DOG MAN THE MUSICAL

Teachers Resource Kit

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About CDP Theatre Producers

CDP is an award-winning independent theatre production house and touring company with an unsurpassed track record for developing new productions, putting ideas into action and or producing some of the best theatrical entertainment in Australia.

CDP's recent productions for children and families include world premiere stage plays which are adaptations of the popular books *The 13/26/52/78* & *91-Storey Treehouse*, David Walliams' *The Midnight Gang*, *Billionaire Boy* and *Mr Stink*, *Guess How Much I Love You*, *Spot*, *Snugglepot and Cuddlepie*, along with the Australian productions of *The Gruffalo, The Gruffalo's Child*, *Room on the Broom* and *The Very Hungry Caterpillar Show*.

CDP also produced Sydney Opera House's *Meeting Mozart* for Sydney Opera House and have toured it extensively in China and the Middle East. In 2022, CDP received a PAC Australia Impact Award, for sector-wide support and contributions to safely reactivating touring throughout the pandemic.

CDP presents TheaterWorksUSA's
Dog Man The Musical
Adapted from the DOG MAN series of books by Dav Pilkey

Creative Team

Book and Lyrics:	Kevin Del Aguila
Music:	Brad Alexander
Scenic Design:	Tim Mackabee
Costume Design:	Heidi Hanson
Sound Effects:	Emma Wilk
Orchestrations:	Lloyd Kikoler
Original Direction & Choreography:	Jen Wineman
Lighting Design:	David Lander

Introducing Dog Man

Dog Man was first published in 2016 and is the third spin-off from Dav Pilkey's successful Captain Underpants series. With ten novels about *Captain Underpants*, the spin-offs also include *Super Diaper Baby* and *Ook and Gluk* (out of print since 2021). Written and illustrated by Pilkey under the pen names George Beard and Harold Hutchins, Dog Man follows the hilarious antics of a dog-headed policeman who protects the city he lives in, but who often finds himself in trouble when his dogginess takes over.

Chapter One of *Dog Man* covers the origins of Dog Man, introduces us to the Chief of Police and other characters, and explores his first encounter with Petey the Cat – a criminally minded cat who is perpetually trying to take over the city. The third book in the series, *Dog Man: A Tale of Two Kitties* was published in 2017. This novel sees Dog Man and the Chief of Police hailed as heroes after defeating an evil fish they encountered in *Dog Man Unleashed* (the second book in the series). Despite his best efforts, Dog Man fails in his new security position at the science lab and sets in train a series in events that sees the evil fish return and the cities buildings come to life and threaten the safety of the citizens. Meanwhile, Petey has escaped from jail (where he was placed after his crimes in *Dog Man Unleashed*), and, on returning to his lab, created a clone of himself. Petey struggles to cope with having Li'l Petey around, so abandons him on the street. Li'l Petey finds his way into Dog Man's care, while Petey starts to feel guilty and goes about trying to get his young clone back. Eventually, they must all work together to bring about a happy ending.

Dog Man: A Tale of Two Kitties addresses several different themes within the chapters – bravery in the face of danger, expectations of family, and the importance of having friends. With Flip-O-Ramas and guides on how to draw Dog Man, Petey and other characters from the book, Dog Man is action packed from beginning to end.

Meet the Author of *Dog Man* – Dav Pilkey

David Murray "Dav" Pilkey Jnr. was born on March 4, 1966 in Cleveland, Ohio. He was diagnosed with ADHD and dyslexia as a child and was frequently reprimanded for his behaviour in class. As a result, he spent a good deal of time sitting outside the classroom, and it was here that he invented the character of Captain Underpants.

The first *Captain Underpants* novel was published in 1197, and has since spawned 12 novels, 3 activity books, 3 spin-offs (*Super Diaper Baby*, *Ook and Gluk*, and *Dog Man*). *Ook and Gluk* is no longer in print due to passive and unintentional stereotypes which Pilkey stated to be "harmful to everyone". *Super Diaper Baby* and *Dog Man* have continued to develop with two novels in the *Super Diaper Baby* series and eleven (with a twelfth to be released in 2024) in the *Dog Man* series. *Dog Man* has itself produced its own spin-off – *Cat Kid Comic Club* – with five titles in the series.

Pilkey's work has not been without controversy - his books are amongst the most banned in the United States because of their toilet humour, offensive language, violence, as well as several other issues. However, several articles recognize that Dav Pilkey's writing is well suited to young readers. The stories created by Pilkey are specifically aimed to meet young readers where their world view exists, and his books encourage children to read, write, draw, and explore their own creativity.

Live Performance – The Ultimate Teaching and Learning Opportunity

Attending a live performance is a rich and engaging learning opportunity. Prepare children through explicit teaching to make the most of their theatre experience.

- **Talk about and practice being an audience member.** Audience members sit and listen quietly for most of the time. They join in the action when invited, and clap and cheer to show their appreciation. They allow fellow audience members to watch the show without interruptions

- **Talk about and role-play theatre conventions.** What is a theatre? What are actors? What are characters? What are costumes? What is a stage? What are props? What is a set? What is a script? Is theatre 'real'? How can song, dance and movement tell a story? How can props help to tell a story?

- *Dog Man The Musical* is performed by a team of six actors. A physical storytelling style, strong character acting, music, stage effects, a well-designed set and clever costuming help to bring the story to life. **Discuss and explore physical storytelling.** Use simple costume items to help build a character. Consider how to use costuming, props, and effects to make visible the invisible, such as the use of an umbrella for explosions, or puppets for scenes when characters are in the air.

- **Familiarise children with the work of Dav Pilkey** in the lead up to the performance. There are many suggestions for how to use the novel Dog Man as a learning resource in the following pages.

Links to Curriculum

A wide range of learning activities from all curriculum areas are described in this resource, with learning outcomes that are applicable to:

- **Australian Curriculum v9.0** (English, The Arts, Mathematics, Health and Physical Education, Technologies, Science, Humanities and Social Sciences)

- **Victorian Curriculum F–10 | V2.0** (Mathematics), **V1** (English, The Arts, Health and Physical Education, Technologies, Science, The Humanities)

- **NSW Education Standard Authority (NESA) Curriculum | New Syllabus** (English, Mathematics), **Old Syllabus** (Creative Arts, PDHPE, Science and Technology, HSIE)

A detailed list of **content codes** for each curriculum/syllabus can be found in the **Appendix.**

For further details, please visit:

Australian Curriculum Online australiancurriculum.edu.au
Victorian Curriculum https://victoriancurriculum.vcaa.vic.edu.au
NSW Curriculum curriculum.nsw.edu.au

Suggested Age Guidelines

Dog Man The Musical is suitable for children ages 6-12 years. A suggested age range appears next to each of the teaching ideas, for example:

Dog Man examines and explores the themes of friendship and the triumph of the good-hearted over the mean-spirited. Explore other children's fiction that deals with friendship and good-heartedness, such as *Charlotte's Web*, by E.B.White, or *Stand Tall, Molly Lou Melon*, by Patty Lovell.

Teaching and Learning Activities

LEARNING ABOUT AND THROUGH THE ARTS

Attending a live performance can be a stimulus for a huge range of rich learning experiences. Not only can you plan for learning **about** the arts, but for whole of curriculum learning **through** the arts.

Mackenzie Garcia and Jack Dawson in Dog Man the Musical
Photo: Peter Wallis (2023/24 Australian Tour)

Literacy and the Arts

Dog Man The Musical can be the impetus for a range of literacy and arts experiences, before, during and following the performance. Use the following activities as a jumping off point for planning learning around the text in your teaching setting.

