



Australian
CURRICULUM
Review

CONSULTATION SURVEY QUESTIONS

LEARNING AREAS AND SUBJECTS

CONSULTATION SURVEY QUESTIONS

For the learning areas and subjects

Introduction

The learning area survey gives you the opportunity to provide feedback on the proposed changes to any of the following learning areas and subjects.

- Mathematics
- English
- Science
- Humanities and Social Sciences (HASS)
 - HASS Foundation – Year 6
 - History Years 7–10
 - Geography Years 7–10
 - Civics and Citizenship Years 7–10
 - Economics and Business Years 7–10
- Health and Physical Education
- Technologies
 - Digital Technologies
 - Design and Technologies
- The Arts
 - The Arts Foundation – Year 6
 - Dance Years 7-10
 - Drama Years 7-10
 - Media Arts Years 7-10
 - Music Years 7-10
 - Visual Arts Years 7-10
- Languages
 - French
 - Japanese
 - Chinese
 - Italian

The survey has three sections.

1. Background information:

The survey begins by gathering some demographic information and asking you to nominate the levels, and the specific subjects (where relevant) that you wish to comment on.

2. General questions

This is the main part of the survey. In this section you will be asked to respond to a number of statements about the different elements of the consultation curriculum:

- *Introductory elements* - the rationale, aims, organisation of the learning area, key connections and key considerations
- *Curriculum elements* - the level descriptions, achievement standards, content descriptions and content elaborations.

There is also a section called *Overall feedback*, where you will be asked to respond to some overall statements related to the terms of reference for the Review.

You will also be invited to add any general comments about what has improved and what needs further refinement.

3. Year/band level specific feedback

This section is optional and you can comment on as many levels as you wish. You will be able to add any comments about what has improved and what needs further refinement for the particular levels you select.

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Section 1: Background information questions

Please select which levels you are giving feedback on (Note: options will vary depending on what learning area and subject survey you complete).

- Foundation - Year 6 curriculum
- Years 7 - 10 curriculum
- Foundation - Year 10 curriculum**

Please indicate if you are answering the survey as an individual or as a group.

Individual

Group

Individual response follow up questions	Group response follow up questions
<p>In which state or territory are you based?</p> <ul style="list-style-type: none"> <input type="radio"/> Australian Capital Territory <input type="radio"/> New South Wales <input type="radio"/> Northern Territory <input type="radio"/> Queensland <input type="radio"/> South Australia <input type="radio"/> Tasmania <input type="radio"/> Victoria <input type="radio"/> Western Australia <input type="radio"/> National <input type="radio"/> Other <p>Which CATEGORY best describes you?</p> <ul style="list-style-type: none"> <input type="radio"/> Primary teacher* <input type="radio"/> Secondary teacher* <input type="radio"/> F-12 teacher* <input type="radio"/> School leader – Primary* <input type="radio"/> School leader – Secondary* <input type="radio"/> School leader – F-12* <input type="radio"/> Academic <input type="radio"/> Parent* <input type="radio"/> Student* <input type="radio"/> Employer / Business <input type="radio"/> Other <p><i>*If you select this category as an individual or group you will be asked two additional questions.</i></p> <p>In which sector is your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Independent <p>What best describes your school's location?</p> <ul style="list-style-type: none"> <input type="radio"/> Metropolitan <input type="radio"/> Regional <input type="radio"/> Remote 	<p>In which state or territory are you based?</p> <ul style="list-style-type: none"> <input type="radio"/> Australian Capital Territory <input type="radio"/> New South Wales <input type="radio"/> Northern Territory <input type="radio"/> Queensland <input type="radio"/> South Australia <input type="radio"/> Tasmania <input type="radio"/> Victoria <input type="radio"/> Western Australia <input type="radio"/> National <input type="radio"/> Other <p>Which CATEGORY best describes you?</p> <ul style="list-style-type: none"> <input type="radio"/> School* <input type="radio"/> Professional association <input type="radio"/> University faculty <input type="radio"/> Education authority <input type="radio"/> Parent organisation <input type="radio"/> Community organisation <input type="radio"/> Other <p>Please indicate the NAME of the group or institution below. (Note: Schools will not be asked to supply the school name).</p> <p><i>Kodály Australia (The Kodály Music Education Institute of Australia Incorporated)</i></p> <p>Describe the membership of your group.</p> <p><i>Our members are music educators predominantly working in Australian primary and secondary schools. They also include music educators working in early childhood, tertiary teacher education, and community music settings.</i></p> <p>Number of members/people represented in this response (approx.). Please use numerical values.</p> <p><i>1000 active members</i></p>

Section 2: General feedback

Indicate your level of agreement with the following statements.

Introductory elements

Rationale

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The rationale is clear about the importance of the learning area/subject	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aims

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The aims identify the major learning that students will demonstrate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organisational structure

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The strands/sub-strands provide a coherent organisational structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The strands/sub-strands and core concepts are clear about what is important in the learning area/subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Key connections

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The key connections section identifies the most relevant general capabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the most relevant cross-curriculum priorities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the key opportunities to connect with other learning areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key considerations

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The key considerations section provides important information for planning teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Curriculum elements

Year/band level descriptions

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The year/band level descriptions provide a clear overview of the learning that students should experience at the year/band level	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Achievement standards

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The achievement standards clearly describe the expected quality of learning students should typically demonstrate by the end of the year/band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The achievement standards adequately reflect a clear developmental progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The learning described in the achievement standards aligns with the essential content students should be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Content descriptions

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content descriptions specify the essential knowledge, understanding and skills that should be learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The content descriptions make it clear to teachers what should be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The amount of content can be covered in each year/band. <i>Note: If you answer disagree or strongly disagree to this statement you will be given this follow up question (see below).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

What content should be removed or what revisions are needed to make the content more manageable in the learning area/subject curriculum?

