

## Individual Transition-planning Process For Belinda

### Student's Details (name, age, school, details of support needs)

Belinda is in Year 10 and is 16 years old. She is enrolled in a special school. Belinda is undertaking courses based on Life Skill outcomes and content to meet the requirements for the School Certificate. She is undertaking a pattern of study that includes eight Generic Life Skills Courses. Belinda lives with her family who are very supportive of her needs. Belinda has significant physical and intellectual disabilities and has high support needs. Belinda participates in outings with her family on weekends. She also has a large extended family who socialise with her frequently.

#### Student's Stage 5 Pattern of Study

English (Life Skills outcomes and content)  
Mathematics (Life Skills outcomes and content)  
Science (Life Skills outcomes and content)  
Personal Development, Health and Physical Education (Life Skills outcomes and content)  
Australian History (Life Skills outcomes and content)  
Australian Geography (Life Skills outcomes and content)  
Drama (Life Skills outcomes and content)  
Food Technology (Life Skills outcomes and content)

#### Identify Student's Strengths, Interests and Abilities

- Enjoys being with others in small groups
- Likes to listen to music and enjoys hydrotherapy
- Can communicate through vocalisation and facial expressions to make wants and needs known to others
- Is interested in animals

#### Outline Areas for Student's Further Development

- Enhance communication skills with unknown people
- Widen range of social contacts
- Extend participation in a range of community activities
- Develop greater tactile skills through creative arts

### Individual Transition-planning Meeting – End of Stage 5

- Ensure that student, parent, carers, appropriate school staff and the relevant people are fully involved in the meeting
- Agree on goals for post-school
- If agreed that student goals will best be met by remaining at school to complete the HSC, determine pattern of study (Preliminary year) for Year 11
- Document decisions made and associated responsibilities

### Goals for Post-school

- Live in supported accommodation
- Further develop personal, social and community participation skills through Adult Training Learning and Support program
- Maintain social relationships

### Pattern of Study for Year 11 Preliminary Year – 12 Units

English Life Skills – 2 Units  
Mathematics Life Skills – 2 Units  
Personal Development, Health and Physical Education Life Skills – 2 Units  
Science Life Skills – 2 Units  
Creative Arts Life Skills – 2 Units  
Technological and Applied Studies Life Skills – 2 Units

### Individual Transition-planning Meeting – End of Preliminary Year

- Review outcomes achieved in Preliminary Year
- Review and confirm student post school goals
- Determine pattern of study for HSC Year – Year 12
- Document decisions made and associated responsibilities

### Pattern of Study for Year 12 HSC Year – 10 Units

English Life Skills – 2 Units  
Science Life Skills – 2 Units  
Personal Development, Health and Physical Education Life Skills – 2 Units  
Creative Arts Life Skills – 2 Units  
Work and the Community Life Skills – 2 Units

# **Year 11**

## **(Preliminary Year)**

### **Pattern of Study**

#### **To Meet Identified Student Goals for Belinda**

Identified courses, relevant units/modules, outcomes and content that constitute Belinda's educational program

## Year 11 Pattern of Study

<b>Course: English Life Skills</b>		<b>2 Units</b>
<b>Module: Communication</b>		
Outcomes	Content	
1.1 Gives attention to another person, an object or event in their environment	<ul style="list-style-type: none"> <li>– stand or position themselves appropriately to indicate giving attention to another person</li> <li>– make eye contact with known people in response to initiation from others</li> <li>– make eye contact spontaneously with others</li> </ul>	
1.2 Responds appropriately to cues across a range of environments	<ul style="list-style-type: none"> <li>– respond to gestures, signs or voices indicating ‘yes’, ‘no’ and ‘stop’</li> </ul>	
1.3 Makes requests to satisfy needs and wants and to obtain services or assistance	<ul style="list-style-type: none"> <li>– gesture to indicate need or preference for food, drink, physical assistance or to obtain a service in a range of situations</li> </ul>	
1.4 Lets others know that they approve or disapprove of actions and accepts or rejects objects, services or assistance appropriately	<ul style="list-style-type: none"> <li>– use personalised communication responses, eye-blink, vocalisation, body position or language, facial or other gestures to indicate approval or disapproval and to accept or reject objects or assistance</li> <li>– use gestures to indicate approval or disapproval and to accept or reject objects or assistance</li> </ul>	
1.5 Makes choices and expresses preferences, emotions and feelings	<ul style="list-style-type: none"> <li>– indicate choice or preference for participation in particular activities from options of two or more</li> </ul>	
<b>Module: Listening</b>		
Outcomes	Content	
3.1 Listens and responds to auditory cues and signals	<ul style="list-style-type: none"> <li>– turn their head towards sounds or demonstrate awareness of environmental activities using others physical responses</li> <li>– turn their head towards familiar voices or demonstrate recognition using other physical responses</li> <li>– demonstrate listening through smile, gesture, body movement in response to familiar sounds/voices</li> </ul>	

