering: ▪ Identified context and purpose ▪ Organisation of elements and features to form a coherent work ▪ Appropriate use of visual language, media, technologies and skills Unit Option B: Looking Outwards (Others) • Use visual arts practices ○ Experiment with mode, media, technologies and skills in isolation or combination ○ Select and use media, technologies and skills independently and with teacher guidance ○ Consider workplace health and safety measures and protocols • Plan artworks ○ Document planning and develop solutions for own artworks that comment on local, national or global issues ○ Make decisions by experimenting; weighing the benefits of media, technologies and skills to communicate in social spaces; and deciding on the best course of action	

○ Devise art-making solutions and methods in response to context and purpose ○ Demonstrate project management skills • Communicate ideas ○ Make prototype artworks, considering: ▪ Diversity and refinement of media, technologies and skills ▪ How elements and principles of design and other visual language ▪ Communicate about local, national or global issues ▪ The ways that artists and/or artisans make artworks ○ Resolve artworks that realise plans to communicate an issue, considering: ▪ Identified context and purpose ▪ Organisation of elements and features to form a coherent work ▪ Appropriate use of visual language, media, technologies and skills Unit Option C: Clients • Use visual arts practices ○ Experiment with mode, media, technologies and skills in isolation or combination, e.g. digitally compositing sketches with photographed or supplied objects or places ○ Select and use media, technologies and skills independently and with teacher guidance ○ Consider workplace health and safety measures and protocols • Plan artworks ○ Document planning and develop solutions for own artworks that fulfil a brief ○ Make decisions by experimenting; weighing the benefits of media, technologies and skills to fulfil the brief; and deciding on the best course of action ○ Devise art-making solutions and methods in response to context and purpose ○ Demonstrate project management skills • Communicate ideas ○ Make prototype artworks for a design proposal, considering: ▪ Client needs and specifications ▪ The ways that artists and/or artisans make commissioned artworks ○ Resolve artworks that realise plans to fulfil a client brief, considering: ▪ Identified context and purpose ▪ Organisation of elements and features to form a coherent work ▪ Appropriate use of visual language, media, technologies and skills Unit Option D: Transform & Extend • Use visual arts practices ○ Experiment with mode, media, technologies and skills in isolation or combination	

○ Select and use media, technologies and skills in response to direct observations of an artist or artisan's style and/or practice ○ Consider workplace health and safety measures and protocols • Plan artworks ○ Document planning and develop solutions for own artworks that communicate influence of artist or artisan and show a developed style ○ Make decisions by experimenting; weighing the benefits of media, technologies and skills to communicate an artist or artisan's style and/or practice; and deciding on the best course of action ○ Devise art-making solutions and methods in response to context and purpose ○ Demonstrate project management skills • Communicate ideas ○ Experiment with visual arts practices, considering: ▪ The ways that artists and/or artisans make artworks using media, technologies and skills ▪ How elements and principles of design and other visual language ○ Resolve artworks that communicate a developed style and/or practice and take inspiration from an artist or artisan, considering: ▪ Identified context and purpose ▪ Organisation of elements and features to form a coherent work ▪ Appropriate use of visual language, media, technologies and skills (QCAA, 2023)	
Relevant Assessments: • A1 Project – Looking Inwards (Self) • A2 Resolved Artwork – Looking Inwards (Self) • B1 Project – Looking Outwards (Others) • B2 Resolved Artwork – Looking Outwards (Others) • C2 Resolved Artwork – Clients • D1 Project – Transform & Extend • D2 Resoled Artwork – Transform & Extend (QCAA, 2023)	

Australian Professional Standards for Teachers

APST	Ag Show Link

1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds *Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.* (AITSL, 2017)	**Inclusive Participation:** Encourage students from various linguistic, cultural, religious, and socioeconomic backgrounds to actively participate in the Young Judges and Paraders competitions, Third Party Competitions, and Ag-Ed Programs & Displays. **Diverse Topics:** Incorporate diverse agricultural topics and practices in the projects and exhibitions. For example, in the Young Judges category, students can enter into competitions for different breeds of animals, showcase diverse agricultural practices (e.g. horticulture or crop growing displays). **Cultural Representation:** Emphasize the cultural significance of agriculture by finding information about traditional and contemporary farming methods, agricultural practices in different regions, and the cultural importance of certain crops or animals. **Socioeconomic Considerations:** Acknowledge and discuss the socioeconomic aspects of agriculture. Highlight how different communities engage in farming, the economic impact of agriculture on various regions, and the role of farmers in society. **Cultural Displays:** Historical or informational displays on the culture of agriculture will especially resonate with students from those backgrounds, as well as educating the other inexperienced students. **Collaborative Learning:** Encourage collaborative learning where students from diverse backgrounds work together on projects or exhibitions. This fosters an inclusive environment and allows students to learn from each other's perspectives. **Reflection and Dialogue:** Facilitate reflective discussions about the diversity within agriculture. Students can share their family's farming traditions, cultural practices related to agriculture, or any unique experiences they bring from their backgrounds.
2.1 Content and teaching strategies of the teaching area *Apply knowledge of the content and teaching strategies of the teaching area to*	**Subject Integration:** • *Content Knowledge*: Incorporate the agricultural show activities into subjects like Science, Agriculture studies, and Design and Technologies.