CURRICULUM LINKS AT A GLANCE

A full list of **content codes** for each curriculum/syllabus can be found in the **Appendix.**

Australian Curriculum v9.0 (Foundation – Year 6)

English: Language, Literature, Literacy
The Arts: Drama, Visual Arts, Music, Dance, Media Arts

Victorian Curriculum (Foundation – Level 6)

English (V1.0): Reading and Viewing, Writing, Speaking and Listening
The Arts (V1.0): Drama, Media Arts, Visual Arts, Music, Dance

NSW Curriculum (Early Stage 1 – Stage 3)

English (New Syllabus)
Creative Arts (Old Syllabus): Visual Arts, Music, Drama, Dance

⇒ **Explore the characters in depth**

Pilkey's characters are fantastic caricatures of the archetypes found in crime writing, and their portrayal invites readers into the world of Dog Man. The use of the graphic novel format further allows Pilkey to connect with Dog Man, Petey, the Chief of Police and the other characters in this book. The actors bring these storytelling archetypes to life – Dog Man's constant efforts to balance his doggy behaviour with his desire to be a good policeman, Petey's quests to take over the city, the Chief of Police with his dislike of Dog Man's doglike characteristics which lead him to frequently lose his temper, the Mayor's attempts to seem innocent despite her involvement in a dastardly plan!

⇒ **Explore and extend your understanding of this wonderful host of colourful characters.**

♦ Examine different illustrations of each of the characters. Record and share what you learn about the characters from each of the illustrations. (7-12 years)

♦ Dog Man, Petey and the Chief of Police are complex characters that slowly reveal more about themselves as the story unfolds. Compare illustrations of the same characters from different stages in the story and consider how these depictions change as we learn more about each character. Make a diagram showing the different layers of one of these characters – Petey's first layer is of a criminally minded cat, his second layer reveals someone who feels a sense of love for his young clone, and the third layer shows Petey to be a clever and brave cat who is willing to sacrifice himself for the good of the city. (8-12 years)

♦ Take digital photos of children representing each character and key scenes of the story. (8-12 years)

♦ Make a favourite character in a drawing, painting, cartoon or sculpture out of things you find in the recycling, rubbish or at a secondhand shop. (6-10 years)

♦ Choose a smell and a colour to represent each character. (6-10 years)

♦ Make a mind map or character profile of key characters that you can add to after seeing the production. (8-12 years)

⇒ **Write an innovation on the text by changing key features of characters or the setting of an important moment in the story.**

In Dog Man the Musical, Petey acquires a clone – a much younger version of himself – which affects how the story develops. W**rite an innovation on the text by changing key features of characters or the setting of an important moment in the story.**

♦ What if Dog Man had a clone? What if Dog Man was a cat and Petey was a dog? How could this change their first meeting? What would happen if the Chief of Police liked dogs? What if Dog Man didn't keep getting into trouble with the Chief of Police? What if Dog Man was a policeman in a small county town? What if Petey had let Li'l Petey stay with him? What if Flippy had brought cars to life instead of buildings? How would Dog Man and his friends defeat Flippy if Li'l Petey followed Petey into a life of crime? (7-12 years)

⇒ **Examine the scope and examples of Dav Pilkey's work**

Dav Pilkey is an amazing writer and illustrator. He has successfully marketed his unique style of storytelling to a wide range of audiences. **Examine the scope and examples of Dav Pilkey's work** and consider the types of activities that a popular creative artist may engage in during their career.

♦ Discuss the types of activities that artists undertake to create new works – research, sketches, photographs, journals, travelling, doodle books. Collect ideas in individual scrapbooks over a four-week period. Take time each day to collect ideas for a creative project. (9-12 years)

♦ Explore the world of Dav Pilkey's website at pilkey.com or planetpilkey.com to learn more about his other books and projects. (6-12 years)

♦ Compare *Dog Man* with Pilkey's other novels for children. Consider the similarities and differences in his works, common themes, writing styles, issues and the types of characters that populate his books. (8-12 years)

♦ Pilkey encourages his audiences to explore their own drawing abilities and challenges their creativity by including step-by-step guides in his books of how to draw his characters, as well as uploading videos of his own creative processes on his website and giving demonstrations at his live appearances. How has this become part of Pilkey's marketing strategy? How does his approach to showing how to copy his character creations compare with other graphic novel creations or cartoon characters?

♦ Figure out your own rhymes for different animals – the quokkas, the crocodiles or the elephants. (6-8 years)

⇒ **Learn a love of literature using Dog Man: A Tale of Two Kitties as a starting point.**

♦ Dog Man: A Tale of Two Kitties examines the issue of abandonment and finding friends and a new home and family. Explore other children's fiction that deals with abandonment, such as *You Weren't With Me*, by Chandra Ghosh Ippen, Jnr, *Black Cockatoo* by Carl Merrison or *Alone*, by Megan E.Freeman. (6-12 years)

♦ Enjoy other graphic or illustrated novel series such as the *Weirdo* series by Anh Do, the *Lunch Lady* series by Jarrett J. Krosoczka or the *Max Meow* series by John Gallagher. Do these series have any similarities, common themes or typical characters or settings? (6-12 years)

♦ Dav Pilkey was inspired by Dr Seuss's work as a children's author and illustrator. Compare and contrast the books of Dr Seuss and Pilkey. (8-12 years)

♦ The title of *Dog Man: A Tale of Two Kitties* is a parody on Charles Dickens' famous novel *A Tale of Two Cities*. The blurb on Pilkey's book also parodies the opening lines of Dickens' novel – "He was the best of dogs; he was the worst of dogs. It was the age of invention; it was the season of surprise." Read *A Tale of Two Cities* and investigate whether there are any other similarities between the two books. Are there references to any of Dickens' other works? (10-12 years)

⇒ **Have fun with words to develop humorous characters with depth and appeal**

Pilkey makes excellent use of dialogue and with dialects to develop strong believable characters in a short time.

♦ The characters in *Dog Man: A Tale of Two Kitties* are developed through their idiosyncratic character design and very funny dialogue. The characters' use of colloquial, or everyday speech patterns, along with Pilkey's emphasis on certain words using underlined and bold writing conveys mood, temper and quirkiness to each character. The Chief of Police frequently resorts to short and abrupt sentences to try to reign in Dog Man's enthusiastic greetings: "Nooo! Stop! Get off! Quit it! Bad doggy!" Choose a character from *Dog Man: A Tale of Two Kitties* and collect a list of characteristic things they say in the book. **Write some more characteristic sayings and statements and add them to the list. Present them in character to the class.** (9-12 years)

Sometimes the characters in *Dog Man: A Tale of Two Kitties* use colloquial words and phrases: "Oh boy, this is gonna be great!", "Dog Man saved me from a buncha weirdos," "I've gotta be a role model!" At other times, the characters' speech is more formal: "What knowledge can we gain?" "At last! MY 80-Hexotron Droid-Formigon is complete!" "I think I'll start by getting rid of this Robo-Cat!"

♦ **Choose dialogue from the book that demonstrates the differences in the way English is spoken.** Consider when it is appropriate to use formal language or colloquial language. (10-12 years)

⇒ **Create your own songs**

Dog Man: The Musical is full of fun songs that drive the narrative, give greater insight into characters' thoughts and feelings, and set the mood for the different scenes. Create your own songs inspired by the songs of *Dog Man: The Musical*.