<b>Course: Mathematics Life Skills</b>		<b>2 Units</b>
<b>Module: Time</b>		
<b>Outcomes</b>	<b>Content</b>	
3.1 Matches familiar activities with basic time frames including day, night, morning, afternoon	<ul style="list-style-type: none"> <li>– associate breakfast with morning</li> <li>– associate dinner with evening</li> <li>– associate lunch with the middle of the day</li> <li>– demonstrate an association of meal time routines with basic times of the day</li> <li>– demonstrate an association of personal health care routines with basic times of the day</li> <li>– demonstrates an association of personal, social routines with basic times of the day</li> </ul>	
3.2 Demonstrates an understanding of the sequence of events and time of day in a range of environments	<ul style="list-style-type: none"> <li>– recognise a personal sequence of events associated with a particular time of day</li> <li>– acknowledges the next step in a personal sequence associated with time of day</li> </ul>	
<b>Module: Space</b>		
<b>Outcomes</b>	<b>Content</b>	
4.1 Discriminates, matches, sorts, copies and creates patterns and designs	– discriminate between objects according to shape, colour, size	
4.2 Demonstrates an understanding of position	– an awareness of a range of position across environments	

<b>Course: Personal Development, Health and Physical Education Life Skills</b>		<b>2 Units</b>
Module: Growth and Development		
<b>Outcomes</b>	<b>Content</b>	
1.1 Indicates need for assistance and cooperates with others in relation to personal health care	<ul style="list-style-type: none"> <li>- use personalised communication strategies such as gesture, vocalisation, signing, other devices or speech to indicate a need for assistance with routine health care</li> <li>- indicate recognition of the steps involved in preparing to eat with assistance from others and cooperate in the process</li> <li>- indicate recognition of the steps involved in being assisted with toileting, and cooperate in processes</li> </ul>	
1.6 Responds effectively to appropriate and inappropriate actions by others	<ul style="list-style-type: none"> <li>- recognise appropriate touching and handling involved in carrying out personal procedures</li> <li>- recognise and respond to inappropriate touching and handling involved in carrying out personal procedures</li> <li>- demonstrate skills in rejecting or protesting against inappropriate touching and handling through vocalisation, gestures, communication devices</li> </ul>	
1.10 Recognises and responds to emotional transitions	<ul style="list-style-type: none"> <li>- identify and express the changes in feelings and emotions which accompany maturation</li> </ul>	
Module: Developing and Maintaining a Healthy Lifestyle		
<b>Outcomes</b>	<b>Content</b>	
2.2 Engages appropriately in eating and drinking activities	<ul style="list-style-type: none"> <li>- indicate hunger or thirst through personalised communication strategies</li> <li>- indicate recognition of meal time routines</li> <li>- indicate recognition of, and cooperate in, the steps involved in preparing to eat with assistance from others</li> <li>- indicate recognition of, and cooperate in, the steps involved in preparing to drink with assistance from others</li> </ul>	
2.4 Recognises the need for, and participates in, regular physical activity	<ul style="list-style-type: none"> <li>- identify physical activities that may be engaged in on an individual basis to promote health and fitness</li> </ul>	
Module: Interpersonal Relationships		
<b>Outcomes</b>	<b>Content</b>	
3.2 Identifies behaviour appropriate to different types of relationships	<ul style="list-style-type: none"> <li>- identify people with whom they have an interpersonal relationship in the living, work and leisure environment and the behaviours that are appropriate and socially acceptable within each of these relationships</li> </ul>	
3.3 Demonstrates communication skills when relating to others	<ul style="list-style-type: none"> <li>- establish and maintain eye contact when communicating with others</li> <li>- indicate recognition when greeting friends</li> <li>- respond to a greeting</li> <li>- respond to social contact and show awareness of partner when engaged in an activity</li> <li>- demonstrate listening skills</li> </ul>	