develop engaging teaching activities. (AITSL, 2017)	• *Teaching Strategies*: Design teaching activities that involve hands-on experiences, field trips to agricultural shows, and interactions with experts in the relevant fields. **Engaging Teaching Activities:** • *Young Judges and Paraders*: Encourage students to participate in judging competitions related to stud beef, dairy cattle, meat sheep, and other categories. Organize classroom discussions or presentations where students share their experiences and insights gained from these competitions, or have to utilise the knowledge gained in some way (e.g. projects, summative/formative assessment) • *Third-Party Competitions*: Integrate goat judging, equestrian judging, and other competitions into the curriculum or the school culture by creating clubs or groups to pursue such activities. Facilitate discussions on the judging criteria, animal care, and the importance of agriculture in the community. • *Ag-Ed Programs & Displays*: Arrange visits to agricultural shows or invite experts to conduct workshops on beekeeping, animal husbandry, and horticulture. Students can create displays, projects, or reports based on their learnings from these programs. • *Project-Based Learning Exhibitions*: Allow students to showcase their arts and crafts, cookery displays, photography, and other projects related to agricultural themes. Integrate historical displays or essays about the agricultural history of the region. **Real-World Applications:** • Emphasize the real-world applications of the content learned at agricultural shows, connecting theoretical knowledge to practical experiences. • Facilitate discussions on how the skills acquired through these activities can be applied in future careers opportunities or in addressing real-world challenges. **Guest Speakers and Industry Connections:** • Connect with professionals from the agricultural industry who attend Shows to share their experiences and insights with students.

	• Establish connections with local farmers, agricultural experts, and show organizers to enhance students' understanding of the subject matter.
3.3 Use teaching strategies *Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.* (AITSL, 2017)	**Problem Solving in Young Judges & Paraders & Other Competitions:** • In activities like Young Judges and Paraders, students can develop problem-solving skills by critically evaluating and judging various aspects of agricultural exhibits such as livestock, grains, and soils. • Teachers can guide students to analyse and make informed decisions based on the criteria provided for each competition. • Competitions like Goat judging, Equestrian judging, and Young Farmer's Challenge require students to think critically about the characteristics, qualities, and skills involved in each competition. • Teachers can encourage students to analyse different scenarios, make decisions, and justify their choices during these competitions. **Creative Thinking in Project-Based Learning Exhibitions:** • Arts & Crafts, Photography, and Cookery Displays provide opportunities for students to express their creativity. • Teachers can encourage students to think creatively by designing and presenting unique projects that showcase their skills and understanding of agricultural concepts. **Cross-Disciplinary Learning in Ag-Ed Programs & Displays:** • Ag-Ed Displays, Animal Nursery, and Apiculture involve a range of subjects, including biology, environmental science, and agriculture. • These displays can be used to integrate different subject areas, fostering cross-disciplinary learning and helping students see the interconnectedness of various fields. **Real-World Application:** • Engaging in activities like Cow Milking, Farmer's Feature Displays, and Reptile Displays allows students to apply theoretical knowledge in a real-world context.

	• Teachers can connect classroom learning to practical experiences, demonstrating the relevance of academic content to everyday life. **Adaptability in Young Farmer's Challenge:** • The Young Farmer's Challenge involves practical tasks that require adaptability and quick thinking. • Such activities can be used to teach students how to adapt to different situations, make decisions under pressure, and work collaboratively.
3.4 Select and use resources *Select and/or create and use a range of resources, including ICT, to engage students in their learning.* (AITSL, 2017)	**Ag Ed** • Finding relevant and engaging resources is a challenge for teachers, but one that can be assisted with in-person, hands-on resources such as visits to Agricultural Shows, especially in regards to the validity of information they hold in regards to Ag-Ed • Resources such as Ag-Ed displays or Animal nurseries are hard to find, and would be even harder to recreate within the school. So, utilizing local Ag Shows who offer such resources is beneficial to students' learning and effective teaching.
7.4 Engage with professional teaching networks and broader communities *Participate in professional and community networks and forums to broaden knowledge and improve practice.* (AITSL, 2017)	Teachers can build strong relationships with local community organisations such as Show Societies, utilizing them for not only their own development, but also to engage students in learning and provide opportunities for all stakeholders. **Professional Networks:** • Encourage students to participate in young judges and paraders competitions related to livestock, agriculture, and soils. These competitions provide opportunities for teachers and students to engage with professionals in the agricultural industry, including farmers, breeders, and judges. Students can learn from experts and gain insights into the industry's best practices. • Competitions like goat judging, equestrian judging, and the Young Farmer's Challenge offer students exposure to a diverse range of agricultural practices. Teachers and students can interact with professionals in these fields, fostering connections and expanding their understanding of different aspects of agriculture. • Engage with agricultural education displays and programs at the show. Encourage students to interact with professionals in

	beekeeping, animal husbandry, horticulture, and other areas. This exposure allows teachers and students to build connections with professionals and gain a broader perspective on the agricultural industry. • Students participating in arts and crafts, cook-offs, historical displays, and photography exhibitions can showcase their work to professionals and the community. This provides opportunities for networking and receiving feedback from experts in relevant fields. **Community Engagement:** • Encourage students to actively participate in Ag-Ed displays, animal nurseries, and farmer's feature displays. This involvement allows teachers students to interact with the broader community, showcasing their knowledge and skills in agriculture-related activities. • Students participating in young judges & paraders, fashion parades or barista competitions can engage with local businesses and professionals. Networking with individuals in the agriculture, fashion and hospitality industries can broaden students' understanding of various career paths related to agriculture. • Attending local agricultural shows as a school group provides students with the opportunity to interact with professionals, farmers, and community members. Teachers can facilitate networking opportunities by arranging guided tours or meeting important people in the sector.

Queensland Ag Shows

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