♦ Create another verse of "Dog Man's First Song" outlining his other doggy behaviours and finishing with the same refrain. (7-12 years)

♦ Listen to the Dog Man the Musical soundtrack on Spotify. (6-12 years)

♦ Learn the words to Li'l Petey's "Happy Song". What other made-up words (vocables) can you add to the chorus? (6-12 years)

♦ Make up some dance moves and have your own "Robo-Dance Party" as a class. (6-12 years)

⇒ **Create new visual artworks**

Dav Pilkey's unique art style drives the narrative of *Dog Man*. His simple line drawings and bold, vivid colours create atmosphere and movement that keep the story moving forward. Pilkey encourages his readers to learn how to draw his characters and includes step-by-step guides in his books. He encourages readers to experiment with facial expressions – a vital component of storytelling within graphic novels. **Create new visual artworks** informed and inspired by the artwork of Dav Pilkey.

♦ Follow the step-by-step guides in *Dog Man* to learn how to draw Dog Man, Petey or other characters. Explore the different expressions of these characters and consider the role colour plays both in the creation of the characters and in adding to the mood of each facial expression.

- The illustrations in Dog Man are line drawings with block colour backgrounds and minimal use of shading. These deceptively simple drawings communicate an enormous amount of information about the story. Choose a drawing from the story and brainstorm all the information contained in the drawing. Choose a scene from the story. Tell the story with your own line drawing and colour choices. (7-12 years)

- Illustrators must plan and prepare to make successful final drawings that tell the story. Pilkey demonstrates this with his Flip-O-Rama pages. For these pages to work, the images must show the action in sequence so that flipping between the pages creates the movement. Try creating your own Flip-O-Rama pages or take it a step further and create a whole flip book! (8-12 years)

- Pilkey's use of minimal lines which still create hilarious facial expressions is central to the storytelling powers of his pictures. Choose three pictures of a central character such as the Chief of Police. Describe how the lines and shapes in their face reveals their emotions in the scene. Draw your own faces using lines to show their feelings. (6-12 years.)

⇒ **What makes a good story? Explore different ways to tell a story.**

Storytelling is a central theme in *Dog Man: The Musical.* The characters of George and Harold discuss how they might be able to develop the narrative, and what storytelling elements they should use to do this, while Li'l Petey uses storytelling to connect with those around him.

- Li'l Petey makes up stories about himself and his friends, which include the activities and foods that he likes. He imagines himself sharing time with Petey, or adventuring and eating with Flippy. Create a new story that Li'l Petey might write about Dog Man. What things would they do? What might they eat? Pretend you are Li'l Petey and present your story to the class in character. (8-12 years)

- Make a radio play or reading of short sections of the book on a tablet, laptop or phone. Use different character voices to tell the story, contrasting the evil plotting of Petey, happy Li'l Petey, the bossy Chief of Police, or the mechanical voice of Flippy. How does Dog Man use his voice? How does he convey heroism without using words? (7-12 years)

- Raconteurs are people who excel at relating stories in an interesting and engaging way, as George and Harold do. Experiment with telling a simple story in different ways to make it more interesting. Compete for the role of "Class Raconteur" and share your storytelling skills with other groups of students across the school. (6-12 years)

- Interview a member of your family to learn about their past. Did you learn anything unexpected or unusual? Write and illustrate their story as a comic strip. (8-12 years)

⇒ **Involve the children in Reader's Theatre**

Select a narrator and characters to read the story. Each character reads the spoken section of the text, with the rest read by the narrator, for example:

Dr Dookie:	Hello, I'm Dr Dookie from "The Supa Awesome Science Center Over There!" Our team of science dudes just returned from the mountain. We went there to dig up Flippy the Psychokinetic Fish.
Reporter:	Why'd ya dig him up?
Narrator:	Asked a reporter.
Dr Dookie:	'Cuz we wanna study his amazing brain. Duh!
Narrator:	Replied Dr Dookie.
Reporter:	But I thought Flippy was dead!!!
Narrator:	Exclaimed the reporter
Dr Dookie:	He is! But fortunately he was perfectly preserved in ice. Show 'em Dog Man!
Narrator:	Dog man took Flippy off the bowl and held his dripping body up for everyone to see.
Dr Dookie:	See? Not a scratch on him!
Narrator:	Said Dr Dookie, while Dog Man started to look worried.
Dr Dookie:	What wonders can Flippy's brain teach us?
Narrator:	Added Dr Dookie, while Dog Man looked even more concerned.

Explore the different sounds of the character's voices – Dr Dookie's confident lecturing and the reporter's questioning. What other scenes can be made into Reader's Theatre? How do you think the character's voices should sound? (7-12 years)

⇒ **Explore how narratives are structured**

Dog Man: A Tale of Two Kitties is a narrative that tells the story of Li'l Petey's developing friendships with various other characters. These friendships have a big impact on the course of events in the narrative.

♦ Draw or unjumble a story map of Dog Man: A Tale of Two Kitties. Structure your story map by identifying key moments in the relationships between Li'l Petey and Petey, Li'l Petey and Dog Man and Li'l Petey and Flippy, their first meetings, how Petey, Dog Man and Flippy feel when they meet Li'l Petey and how they feel when Li'l Petey is gone. (6-10 years)

♦ Identify the setting, the complications and the resolution in the story. (7-12 years)

♦ Write or draw your own narrative. (6-12 years)

Social and Emotional Learning Through the Arts

These discussions and activities may support progress towards the Australian Curriculum General Capabilities Achievement Standards for Foundation, Year 2 and Year 4 and Year 6.

Dog Man: A Tale of Two Kitties explores the central roles of friendship and loyalty, and how these connect to personal identity and wellbeing. It celebrates the triumph of the brave-hearted, the value of being kind, and the importance of creativity and being true to oneself. It also explores the issues of abandonment and parental expectations. Li'l Petey's experiences speak of the importance of using your voice, and how self-esteem can be built up or torn down through everyday interactions with friends, peers and family.

⇒ **Examine each of these themes:**

♦ Dog Man tries his hardest to be the best policeman he can be, but often lets people down because of his behaviour. But no matter how badly Dog Man messes up, he always continues to try his best again at the next opportunity. Do you always try your best? Are you always able to succeed? How does it feel when you disappoint someone? How does it feel when you persevere and succeed again? What are some ways you can help yourself and others be the best you can be?

♦ Li'l Petey's creativity in writing stories provides him with a way to connect to the characters around him. His optimism and kindness help save the day in the end. Are you a creative person? What do you like creating? Do you share your creations with others? How does being creative help you? How can it help others? Are there times when it is not good to be creative? Does your family encourage your creativity? Does our society celebrate or stifle creativity?

♦ Dog Man and Petey take personal risks in order to save the city, demonstrating their courage and integrity. Have you ever taken a risk to stand up for something or someone you believe in? How does it feel to stand up for something or someone? What do you believe in? What does it feel like when others don't agree with you? Can you think of any public figures with integrity?

♦ Flippy becomes evil because he has no friends and is bullied at fish school. It is only when Li'l Petey becomes his friend that Flippy can stop being so evil. Have you ever been bullied? How does being bullied make you feel? What makes people bullies? How can you stand up to bullies? How can you help a friend who is being bullied? Has anyone ever tried to make you be a bully? Why do people join in with bullies in hurting and teasing others?

- Many of the characters have had medical augmentation – Dog Man has had a head transplant, Flippy has a bionic body to bring him back from the dead, and Li'l Petey has a wearable robot to help him be stronger and faster. While all these things are fiction, medical augmentation is a reality. Do you know anyone who has had a medical transplant? Do you know anyone who uses a prosthesis? How do these things improve peoples' lives? How do they affect how people live their lives?

- Dog Man helps Li'l Petey find his identity as a kind, courageous and creative cat who is loved by his papa. What is identity? How do you express or hide your identity? What is self-esteem? What kinds of things build up self-esteem? How can you help others develop their self-esteem?