<b>Course: Science Life Skills</b>		<b>2 Units</b>
<b>Module: The Earth and its Surroundings</b>		
<b>Outcomes</b>	<b>Content</b>	
1.1 Gains a general understanding of the concept of the Earth in space	<ul style="list-style-type: none"> <li>– recognise and identify by direct observation other bodies in space <ul style="list-style-type: none"> <li>– sun, moon, stars</li> </ul> </li> <li>– recognise by direct observation that changes occur over time <ul style="list-style-type: none"> <li>– day/night <ul style="list-style-type: none"> <li>– rising/setting sun</li> <li>– stars and moon appear at night</li> <li>– sun appears during the day</li> </ul> </li> </ul> </li> </ul>	
<b>Module: Living Things</b>		
<b>Outcomes</b>	<b>Content</b>	
2.1 Indicates the essential differences between living and non-living things	<ul style="list-style-type: none"> <li>– indicate recognition of living things</li> <li>– recognise and classify a range of things in the immediate environment that are living or non-living</li> </ul>	
<b>Module: Horticulture</b>		
<b>Outcomes</b>	<b>Content</b>	
4.1 Recognises and identifies the various ways people use plants	<ul style="list-style-type: none"> <li>– indicate recognition that people use plants in a variety of ways</li> <li>– recognise and identify ways in which plants are used for shelter or shade</li> </ul>	
<b>Module: Animal Care</b>		
<b>Outcomes</b>	<b>Content</b>	
5.1 Recognises, identifies and understands animals in the local natural environment	<ul style="list-style-type: none"> <li>– indicate recognition of animals found in the local environment</li> <li>– identify and classify species located in the local natural environment</li> </ul>	

<b>Course: Creative Arts Life Skills</b>		<b>2 Units</b>
<b>Module: Music</b>		
<b>Outcomes</b>	<b>Content</b>	
1.1 Recognises and responds to music from a variety of social and cultural contexts	<ul style="list-style-type: none"> <li>– respond to features of music – loud/soft, high/low, fast/slow</li> <li>– respond to patterns or sections within the music such as the chorus of a song</li> <li>– respond to music of various styles such as rock, classical, jazz, country</li> </ul>	
1.2 Describes and communicates preferences about various styles of music	<ul style="list-style-type: none"> <li>– communicate an understanding of features of music such as speed, volume, pitch</li> <li>– indicate preferences or choice of music for personal listening enjoyment in a range of situations</li> </ul>	
1.3 Uses instruments to respond to music, individually and as part of a group	<ul style="list-style-type: none"> <li>– respond individually to music using a range of percussion instruments</li> <li>– respond individually to music using a range of non-percussion instruments</li> </ul>	
1.4 Vocalises or sings in formal and informal situations	<ul style="list-style-type: none"> <li>– vocalise as part of a group in response to a variety of known music</li> <li>– vocalise individually in response to a variety of known music</li> </ul>	
<b>Module: Movement and Dance</b>		
<b>Outcomes</b>	<b>Content</b>	
2.1 Views a variety of live and recorded dance performances and communicates, describes or discusses responses to ideas, feelings and mood	<ul style="list-style-type: none"> <li>– acknowledge and pay attention to performances involving dance and movement</li> </ul>	
2.3 Demonstrates skills and techniques in movement and dance	<ul style="list-style-type: none"> <li>– relax the body in response to appropriate stimulus</li> <li>– demonstrate body awareness</li> </ul>	
<b>Module: Visual Arts – Painting/Drawing/Photography/Printmaking</b>		
<b>Outcomes</b>	<b>Content</b>	
4.1 Explores a variety of ideas and subject matter such as people, living things, places, spaces and events that can be represented in paintings, drawings, photographs and prints	<ul style="list-style-type: none"> <li>– explore images of themselves and other people involved in activities</li> </ul>	
4.2 Develops understanding and skills in exploring and using a range of paint media (acrylic, water colour, oil), drawing media (charcoal, ink, pencil) and techniques (brushes, other applications)	<ul style="list-style-type: none"> <li>– experience and respond to the qualities of the variety of paints available such as acrylic, water colour and oil paints</li> <li>– experiment with qualities of various types of paint</li> </ul>	
4.3 Documents and represents significant experiences, events and ideas using photographs	<ul style="list-style-type: none"> <li>– respond to photographs and images that represent significant personal, social or cultural experiences</li> </ul>	

