Australian Curriculum V9.0 Alignment • Year 2 • Sound studio

**Year 2**

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| **Science understanding core concept:** Energy can be transferred and transformed from one form to another and is conserved within systems. | | | | |
| **Sub-strand** | **Content descriptor** | **AC code** | **Achievement Standard** | **How the sequence addresses this content** |
| SHE: Use and influence of science | Describe how people use science in their daily lives, including using patterns to make scientific predictions. | AC9S2H01 | Describe how people use science in their daily lives and how people use patterns to make scientific predictions. | Describe why sound and sound effects are important in everyday life and how sound can be helpful or distracting. (Lessons 1, 3, 7)  Describes why knowing about how sounds move, and can be muffled, is important. (Lesson 6) |
| SU: Physical sciences | Explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate. | AC9S2U02 | Demonstrate how different sounds can be produced and describe the effect of sound energy on objects. | Create different sounds using readily available items and sound effects for a specific prompt.(Lessons 1-7) |
| SI: Questioning and predicting | Pose questions to explore observed simple patterns and relationships and make predictions based on experiences. | AC9S2I01 | Pose questions to explore observed patterns or relationships and make predictions based on experience. | Use past experiences to make predictions and pose questions about sound. (Lessons 1-7) |
| SI: Planning and conducting | Suggest and follow safe procedures to investigate questions and test predictions. | AC9S2I02 | Suggest steps to be followed in an investigation and follow safe procedures to make and record observations. | Follow investigation procedure in a safe manner. (Lessons 2-6)  Suggest ways to improve the sound wave role play. (Lesson 4) |
| SI: Planning and conducting | Make and record observations, including informal measurements, using digital tools as appropriate. | AC9S2I03 | Use scaffolds to plan safe investigations and fair tests. | Record observations using tables and use an online noise meter to informally measure sound. (Lessons 2-6) |
| SI: Processing, modelling and analysing | ort and order data and information and represent patterns, including with provided tables and visual or physical models. | AC9S2I04 | Use provided tables and organisers to sort and order data and represent patterns in data. | Record and sort observations using tables, mind maps and labelled diagrams. (Lessons 1-6) |
| SI: Evaluating | Compare observations with predictions and others’ observations, consider if investigations are fair and identify further questions with guidance. | AC9S2I05 | With guidance, compare observations with those of others, identify whether their investigation was fair and identify further questions. | Discuss investigation results, consider other teams’ results and compare them to reach an agreed understanding. (Lessons 2-6)  Consider fair testing principles. (Lesson 6) |
| SI: Communicating | Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary. | AC9S2I06 | Use everyday and scientific vocabulary to communicate observations, findings and ideas. | Use everyday terms and role play to describe sound. (Lessons 1-7)  Use scientific terms such as energy, vibration and sound wave to describe sound. (Lessons 2-7)  Describe how specific sound effects are created using a labelled storyboard. (Lesson 7) |