- Li'l Petey doesn't have a home to live in after Petey abandons him on the street. Do you know anyone who has been or is currently homeless? Are there homeless people in your community? What would it be like to be homeless? Are homeless people treated fairly in your community? Have you ever seen an abandoned animal? How can people help animals that have been abandoned?

Dog Man: A Tale of Two Kitties also examines some common childhood emotions and emotional experiences. Dog Man is sad that he has let down the scientist and the Chief of Police. Petey is frustrated that Li'l Petey is getting in the way of his work. Flippy is lonely because he was bullied when he was young. Petey becomes worried when he realizes that he actually cares about Li'l Petey. **This story is a great starting point for discussions and activities that will help children to manage these feelings.**

⇒ **Questions for Classroom Discussion:**

- Have you ever felt lonely or sad?

- How did your body feel when you were lonely? What did you do when you were sad?

- What can you do if you feel sad or lonely, or if someone else is sad? Who are some people who could help you?

- Have you ever felt frustrated? What can you do if you feel frustrated?

- What can you do if you feel nervous or concerned?

- What could you do to feel better?

Teaching and Learning Activities Across the Curriculum

There are countless ways to incorporate *Dog Man: A Tale of Two Cities* into all areas of the curriculum. Following is a list of jumping off points. The rest is up to your imagination.

CURRICULUM LINKS AT A GLANCE

Australian Curriculum v9.0 (Foundation – Year 6)

Mathematics
Health and Physical Education
Technologies: Digital Technologies, Design and Technologies. See activities under "Information and Communications" and "Design and Technology"
Science
Humanities and Social Sciences

Victorian Curriculum (Foundation – Level 6)

Mathematics (V2.0)
Health and Physical Education (V1.0)
Technologies (V1.0): Digital Technologies, Design and Technologies. See activities under "Information and Communications" and "Design and Technology"
Science (V1.0)
The Humanities (V1.0): Civics and Citizenship, Geography, History

NSW Curriculum (Early Stage 1 – Stage 3)

Mathematics (New Syllabus)
Personal Development Health and Physical Education (Old Syllabus): See activities under "Health, Wellbeing and Physical Education / PDHPE"
Science and Technology (Old Syllabus): See activities under "Information and Communications", "Design and Technology" and "Science"
Human Society and its Environment (Old Syllabus): Geography, History

Mathematics

- Make a map of Dog Man's neighbourhood. Include the police station, the coffee shop, the cat jail, Petey's lab, the 'Supa Awesome Science Center Over There', the Living Spray Factory, the volcano, and other locations from the city. (6-10 years)

- Create a timeline that represents the events in Dog Man, including events that occur simultaneously. (7-10 years)

- While watching over Flippy, Dog Man manages to set off a chain of events that sees Flippy fall out the window and be caught by a passing bird. This chain of events is similar to those seen in Rube Goldberg Machines. Try setting up your own Rube Goldberg machine using fulcrums, levers and wedges made from household items. (8-12 years)

- Pilkey's step-by-step guides to drawing his characters use several different 2D shapes. What shapes can you identify? Can you create your own character from these shapes? (6-12 years)

- It seems that the currency used in the Dog Man universe is dollars and cents. Petey says he wants one dollar for Li'l Petey, while to make Flippy into a bionic fish costs six thousand dollars. Investigate different currencies around the world and compare them to Australian currency. (6-10 years)

- Both Dog Man and Petey try to establish a night-time schedule for Li'l Petey, but Li'l Petey doesn't seem to be able to stick to the timetable. Make a timetable representing your own bedtime schedule or another daily routine during a day in your life. (6-9 years)

Health, Wellbeing and Physical Education / PDHPE

♦ Discuss the role of emotions in the story. (6-12 years)

♦ Graph or draw a pictorial representation of the emotional changes throughout the story of key characters like Dog Man, Petey and Li'l Petey. (7-10 years)

♦ Mime the emotions, play them on an instrument, move like Dog Man, Petey or Li'l Petey when they experience these feelings. (6-10 years)

♦ Li'l Petey tries several different bedtime routines. Why is it important to have a bedtime routine? What can you do to have a healthy bedtime routine? (6-9 years)

♦ When Petey introduces Li'l Petey to the robot 80-HD, Li'l Petey immediately suggests a number of games he could play with the robot, including hide-and-seek and jump rope. What games do you like to play with your friends? (6-9 years)

♦ In *Dog Man: The Musical* Li'l Petey has a robo-disco with 80HD. Learn the dance moves from the musical or make your own choreography and have your own dance party. Perform your dance moves for your friends. (6-9 years)

♦ There is a strong focus on family dynamics and the roles, expectations and experiences of parents and children in *Dog Man: A Tale of Two Kitties*. Petey tries to make Li'l Petey follow in his footsteps but Li'l Petey wants to follow his own path. Who is in your family? What roles do your family members each play? Is there a boss or a free spirit? How does your family express love and care for one another? (6-12 years)

♦ Li'l Petey is very young and inexperienced, so frequently other characters in the story try to keep him safe. How can you stay safe? Who is there around you that can help you stay safe? (7-12 years)

Information and Communications Technology

♦ Watch a student made animation of characters from Dog Man at
https://youtu.be/Lqe6ds8yLD0?si=DPYdgUd-6Eg1BXch. Can you make your own
animation? What are some effects that can be achieved through animation that might be
hard to achieve in live theatre? (10-12 years)

♦ Take digital photos of children's characterisations and freeze frames. Use them to make a
PowerPoint or other multimedia presentation. (8-12 years)

♦ Record a soundtrack for the story. (7-12 years)

♦ Create a talking book. (7-12 years)

♦ Create digital pictures using a drawing program. (6-10 years)

♦ Access Dav Pilkey's official website at https://pilkey.com and the CDP official website at
https://www.cdp.com.au on the Internet. (6-12 years)

♦ Email your creations to CDP Theatre Producers. (6-12 years)

★ LEARNING AREA

Design and Technology

♦ Dog Man's house is bigger on the inside. What might Dog Man have in his house for him
to be comfortable? Design a floor plan of all the rooms Dog Man might have in his
house. What does he need to live? What special features can you add to make him more
comfortable? How can you make Li'l Petey comfortable when he lives with Dog Man?
(7-10 years)

♦ Plan menus for the different characters in Dog Man. Steak for Dog Man, party food for
Li'l Petey, a gourmet feast for Petey. Cook a meal that caters for the characters.
(8-12 years)

♦ In *Dog Man: The Musical*, Dog Man, Petey and Li'l Petey are represented by puppets to
portray their characters when the action is happening at a distance. Design and make
your own puppets of Dog Man, Petey and Li'l Petey. (9-12 years)

♦ In *Dog Man: The Musical*, the buildings that come alive are represented by the actors
wearing cardboard boxes. Design and make your own versions of the living buildings.
(7-12 years)

Science

♦ Dog Man had to have a head transplant after his human head and dog body were damaged in an explosion. While head transplants are not yet possible, organ, skin and limb transplants are all part of medical science. Explore the history of transplants and how they have progressed. (11-12 years)

♦ In order to study Flippy's brain, the scientists in *Dog Man: A Tale of Two Kitties* bring him back to life using bionics. Like head transplants, bringing things back to life is not possible, but bionics are being used in medical science to enable people to see better, hear better and replace limbs. Explore the history of bionics and how they have progressed. (9-12 years)

♦ Petey builds his 80-Hexotron Droid-Formigon to help him with his evil plans. He uses 80-HD to help him find Li'l Petey, and then to defeat Flippy. Investigate where robots are used to help humans and what tasks they perform. Look into how robots are programmed. If your school has educational robots (ie. Sphero, Tribotix or Lego) learn coding to make your robots follow/execute a programmed path or action. (9-12 years)