<b>Course: Technological and Applied Studies Life Skills</b>		<b>2 Units</b>
Module: Accessing Technology		
<b>Outcomes</b>	<b>Content</b>	
1.1 Demonstrates awareness that technology can be used to access a range of information and services and to enhance daily living	– indicate recognition that personal technology can assist in exercising control and making choices in daily living	
1.2 Uses a range of both customised and widely available technology to facilitate learning and enhance daily living	– use a range of both customised and widely available technology to facilitate learning and enhance daily living	
Module: Home Management, Care and Organisation		
<b>Outcomes</b>	<b>Content</b>	
4.1 Indicates need for changes in personal areas, materials or equipment	– recognise the need for change in personal areas, materials or equipment – communicate the need for change by gesture, signs, communication devices, vocalising or speech	
4.2 Identifies appropriate locations for personal items	– indicate recognition that personal items have specific or designated locations	
Module: Clothing Care		
<b>Outcomes</b>	<b>Content</b>	
5.1 Recognises and understands the need for clothing to be changed and cleaned	– recognise clothing that is soiled – identify clothing that is soiled and requires changing	

# **Year 12**

## **(HSC Year)**

### **Pattern of Study**

#### **To Meet Identified Student Goals for Belinda**

Identified courses, relevant units/modules, outcomes and content that constitute Belinda's educational program

## Year 12 Pattern of Study

<b>Course: English Life Skills</b>		<b>2 Units</b>
<b>Module: Communication</b>		
<b>Outcomes</b>	<b>Content</b>	
1.1 Gives attention to another person, an object or an event in their environment	<ul style="list-style-type: none"> <li>– stand or position themselves appropriately to indicate giving attention to another person</li> <li>– make eye contact with known people in response to initiation from others</li> <li>– make eye contact spontaneously with others</li> <li>– look at an object in response to a movement, sound or voice</li> <li>– look at an object in order to communicate choices and preferences</li> <li>– observe and respond to events through eye contact and facial expression</li> </ul>	
1.2 Responds appropriately to cues in a range of environments	<ul style="list-style-type: none"> <li>– respond to gestures, signs or voices indicating 'yes', 'no' and 'stop'</li> <li>– respond to gestures, signs or voices indicating instructions or requests</li> </ul>	
1.3 Makes requests to satisfy needs and wants and to obtain services or assistance	<ul style="list-style-type: none"> <li>– gesture to indicate need or preference for food, drink, physical assistance or to obtain a service in a range of situations</li> <li>– vocalise to indicate need or preference for food, drink, change of clothing or other physical assistance in a range of situations and with both known and unknown people</li> <li>– use communication devices or systems to indicate needs or preferences</li> </ul>	
1.4 Lets others know that they approve or disapprove of actions and accepts or rejects objects, services or assistance appropriately	<ul style="list-style-type: none"> <li>– use personalised communication responses, eye-blink, vocalisation, body position, language, facial or other gestures to indicate approval or disapproval and to accept or reject objects or assistance</li> <li>– use gestures to indicate approval or disapproval and to accept or reject objects or assistance</li> <li>– use a range of communication devices which are understood by others to indicate approval or disapproval and to accept or reject objects or assistance</li> </ul>	
1.5 Makes choices and expresses preferences, emotions and feelings	<ul style="list-style-type: none"> <li>– indicate choice or preference for clothes</li> <li>– express feelings of comfort, discomfort, pleasure or pain</li> </ul>	