*The proposed organising structure of the curriculum (i.e., Exploring and connecting; Developing skills, practice and ideas; Creating; and, Sharing and communicating) reflects one learning process and is not a manageable way to organise content knowledge and skills. While we acknowledge the interaction of making and responding in The Arts, a clear delineation of these processes is required for the purposes of assessment. Kodály Australia recommends that a research-informed organising structure is adopted (e.g., Abbs, 1987) and for performing arts subjects we suggest using **Performing, Creating, and Responding**.*

*There is a misalignment between music Achievement Standards, Content, and Knowledge and Skills across all bands of the proposed curriculum. There has been some attempt to integrate skills into Content Elaborations, and Kodály Australia advocates that **all Example Knowledge and Skills should be included and referenced in the Curriculum**. This will provide greater support for teachers implementing the curriculum and eliminate the need for a separate support document.*

*There is an inconsistent description of music learning and use of music terminology within and across the bands. Kodály Australia suggests that **learning in music needs to be more clearly described in the Key Considerations and consistently applied within and across bands**. The **Glossary also needs to provide greater support in understanding music terminology**.*

*The music curriculum does not prioritise the music of Australian Aboriginal and Torres Strait Islander peoples. Instead, other issues such as intellectual property and copyright law overshadow music. Kodály Australia advocates that **the music curriculum should prioritise responding to how Aboriginal and Torres Strait Islander peoples communicate meaning and their perspectives in and through music**.*

Content elaborations

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content elaborations provide useful illustrations and suggestions on how to plan and teach the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall feedback

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The introductory sections provide important information.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content descriptions has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The quality of achievement standards has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The quality of content elaborations has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum content has been refined, realigned and decluttered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The revised Australian Curriculum in the learning area/subject is an improvement on the current version.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Optional comments:

If you would like to provide feedback about general aspects of the revised learning area/subject that **have improved**, please use the comments box.

*Kodály Australia thanks and commends The Arts team at ACARA for genuinely aspiring to improve curriculum outcomes for Australian music and arts education. We fully support the aim of the review to refine, realign and declutter the curriculum, particularly in the primary years. In The Arts learning area, we welcome **the intention to clarify meaningful and authentic music and arts learning across the curriculum, particularly regarding the explicit development of music skills and practices**. Kodály Australia believes in the importance of early childhood music education, and commends **Foundation** having its own band, achievement standard and content. We also celebrate the deeper inclusion of **Aboriginal and Torres Strait Islander perspectives** throughout the content of the curriculum.*

If you would like to provide feedback about general aspects of the revised learning area/subject curriculum that **need further improvement**, please use the comments box.

*Kodály Australia advocates that the proposed curriculum for The Arts is **not refined, realigned, or decluttered**, and there are significant aspects of the curriculum that require improvement. These are summarised below.*

*1. The **most significant issue is the organising strands** (i.e., Exploring and connecting; Developing skills, practice and ideas; Creating; and, Sharing and communicating). While we acknowledge the interaction of making and responding in The Arts, a clear delineation of these processes is required for the purposes of assessment. Kodály Australia recommends that a research-informed organising structure is adopted (e.g., Abbs, 1987) and for performing arts subjects we suggest using **Performing, Creating, and Responding**.*

*2. Many states already have music specialists teaching Foundation, and the proposed Arts Achievement Standard does not align with existing practice. Kodály Australia suggests **subject specific Achievement Standards should be developed for Foundation** to align with the other primary years.*

*3. There is a misalignment between music Achievement Standards, Content, and Knowledge and Skills across all bands of the proposed curriculum. There has been some attempt to integrate skills into Content Elaborations, and Kodály Australia advocates that **all Example Knowledge and Skills should be included and referenced in the Curriculum**. This will provide greater support for teachers implementing the curriculum and eliminate the need for a separate support document.*

*4. There is an inconsistent description of music learning and use of music terminology within and across the bands. Kodály Australia suggests that **learning in music needs to be more clearly***

described in the Key Considerations and consistently applied within and across bands. The Glossary also needs to provide greater support in understanding music terminology.

*5. The music curriculum does not prioritise the music of Australian Aboriginal and Torres Strait Islander peoples. Instead, other issues such as intellectual property and copyright law overshadow music. Kodály Australia advocates that **the music curriculum should prioritise responding to how Aboriginal and Torres Strait Islander peoples communicate meaning and their perspectives in and through music.***

*6. The proposed Achievement Standards include learning experiences, and Kodály Australia suggests **Achievement Standards are reworked to describe assessable outcomes.***

*7. Kodály Australia advocates for the **adoption of a recognised cognitive taxonomy** (e.g., Marzano and Kendall, 2007) which would allow for a clear and consistent progression of cognitive development across the curriculum.*

Please refer to Kodály Australia's written submission which provides greater clarification on these and other points.

Section 3: Band/level specific feedback (optional)

Would you like to give feedback on a specific year or band level?

- Yes
- No**

If you answer No, you will be asked to SUBMIT the survey.

If you answer Yes, you will be asked which year or band levels you would like to provide feedback on.

Then you will be invited to provide specific feedback in comments boxes for the following two questions.

Please add your comments about aspects of the revised learning area/subject for band/level curriculum that **have improved**. If you comment on specific content descriptions or elaborations please reference the code number.

Please add your comments about aspects of the revised learning area/subject for band/level curriculum that **need further improvement**. If you comment on specific content descriptions or elaborations please reference the code number.