

## Queensland Year 1-7 Science Outcomes for Strike a Chord

### Energy and Change overall core content

#### Transfer and transformation of energy types

- sound — vibration, pitch, frequency, volume, echo, travel of sound in solids, liquids and gases
- light — reflection, refraction, diffraction, visible spectrum, ray diagrams

### Life and Living overall core content

#### Observable features of plants and animals

- external — body covering, sense organs, limbs and other appendages, external skeleton, leaves, roots, stems, flowers, cones
- internal — tissues, organs, systems

**Observable behaviours** — nocturnal/diurnal, care of young, hibernation, deciduous/evergreen

**Functioning of systems of animals** — digestive, respiratory, circulatory, excretory, nervous, endocrine, skeletal, reproductive

### Level 1

Strike a Chord exhibits	Strand	Outcomes
Ear Relay Good Vibrations Hearing Range Sounds Strange Vocal Vowels	Life and Living	1.2 Students group living things in different ways based on observable features.
All exhibits	Energy and Change	1.2 Students identify the effects of energy in their daily lives. 1.3 Students make links between the way they use energy and the immediate source of that energy. <b>Discretionary learning outcomes</b> D1.5 Students can explore and express ideas on the range of energy sources that are used in everyday life.

## Queensland Year 1-7 Science Outcomes for Strike a Chord

### Level 2

Strike a Chord exhibits	Strand	Outcomes
All exhibits	Energy and Change	2.2 Students identify and describe forms of energy in their community (including heat and energy of movement). 2.3 Students illustrate the ways that energy is used in their community.

### Level 3

Strike a Chord exhibits	Strand	Outcomes
All exhibits	Energy and Change	3.2 Students identify forms of energy (including electrical and sound energy) and describe the effects and characteristics of those different forms. 3.3 Students identify different ways of obtaining energy.