<b>Course: Mathematics Life Skills</b>		<b>2 Units</b>
<b>Module: Time</b>		
<b>Outcomes</b>	<b>Content</b>	
3.1 Matches familiar activities with basic time-frames including day, night, morning, afternoon	<ul style="list-style-type: none"> <li>– associate breakfast with morning</li> <li>– associate dinner with evening</li> <li>– associate lunch with the middle of the day</li> <li>– demonstrate an association of meal time routines with basic times of the day</li> <li>– demonstrate an association of personal health care routines with basic times of the day</li> <li>– demonstrate an association of personal, social routines with basic times of the day</li> </ul>	
3.2 Demonstrates an understanding of the sequence of events and the time of day in a range of environments	<ul style="list-style-type: none"> <li>– recognise a personal sequence of events associated with a particular time of day</li> <li>– acknowledge the next step in a personal sequence associated with time of day</li> <li>– follow a personal sequence of events associated with a time of day</li> </ul>	
3.3 Demonstrates an understanding of weekday and weekend activities	<ul style="list-style-type: none"> <li>– identify weekdays and weekends</li> <li>– recognise that weekdays involve school, work or training activities</li> <li>– recognise that weekends involve home or community activities</li> </ul>	
<b>Module: Space</b>		
<b>Outcomes</b>	<b>Content</b>	
4.2 Demonstrates an understanding of position	<ul style="list-style-type: none"> <li>– demonstrate an awareness of a range of positions across environments</li> <li>– demonstrate awareness of comparative language of position</li> <li>– understand and use comparative language of position across environments</li> <li>– apply knowledge of position to solve problems in a range of environments</li> </ul>	

<b>Course: Personal Development, Health and Physical Education Life Skills</b>		<b>2 Units</b>
Module: Growth and Development		
<b>Outcomes</b>	<b>Content</b>	
1.1 Indicates need for assistance and cooperates with others in relation to personal health care	<ul style="list-style-type: none"> <li>– use personalised communication strategies such as gesture, vocalisation, signing, other devices or speech, to indicate a need for assistance with routine health care – eating, drinking, toileting, oral hygiene, showering, bathing, taking medication, dressing, undressing and hair care</li> <li>– indicate recognition of the steps involved in preparing to eat with assistance from others and cooperate in the process</li> <li>– indicate recognition of the steps involved in preparing to drink with assistance from others and cooperate in the process</li> <li>– indicate recognition of the steps involved in preparing to use a standard toilet (with or without modifications) with assistance from others and cooperate in the process such as clothes adjustment, student positioning, physical support/assistance from another person, cleaning, clothes adjustment</li> <li>– indicate recognition of, and cooperate in the process of, taking a shower or bath with assistance</li> <li>– indicate recognition of, and cooperate in the process of, cleaning teeth with assistance</li> <li>– indicate recognition of, and cooperate in the process of, taking medication with assistance</li> <li>– indicate recognition of, and cooperate in the process of, dressing and undressing with assistance</li> </ul>	
1.10 Recognises and responds appropriately to emotional transitions	<ul style="list-style-type: none"> <li>– identify and express the changes in feelings and emotions which accompany maturation</li> <li>– express a range of wants, needs, feelings and emotions</li> </ul>	
Module: Developing and Maintaining a Healthy Lifestyle		
<b>Outcomes</b>	<b>Content</b>	
2.2 Engages appropriately in eating and drinking activities	<ul style="list-style-type: none"> <li>– indicate hunger or thirst through personalised communication strategies</li> <li>– indicate recognition of meal time routines</li> <li>– indicate recognition of, and cooperate in, the steps involved in preparing to eat with assistance from others</li> <li>– indicate recognition of, and cooperate in, the steps involved in preparing to drink with assistance from others</li> </ul>	
2.4 Recognises the need for, and participates in, regular physical activity	<ul style="list-style-type: none"> <li>– identify physical activities that may be undertaken individually to promote health and fitness</li> </ul>	