♦ Various forms of flight are seen in *Dog Man: A Tale of Two Kitties*. Explore the history of flight and do some flight experiments. Build a paper airplane and see how far it can fly. Find out how much weight a helium filled balloon can lift. Make a bike pump rocket and see if you can achieve lift-off! (8-12 years)

♦ Dog Man often gets into trouble because his dogginess takes over at the wrong time. Do an investigation into dog behaviours. How do dogs show they are happy? How do they show they are sad? Which of these behaviours does Dog Man also exhibit? (6-12 years)

♦ What do dogs need to be healthy? What do cats need to be healthy? How do the requirements of dogs and cats differ from each other and from humans? (8-10 years)

♦ When Flippy the fish dies, he becomes smelly. Explore the science of smells. How are smells created? How do our noses work to smell things? (6-10 years)

♦ Do some smelly science experiments. Combine substances to make smelly gases. Leave some small pieces of different types of foods out of the fridge and see if they develop a different smell. (8-12 years)

♦ Test your sense of smell. Smell a variety of things blindfolded and see if you can recognise and name the smell. (6-12 years)

♦ A volcano features at the end of *Dog Man: A Tale of Two Kitties*. Investigate volcanoes, how they are formed and where they are found. Are there any volcanoes near where you live? (6-12 years)

Humanities and Social Sciences / HSIE

♦ Dog Man is part of the police force in his city. He works to protect the 'Supa Awesome Science Center Over There', defends the citizens against the buildings that have come to life, and arrests criminals like Petey so they can no longer commit crimes. Investigate the judiciary system of Australia. What role do Australian police officers have in the community? How are criminals tried and punished? Who makes decisions about who goes to jail in Australia? Who makes the laws that everyone has to follow? Who enforces the law and how do they enforce it? What new laws do you think there should be? What laws would you change? (9-12 years)

♦ Li'l Petey does not have a home as we understand a home to be in mainstream Australian culture, as he is moved around between being on the street, living with Petey and living with Dog Man. What is a home? What different types of homes do families have in your neighbourhood? In Australia? In other countries? Does a home have to have four walls? How have homes changed over time? (7-11 years)

♦ Petey is unprepared for the demands of looking after Li'l Petey and abandons him when the responsibility becomes too much. Pet ownership is a big responsibility, and pet abandonment is an issue in Australia. Look into the laws surrounding pet ownership and investigate how pet abandonment can affect the environment.

Differentiating Activities for Students with Additional Needs

Students with special needs can be fully involved in enjoying and learning with the *Dog Man: The Musical* performance and education activities. All learners enjoy being challenged and thrive on high expectations. Take an open approach to different modes of participation and create a teaching environment where all contributions are valued. Students with special needs have a right to access high quality arts and education experiences, and to learn along with their peers.

Given the right supports these students will rise to the challenge.

Dog Man: A Tale of Two Kitties is a humorous story with appealing characters that engages all ages and abilities. All the activities listed above can be adapted to provide many entry points for students with a wide range of extra needs – physical, sensory, socio-emotional, intellectual disabilities, communication, behavioural and medical needs, and students with profound and multiple disabilities.

A list of examples and ideas is below.

Physical Disabilities

Students with physical disabilities may have difficulty expressing their ideas through drawing, moving, making, writing or sometimes even speaking.

- ♦ Record responses or ideas as an audio or video file, using an iPad or similar technology. *Make a video recording your ideas and thoughts about one of the characters so classmates can add it to a group mind map.*

- ♦ Share responses and ideas as a spoken presentation. Be a storyteller. *Describe the characters using fantastic character voices and turns of phrase.*

- ♦ Use talk to text technology such as Dragon Speak Naturally to record responses. *Create an innovation on the text and tell your tale to the Dragon Speak Naturally program to create a text version.*

- ♦ Work with a partner or small group to collaborate to complete tasks. *Work with a team to create your radio play version of Dog Man. Assign roles such as Narrator, Actors, Audio Engineer, Vocal Sounds Artist, Sound Effects Artist, Critic, Marketing Guru and Producer.*

- ♦ Use the students' existing Assistive Technologies such as augmentative communication apps and eye-gaze technology to collect and share responses. *Create your new doghouse for Dog Man and Li'l Petey using the existing vocabulary banks and images in the Proloquo2Go communication app.*

- ♦ Work with physical strengths to promote participation in movement activities. *Choreograph a robo-disco dance with a group. Incorporate unusual or amazing physical actions for different characters that are shared by all group members.*

Vision and Hearing Loss

Students with mild to moderate vision loss may have difficulty seeing the line drawings of Dav Pilkey. They may also require further support to read large amounts of small print text.

♦ Provide a significantly enlarged copy of drawings and text. *Make A3 copies of key illustrations depicting the story of Dog Man and Li'l Petey's or Petey and Li'l Petey's growing friendships.*

♦ Use a black border made out of A4 paper or smaller to focus in on particular sections of enlarged drawings, and to reduce visual distractions. *Use a black frame to focus on the facial expressions of key characters in enlarged copies of the illustrations.*

♦ Present images on a contrasting background to increase visibility. *Cut out an enlarged copy of Dog Man, Petey, and Li'l Petey and stick them on a piece of brightly coloured cardboard.*

♦ Provide an audio recording or talking book version of important sections of the text. *Make an audio recording of a short section of each chapter starring students using their best character voices.*

Hearing Loss

Students with hearing loss often have difficulty hearing and following spoken instructions and class discussions.

♦ Provide clear step by step written instructions and examples for student activities. *Create your own version of 80-HD by providing a visual template for each stage of the design process, with written labels, pictorial illustrations and suggestions included.*

♦ Conduct silent class discussions where all contributions and questions are shared through writing, mime or drawing, much like Pictionary or Charades. *Create a detailed mind map describing a character as a class using no talking. Contributions could include drawings, mimes or written descriptions of the character's features.*

♦ Aid understanding through the use of signed English or Auslan. *Use the Auslan sign dictionary and discussion with students to assign a characteristic gesture to each of the characters. Learn the Auslan symbols for dog, man, cat, kitten, police, science and fish.*

♦ A comprehensive video sign dictionary can be found on the online Auslan sign bank at https://auslan.org.au

Socio-emotional and Behavioural Needs

Students with additional emotional and behavioural needs often find it difficult to complete challenging, complex or lengthy desktop tasks.

♦ Encourage students to work collaboratively to complete extensive written or drawn activities. *Work in duos to collect and create characteristic sayings and phrases for one character. Combine lists with other duos working on the same character to create a comprehensive list to share with the rest of the class.*

♦ Provide alternative forms of sharing and presenting ideas that include movement elements. *Work in groups to research, choose, rehearse and present information about the issue of pet ownership as a news report, advertorial, YouTube style clip or short documentary for the rest of the class.*

♦ Create a safe learning environment where all students are treated with respect and reserve the right to pass. *Enable a positive and supportive class discussion about family dynamics by allowing students to contribute their personal experiences anonymously into a class post-box.*

Intellectual Disabilities

Students with intellectual disabilities often have difficulty with comprehending and responding to complex written, spoken and visual texts.

