

Western Australia Level 1-4 Science Curriculum Framework Outcomes for Strike a Chord

Level 1

Strike a Chord exhibits	Strand	Foundation and Outcome Statement	Pointers <i>This will be evident when students, for example:</i>
Hearing Range	Life and Living	The student understands that people are examples of living things, they change over time.	
Drum Dance Exhibition set work Invent an Instrument Light Harp Pentaphone Pipe Play Pizzicato Piano Quirky Facts (Room Acoustics) Seeing Sound Sound Waves String Show	Energy and Change	The student understands that energy is required for different purposes in life.	

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Level 2

Strike a Chord exhibits	Strand	Foundation and Outcome Statement	Pointers <i>This will be evident when students, for example:</i>
Hearing Range	Life and Living	The student understands that needs, features and functions of living things are related and change over time.	<ul style="list-style-type: none"> • identify some functions related to features of a living thing, such as: -explain how a bat's ears help it to locate food
Drum Dance Exhibition set work Invent an Instrument Light Harp Pentaphone Pipe Play Pizzicato Piano Quirky Facts (Room Acoustics) Seeing Sound Sound Waves String Show	Energy and Change	The student understands ways that energy is transferred and that people use different types of energy for different purposes.	<ul style="list-style-type: none"> • describe how another person uses energy in their daily life, such as: - record ways in which a teacher might use energy in a classroom • describe a way that energy is transferred • identify common types of energy, such as: - describe the types of energy involved when a guitar string is vibrated.

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Level 3

Strike a Chord exhibits	Strand	Foundation and Outcome Statement	Pointers <i>This will be evident when students, for example:</i>
Ear Relay Sound Waves Vocal Vowels	Life and Living	The student understands that living things have features that form systems which determine their interaction with the environment.	<ul style="list-style-type: none"> • describe patterns of features that form systems with particular functions, such as:
Drum Dance Ear Relay Exhibition set work Invent an Instrument Light Harp Pentaphone Pipe Play Pizzicato Piano Quirky Facts (Standing Waves) Seeing Sound Sound Waves String Show	Energy and Change	The student understands patterns of energy use and some types of energy transfer.	<ul style="list-style-type: none"> • relate the transfer of energy to the carrier of the energy, such as: - explain that light and sound travel waves carry energy over distances.

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Level 4

Strike a Chord exhibits	Strand	Foundation and Outcome Statement	Pointers <i>This will be evident when students, for example:</i>
Drum Dance Exhibition set work Invent an Instrument Light Harp Pentaphone Pipe Play Pizzicato Piano Quirky Facts (Room Acoustics) Seeing Sound Sound Waves String Show	Energy and Change	The student understands that energy interacts differently with different substances and that this can affect the use and transfer of energy.	<ul style="list-style-type: none"> • compare different ways of enabling or impeding the transfer of energy, such as: <ul style="list-style-type: none"> - compare the effectiveness of different materials as sound absorbers in terms of their ability to enable the transfer of energy • describe how different forms of energy interact with different substances.
Ear Relay Good Vibrations Hearing Range Quirky Facts panels Seeing Sound Sounds Strange Vocal Vowels	Life and Living	The student understands that systems can interact and that such interactions can lead to change.	<ul style="list-style-type: none"> • describe the interaction between different systems with particular functions