<b>Course: Personal Development, Health and Physical Education Life Skills (continued)</b>		<b>2 Units</b>
Module: Interpersonal Relationships		
<b>Outcomes</b>	<b>Content</b>	
3.2 Identifies behaviour appropriate to different types of relationships	– identify people with whom they have interpersonal relationships, in the living, work and leisure environments, and behaviours that are appropriate and socially acceptable within each of these relationships	
3.3 Demonstrates communication skills when relating to others	<ul style="list-style-type: none"> <li>– establish and maintain eye contact when communicating with others</li> <li>– indicate recognition when greeting friends</li> <li>– respond to a greeting</li> <li>– respond to social contact and show awareness of partner when engaged in an activity</li> <li>– demonstrate appropriate non-verbal communication</li> <li>– demonstrate listening skills</li> </ul>	

<b>Course: Science Life Skills</b>		<b>2 Units</b>
Module: Earth and Its Surroundings		
<b>Outcomes</b>	<b>Content</b>	
1.4 Demonstrates knowledge and understanding of variations in climate and weather within the local environment, across Australia and globally	– observe and recognise changing weather conditions	
Module: Living Things		
<b>Outcomes</b>	<b>Content</b>	
2.2 Demonstrates knowledge and understanding of the substances needed by living things in order to survive	<ul style="list-style-type: none"> <li>– indicate recognition that living things need air to survive</li> <li>– identify by direct observation that living things need water to survive</li> <li>– develop skills in maintaining an adequate water supply for living things in the immediate environment</li> <li>– identify by direct observation that living things need food to survive</li> <li>– develop skills in maintaining an appropriate food supply for living things in the immediate environment</li> </ul>	
Module: Horticulture		
<b>Outcomes</b>	<b>Content</b>	
4.1 Recognises and identifies the various ways that people use plants	<ul style="list-style-type: none"> <li>– recognise and identify ways in which plants are used for shelter or shade</li> <li>– identify other ways that plants can be used</li> </ul>	
4.2 Understands the importance of plants in the environment	<ul style="list-style-type: none"> <li>– recognise that plants serve a variety of purposes in the environment</li> <li>– observe that plants enhance our surroundings</li> </ul>	
4.3 Observes and identifies the factors that influence plant growth	<ul style="list-style-type: none"> <li>– identify the basic needs of plants for growth</li> <li>– observe the effects of water on plants</li> </ul>	
4.4 Demonstrates knowledge, understanding and skills in growing and propagating plants	– identify factors important in propagating plants by seed	

<b>Course: Science Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: Animal Care</b>		
<b>Outcomes</b>	<b>Content</b>	
5.1 Recognises, identifies and understands animals in the local natural environment	<ul style="list-style-type: none"> <li>– identify and classify into groups native animals found in the local, natural environment</li> <li>– identify and classify into groups introduced animals</li> <li>– observe habitats of animals in the local natural environment</li> <li>– identify animals in the local environment that may be a danger to people</li> </ul>	
5.2 Demonstrates knowledge and understanding of the variety of animals people keep in their homes	<ul style="list-style-type: none"> <li>– identify and classify animals suitable for people to keep in flats, units or townhouses</li> <li>– identify and classify animals suitable for people to keep in houses</li> <li>– identify and classify animals suitable for people to keep on a farm</li> </ul>	
5.3 Demonstrates knowledge of and skills in keeping a variety of animals	<ul style="list-style-type: none"> <li>– identify the essential requirements for keeping animals</li> <li>– identify environments appropriate for a variety of pets</li> <li>– recognise that animals kept as pets rely on people for their basic needs</li> </ul>	
<b>Module: Obtaining and Using Energy</b>		
<b>Outcomes</b>	<b>Content</b>	
6.1 Recognises and understands that energy is needed to undertake a range of activities	<ul style="list-style-type: none"> <li>– identify by direct observation a variety of machines that need energy to work</li> <li>– identify energy supplies that can be replaced by themselves or others</li> </ul>	