♦ Break the text down into very short sections and examine in depth to aid comprehension. There are endless opportunities for exploration with such a rich narrative text. *Carefully examine Chapter 6 when Petey finishes making 80-HD and retrieves Li'l Petey from Dog Man. Use emotion cue cards to aid understanding of the events unfolding and to identify how each character feels. Visually map out Petey's, Dog Man's and Li'l Petey's emotions in this chapter. Role play the scene as a mime.*

♦ Use physical and visual supports. *Literally build Dog Man. Dress a life size figure drawn on a large piece of paper. Provide recycled materials, large googly eyes, coloured fabrics, wool, string, coloured beads, cellophane and food wrappers.*

♦ Make use of strong structures, time and repetition to aid learning and comprehension. *Choose key points in the text to present a simplified story map. Present the story map over a number of days. Collect and display new ideas and understandings about the text and put them on display on the story map as understanding grows so you can revisit the ideas as often as you need.*

♦ Offer many alternative ways of responding; speaking, talk to text, drawing, photography, drama, videos, collage, air dried clay or plasticine models, song, musical improvisation. *Make a plasticine representation of the characters. Move the figures around and take photos to represent key points in the storyline.*

Profound and Multiple Disabilities

Students with profound and multiple disabilities will require a range of supports and adaptations to participate in these activities.

- Draw out the sensory elements of the text and pictures to engage learners with profound and multiple disabilities. *Make and share a rich smell bank of a wide range of fragrances to share with students. Sniff the fish, smoke and French dressing. Choose and share a fabric or other textured object or material associated with each character: furry Dog Man, fluffy L'il Petey, scaley Flippy, rough brick for the living buildings.*

- Provide opportunities to make choices and indicate preferences. *Work with a partner to design your perfect doghouse for Dog Man and Li'l Petey to share. Use eye gaze, sign or vocal sounds to choose between real objects or images. Should the doghouse have windows? How many? What colour will we make the walls? What will we make the beds out of? Where will they eat?*

- Use real life experiences in the environment and community for learning. *Visit a city street, a park bench, your local police station. Sit in a busy sidewalk or pedestrian mall in your area to smell, feel, hear, see what it's like to live on a busy street with people rushing by.*

Gifted and Extension

Students who need further extension can be encouraged to work in their areas of strength.

- ♦ Use watercolours to paint your local township.

- ♦ Write a new dialogue between Dog Man and Petey.

- ♦ Li'l Petey likes to write stories about his friends – write a story like Li'l Petey about your friends.

- ♦ Petey likes to build inventions. What invention could you design to help you in your everyday life?

Acknowledgements

This resource was created and assembled from a variety of sources:

♦ The *Dav Pilkey* website https://pilkey.com/

♦ *Dog Man* by Dav Pilkey

♦ *Dog Man: A Tale of Two Kitties* by Dav Pilkey

♦ U.S. Library of Congress images

♦ *imdB* website

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Appendix

Content codes refer to:

Australian Curriculum v9.0 (English, The Arts, Mathematics, Health and Physical Education, Technologies, Science, Humanities and Social Sciences)

Victorian Curriculum F–10 | V2 (Mathematics), **V1** (English, The Arts, Health and Physical Education, Technologies, Science, The Humanities)

NSW Education Standard Authority (NESA) Curriculum: **New Syllabus** (English, Mathematics), **Old Syllabus** (Creative Arts, PDHPE, Science and Technology, HSIE)

Australian Curriculum v9.0 Content Codes

ENGLISH

LANGUAGE	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Language for interacting with others	AC9EFLA01 AC9EFLA02	AC9E1LA01 AC9E1LA02	AC9E2LA01 AC9E2LA02	AC9E3LA01 AC9E3LA02	AC9E4LA01 AC9E4LA02	AC9E5LA01 AC9E5LA02	AC9E6LA01 AC9E6LA02
Text structure & organisation	AC9EFLA03 AC9EFLA04	AC9E1LA03 AC9E1LA04	AC9E2LA03 AC9E2LA04 AC9E2LA05	AC9E3LA03 AC9E3LA04 AC9E3LA05	AC9E4LA03 AC9E4LA04 AC9E4LA05	AC9E5LA03 AC9E5LA04	AC9E6LA03 AC9E6LA04
Language for expressing & developing ideas	AC9ELFA07	AC9E1LA08	AC9E2LA08 AC9E2LA09	AC9E3LA09 AC9E3LA10	AC9E4LA07 AC9E4LA10	AC9E5LA07 AC9E5LA08	AC9E6LA07 AC9E6LA08

LITERATURE	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Literature and contexts	AC9EFLE01	AC9E1LE01	AC9E2LE01	AC9E3LE01	AC9E4LE01	AC9E5LE01	AC9E6LE01
Engaging with & responding to literature	AC9EFLE02	AC9E1LE02	AC9E2LE02	AC9E2LE02	AC9E4LE02	AC9E5LE02	AC9E6LE02
Examining literature	AC9EFLE03	AC9E1LE03	AC9E2LE03	AC9E3LE03 AC9E3LE04	AC9E4LE03 AC9E4LE04	AC9E5LE04	AC9E6LE03 AC9E6LE04
Creating literature	AC9EFLE05	AC9E1LE05	AC9E2LE05	AC9E3LE05	AC9E4LE05	AC9E5LE05	AC9E6LE05

LITERACY	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Texts in context	AC9EFLY01	AC9E1LY01				AC9E5LY01	
Interacting with others	AC9EFLY02	AC9E1LY02	AC9E2LY02	AC9E3LY02	AC9E4LY02	AC9E5LY02	AC9E6LY02
Analysing, interpreting and evaluating	AC9EFLY05	AC9E1L05	AC9E2LY05	AC9E3LY04 AC9ELY05	AC9E4LY04 AC9E4LY05	AC9E5LY04 AC9E5LY05	AC9E6LY04 AC9E6LY05
Creating texts	AC9EFLY06 AC9EFLY07	AC9E1LY06 AC9E1LY07	AC9E2LY06 AC9E2LY07	AC9E3LY06 AC9E3LY07	AC9E4LY06 AC9E4LY07	AC9E5LY06 AC9E5LY07	AC9E6LY06 AC9E6LY07
Phonic & word knowledge	AC9EFLY09			AC9E3LY09	AC9E4LY09	AC9E5LY09	AC9E6LY08

THE ARTS

DRAMA	Foundation	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Exploring and responding	AC9ADRFE01	AC9ADR2E01 AC9ADR2E02	AC9ADR4E01 AC9ADR4E02	AC9ADR6E01 AC9ADR6E02
Developing practices and skills	AC9ADRFD01	AC9ADR2D01	AC9ADR4D01	AC9ADR6D01
Creating and making	AC9ADRFC01	AC9DR2C01	AC9ADR4C01	AC9ADR6C01
Presenting and performing	AC9ADRFP01	AC9ADR2P01	AC9ADR4P01	AC9ADR6P01

VISUAL ARTS	Foundation	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Exploring and responding	AC9AVAFE01	AC9AVA2E01 AC9AVA2E02	AC9AVA4E01 AC9AVA4E02	AC9AVA6E01 AC9AVA6E02
Developing practices and skills	AC9AVAFD01	AC9AVA2D01	AC9AVA4D01	AC9AVA6D01
Creating and making	AC9AVAFC01	AC9AVA2C01	AC9AVA4C01	AC9AVA6C01
Presenting and performing	AC9AVAFP01	AC9AVA2P01	AC9AVA4P01	AC9AVA6P01

MUSIC	Foundation	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Exploring and responding	AC9AMUFE01	AC9AMU2E01 AC9AMU2E02	AC9AMU4E01 AC9AMU4E02	AC9AMU6E01 AC9AMU6E02
Developing practices and skills	AC9AMUFD01	AC9AMU2D01	AC9AMU4D01	AC9AMU6D01
Creating and making	AC9AMUFC01	AC9AMU2C01	AC9AMU4C01	AC9AMU6C01
Presenting and performing	AC9AMEFP01	AC9AMU2P01	AC9AMU4P01	AC9AMU6P01