<b>Course: Creative Arts Life Skills</b>		<b>2 Units</b>
<b>Module: Music</b>		
<b>Outcomes</b>	<b>Content</b>	
1.1 Recognises and responds to music from a variety of social and cultural contexts	<ul style="list-style-type: none"> <li>– respond to features of music – loud/soft, high/low, fast/slow</li> <li>– respond to patterns or sections within the music such as the chorus of a song</li> <li>– respond to music of various styles such as rock, classical, jazz, country</li> <li>– respond to music for various purposes such as movie themes, advertisements, special events</li> <li>– respond to music of various cultures</li> </ul>	
1.2 Describes and communicates preferences about various styles of music	<ul style="list-style-type: none"> <li>– communicate an understanding of features of music such as speed, volume, pitch</li> <li>– indicate preferences or choice of music for personal listening enjoyment in a range of situations</li> <li>– communicate or describe styles of music that they most enjoy such as loud and fast, peaceful, good for dancing</li> </ul>	
1.3 Uses instruments to respond to music, individually and as part of a group	<ul style="list-style-type: none"> <li>– respond as part of a group using a range of percussion instruments</li> <li>– respond as part of a group using a range of non-percussion instruments</li> <li>– respond to features of music using instruments</li> </ul>	
1.4 Vocalises or sings in formal and informal situations	<ul style="list-style-type: none"> <li>– vocalise as part of a group in response to a variety of known music</li> <li>– vocalise individually in response to a variety of known music</li> <li>– vocalise individually in informal situations in a range of situations</li> <li>– vocalise as part of a group in both formal and informal situations</li> </ul>	

<b>Course: Creative Arts Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: Movement and Dance</b>		
<b>Outcomes</b>	<b>Content</b>	
2.1 Views a variety of live and recorded dance performances and communicates, describes or discusses responses to ideas, feelings and mood	<ul style="list-style-type: none"> <li>– acknowledge and pay attention to performances involving dance and movement</li> <li>– respond to the mood conveyed through live and recorded dance performances</li> <li>– convey excitement, terror, romance and sadness in response to a range of live and recorded dance performances</li> </ul>	
2.3 Demonstrates skills and techniques in movement and dance	<ul style="list-style-type: none"> <li>– relax the body in response to appropriate stimulus</li> <li>– demonstrate body awareness</li> <li>– move their bodies or limbs in different ways</li> </ul>	
<b>Module: Visual Arts – Painting/Drawing/Photography/Printmaking</b>		
<b>Outcomes</b>	<b>Content</b>	
4.1 Explores a variety of ideas and subject matter such as people, living things, places, spaces and events that can be represented in paintings, drawings, photographs and prints	<ul style="list-style-type: none"> <li>– explore images of themselves and other people involved in activities</li> </ul>	
4.2 Develops understanding and skills in exploring and using a range of paint media (acrylic, water colour, oil), drawing media (charcoal, ink, pencil) and techniques (brushes, other application)	<ul style="list-style-type: none"> <li>– experience and respond to the qualities of the variety of paints available such as acrylic, water colour and oil paints</li> <li>– experiment with qualities of various types of paint</li> <li>– make different types of expressive marks using a range of techniques when applying paint</li> </ul>	

<b>Course: Work and the Community Life Skills</b>		<b>2 Units</b>
<b>Module: Participating in Workplace Learning and Community-based Learning Experiences</b>		
<b>Outcomes</b>	<b>Content</b>	
6.3 Engages in community-based learning experiences	<ul style="list-style-type: none"> <li>– participate in a variety of community settings in order to transfer and generalise skills to a range of environments</li> <li>– communicate with people in new situations</li> <li>– communicate with unfamiliar people to indicate preferences or choices for meals when purchasing items in new settings</li> <li>– demonstrate mobility in accessing community locations</li> </ul>	