DANCE	Foundation	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Exploring and responding	AC9ADAFE01	AC9ADA2E01	AC9ADA4E01	AC9ADA6E01
Developing practices and skills	AC9ADAFD01	AC9ADA2D01	AC9ADA4D01	AC9ADA6D01
Creating and making	AC9ADAFC01	AC9ADA2C01	AC9ADA4C01	AC9ADA6C01
Presenting and performing	AC9ADAFP01	AC9ADA2P01	AC9ADA4P01	AC9ADA6P01

MEDIA ARTS	Foundation	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Exploring and responding	AC9AMAFE01	AC9AMA2E01 AC9AMA3E02	AC9AMA4E01 AC9AMA4E02	AC9AMA6E01 AC9AMA6E02
Developing practices and skills	AC9AMAFD01	AC9AMA2D01	AC9AMA4D01	AC9AMA6D01
Creating and making	AC9AMAFC01	AC9AMA2C01	AC9AMA4C01	AC9AMA6C01
Presenting and performing	AC9AMAFP01	AC9AMA2P01	AC9AMA4P01	AC9AMA6P01

MATHEMATICS

Content	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Number	AC9MFN02 AC9MFN05	AC9M1N04 AC9M1N05	AC9M2N03 AC9M2N04 AC9M2N06	AC9M3N03 AC9M3N04 AC9M3N05 AC9M3N06	AC9M4N07 AC9M4N08	AC9M5N08 AC9M5N09	AC9M6N01 AC9M6N03 AC9M6N07 AC9M6N08 AC9M6N09
Algebra	AC9MFA01	AC9M1A01 AC9M1A02	AC9M2A01	AC9M3A01 AC9M3A02	AC9M4A01	AC9M5A02	AC9M6A03
Measurement	AC9MFM01 AC9MFM02	AC9M1M01 AC9M1M02 AC9M1M03	AC9M2M01 AC9M2M03 AC9M2M05	AC9M3M01 AC9M3M02 AC9M3M03 AC9M3M04 AC9M3M05 AC9M3M06	AC9M4M01 AC9M4M02 AC9M4M03	AC9M5M01 AC9M5M02 AC9M5M03	AC9M6M01 AC9M6M02 AC9M6M03
Space	AC9MFSP01 AC9MFSP02	AC9M1SP01 AC9M1SP02	AC9M2SP01 AC9M2SP02	AC9M3SP01 AC9M3SP02	AC9M4SP01 AC9M4SP02	AC9M5SP02	AC9M6SP02
Statistics	AC0MFST01	AC9M1ST01 AC9M1ST02	AC9M2ST01 AC9M2ST02	AC9M3ST01 AC9M3ST02	AC9M4ST01 AC9M4ST02 AC9M4ST03	AC9M5ST01 AC9M5ST02 AC9M5ST03	AC9M6ST01 AC9M6ST02 AC9M6ST03
Probability				AC9M3P01	AC9M4P01	AC9M5P01 AC9M5P02	AC9M6P02

HEALTH AND PHYSICAL EDUCATION

Content	Foundation	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Personal, social and community health – Identities and change	AC9HPFP01	AC9HP2P01	AC9HP4P01 AC9HP4P03	AC9HP6P01 AC9HP6P03
Personal, social and community health – Interacting with others)	AC9HPFP02 AC9HPFP03	AC9HP2P02 AC9HP2P03	AC9HP4P04 AC9HP4P05 AC9HP4P06	AC9HP6P04 AC9HP6P05 AC9HP6P06
Personal, social and community health – Making healthy and safe choices)	AC9HPFP05	AC9HP2P05	AC9HP4P08 AC9HP4P10	AC9HP6P08 AC9HP6P10
Movement and physical activity – Moving our bodies	AC9HPFM01 AC9HPFM02	AC9HP2M01 AC9HP2M02	AC9HP4M01 AC9HP4M02	AC9HP6M01 AC9HP6P02
Movement and physical activity – Making active choices	AC9HPFM03	AC9HP2M03	AC9HP4M04 AC9HP4M05	AC9HP6M04 AC9HP6M05
Movement and physical activity – Learning through movement	AC9HPFM04	AC9HP2M04	AC9HP4M07 AC9HP4M09	AC9HP6M09

TECHNOLOGIES

⇒ **Digital Technologies**

Content	Foundation	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Knowledge and understanding – Digital systems	AC9TDIFK01	AC9TDI2K01	AC9TDI4K01 AC9TDI4K02	AC9TDI6K01 AC9TDI6K02
Knowledge and understanding – data representation	AC9TDIFK02	AC9TDI2K02	AC9TDI4K03	
Processes and production skills – Investigating and defining		AC9TDI2P01	AC9TDI4P01	AC9TDI6P01
Processes and production skills - evaluating		AC9TDI2P03	AC9TDI4P05	AC9TDI6P06
Processes and production skills – Collaborating and managing		AC9TDI2P04 AC9TDI2P05	AC9TDI4P06 AC9TDI4P07	AC9TDI6P07 AC9TDI6P08

⇒ Design and Technologies

Content	Foundation	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Knowledge and understanding – Technologies and society	AC9TDEFK01	AC9TDE2K01	AC9TDE4K01	AC9TDE6K01
Knowledge and understanding – Technologies context: Engineering principles and systems; Materials and technologies specialisations		AC9TDE2K02		
Knowledge and understanding – Technologies context: Food and fibre production; Food specialisations		AC9TDE2K03 AC9TDE2K04	AC9TDE4K03 AC9TDE4K04	AC9TDE6K03 AC9TDE6K04
Knowledge and understanding – Technologies context; Materials and technologies specialisations				AC9TDE6K05
Processes and production skills – Investigating and defining			AC9TDE4P01	AC9TDE6P01
Processes and production skills – Generating and designing			AC9TDE4P02	
Knowledge and understanding – Designing and making	AC9TDEFP01	AC9TDE2P01		
Process and production skills – Producing and implementing		AC9TDE2P02	AC9TDE4P03	AC9TDE6P03
Process and production skills – Evaluating			AC9TDE4P04	AC9TDE6P04
Process and production skills – Collaborating and managing		AC9TDE2P04		AC9TDE6P05

SCIENCE

Content	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Science understanding – Biological sciences	AC9SFU01	AC9S1U01		AC9S3U01	AC9S401	AC9S5U01	AC9S6U01
Science understanding – Earth and space sciences		AC9S1U02	AC9S2U01				AC9S6U02
Science understanding – Physical sciences	AC9SFU02	AC9S1U03			AC9S4U03		
Science understanding – Chemical sciences	AC9SFU03		AC9S2U03		AC9S4U04		
Science as a human endeavour – Nature and development of science				AC9S3H01	AC9S4H01	AC9S5H01	AC9S6H01
Science as a human endeavour – Use and influence of science	AC9SFH01	AC9S1H01	AC9S2H01	AC9S3H02	AC9S4H02	AC9S5H02	AC9S6H02
Science inquiry – Questioning and predicting	AC9SFI01	AC9S1I01	AC9S2I01	AC9S3I01	AC9S4I01	AC9S5I01	AC9S6I01
Science inquiry – Planning and conducting	AC9SFI02	AC9S1I02 AC9S1I03	AC9S2I02 AC9S2I03	AC9S3I02 AC9S3I03	AC9S4I02 AC9S3I03	AC9S5I02 AC9S5I03	AC9S6I02 AC9S6I03
Science inquiry – Processing, modelling and analysing	AC9SFI03	AC9S1I04	AC9S2I04	AC9S3I04	AC9S4I04	AC9S5I04	AC9S6I04
Science inquiry – Evaluating	AC9SFI04	AC9S1I05	AC9S2I05	AC9S3I05	AC9S4I05	AC9S5I05	AC9S6I05
Science inquiry - communicating	AC9SFI05	AC9S1I06	AC9S2I06	AC9S3I06	AC9S4I06	AC9S5I06	AC9S6I06

HUMANITIES AND SOCIAL SCIENCES

Content	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge and understanding – History	AC9HSFK01	AC9HS1K01	AC9HS2K01 AC9HS2K02	AC9HS3K01			
Knowledge and understanding – Geography	AC9HSFK03	AC9HS1K03 AC9HS1K04	AC9HS2K03	AC9HS3K04 AC9HS3K05	AC9HS4K05 AC9HS4K06	AC9HS5K05	AC9HS6K05
Knowledge and understanding – Civics and citizenship				AC9HS3K06 AC9HS3K07	AC9HS4K07 AC9HS4K08 AC9HS4K09	AC9HS5K06 AC9HS5K07	AC9HS6K06 AC9HS6K07
Skills – Economics and business						AC9HS5K08	
Skills – Questioning and researching	AC9HSFS01 AC9HSFS02	AC9HS1S01 AC9HS1S02	AC9HS2S01 AC9HS2S02	AC9HS3S01 AC9HS3S02	AC9HS4S01 AC9HS4S02	AC9HS5S01 AC9HS5S02	AC9HS6S01 AC9HS6S02
Skills – Interpreting, analysing and evaluating	AC9HSFS03	AC9HS1S03 AC9HS1S04	AC9HS2S03 AC9HS2S04	AC9HS3S03 AC9HS3S04	AC9HS4S03 AC9HS4S04	AC9HS5S03 AC9HS5S04	AC9HS6S03 AC9HS6S04
Skills – Concluding & decision-making	AC9HSFS04	AC9HS1S05	AC9HS2S05	AC9HS3S05 AC9HS3S06	AC9HS4S05 AC9HS4S06	AC9HS5S05 AC9HS5S06	AC9HS6S05 AC9HS6S06
Skills – Communicating	AC9HSFS05	AC9HS1S06	AC9HS206	AC9HS3S07	AC9HS4S07	AC9HS5S07	AC9HS6S07

Victorian Curriculum Content Codes

ENGLISH

READING AND VIEWING	FND	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Language: text and organisation	VCELA141 VCELA142	VCELA176 VCELA177	VCELA212 VCELA213	VCELA246	VCELA277	VCELA309 VCELA310	VCELA339
Language: expressing and developing ideas	VCELA143 VCELA144 VCELA145	VCELA178 VCELA180	VCELA215	VCELA248	VCELA279	VCELA311	VCELA340
Literature: responding to literature				VCELT251 VCELT252			VCELT341 VCELT342
Literature: literature and context	VCELT148				VCELT282	VCELT313	
Literature: responding to literature					VCELT283	VCELT314	
Literature: examining literature	VCELT149 VCELT150		VCELT219	VCELT253 VCELT254	VCELT284 VCELT285	VCELT316	VCELT343
Literacy: texts in context	VCELY151	VCELY185	VCELY220		VCELY286	VCELY317	
Literature: interpreting, analysing, evaluating	VCELY152 VCELY153 VCELA154	VCELY187	VCELY221 VCELY223	VCELY256	VCELY289	VCELY320	VCELY345

WRITING	FND	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Language: text structure and organisation	VCELA155 VCELA156	VCELA189 VCELA190	VCELA224	VCELA260	VCELA290 VCELA291	VCELA321	VCELA348
Language: expressing and developing ideas					VCELA293	VCELA325	VCELA351 VCELA352
Literature: creating literature	VCELT159	VCELT192 VCELT193	VCELT228 VCELT229	VCELT264 VCELT265	VCELT297 VCELT298	VCELT327 VCELT328	VCELT355 VCELT356
Literacy: texts in context							VCEL357
Literacy: creating texts	VCELY160 VCELY161 VCELY163	VCELY194 VCELY195 VCELY197	VCELY230 VCELY231 VCELY233	VCELY266 VCELY267 VCELY269	VCELY299 VCELY300 VCELY302	VCELY329 VCELY330 VCELY332	VCELY358 VCELY359 VCELY361

SPEAKING AND LISTENING	FND	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Language: language variation and change	VCELA164	VCELA198	VCELA234	VCELA270	VCELA303	VCELA333	VCELA362
Language: language for interaction	VCELA165 VCELA166	VCELA199 VCELA200 VCELA201	VCELA235 VCELA236	VCELA271 VCELA272	VCELA304 VCELA305	VCELA334	VCELA363
Language: expressing and developing ideas	VCELA167	VCELA202	VCELA237	VCELA273			
Literature: literature and context		VCELT205	VCELT240	VCELT274			VCELT365
Literature: responding to literature	VCELT170 VCELT171	VCELT206 VCELT207	VCELT241 VCELT242		VCELT306	VCELT336	
Literature: examining literature	VCELT172	VCELT208 VCELT209	VCELT243				
Literature: creating literature	VCELT173						
Literacy: interacting with others	VCELY174 VCELY175	VCELY210 VCELY211	VCELY244 VCELY245	VCELY275 VCELY276	VCLEY307 VCELY308	VCELY337 VCELY338	VCELY366 VCELY367

THE ARTS

DRAMA	Foundation	LEVELS 1 & 2	LEVELS 3 & 4	LEVELS 5 & 6
Explore and express ideas	VCADRE017	VCADRE021	VCADRE025	VCADRE029
Drama practices	VCADRD018	VCADRD022	VCADRD026	VCADRD030
Present and perform	VCADRP019	VCADRP023	VCADRP027	VCADRP031
Respond and interpret	VCADRR020	VCADRR024	VCADRR028	VCADRR032

MEDIA ARTS	Foundation	LEVELS 1 & 2	LEVELS 3 & 4	LEVELS 5 & 6
Explore and represent ideas	VCAMAE017	VCAMAE021	VCAMA#025	VCAMAE029
Media Arts practices	VCAMAM018	VCAMAM022	VCAMAM026	VCAMAM030
Present and perform	VCAMAP019	VCAMAP023	VCAMAP027	VCAMAP031
Respond and interpret	VCAMAR020	VCAMAR024	VCAMAR028	VCAMAR032

VISUAL ARTS	Foundation	LEVELS 1 & 2	LEVELS 3 & 4	LEVELS 5 & 6
Explore and express ideas	VCAVAE017	VCAVAE021	VCAVAE025	VCAVAE029
Visual Arts practices	VCAVAV018	VCAVAV022	VCAVAV026	VCAVAV030
Present and perform	VCAVAP019	VCAVAP023	VCAVAP027	VCAVAP031
Respond and interpret	VCAVAR020	VCAVAR024	VCAVAR028	VCAVAR032

MUSIC	Foundation	LEVELS 1 & 2	LEVELS 3 & 4	LEVELS 5 & 6
Explore and express ideas	VCAMUE017	VCAMUE021	VCAMUE025	VCAMUE029
Music practices	VCAMUM018	VCAMUM022	VCAMUM026	VCAMAM030
Present and perform	VCAMUP019	VCAMUP023	VCAMUP027	VCAMUP031
Respond and interpret	VCAMUR020	VCAMUR024	VCAMUR028	VCAMUR032

DANCE	FOUNDATION	LEVELS 1 & 2	LEVELS 3 & 4	LEVELS 5 & 6
Explore and express ideas	VCADAE017	VCADAE021	VCADAE025	VCADAE029
Dance practices	VCADAD018	VCADAD022	VCADAD026	VCADAD030
Present and perform	VCADAP019	VCADAP023	VVADAP027	VCADAP031
Respond and interpret	VCADAR020	VCADAR024	VCADAR028	VCADAR032

MATHEMATICS (V2.0)

Content	Foundation	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Number	VC2MFN02 VC2MFN03 VC2MFN05 VC2MFN06	VC2M1N01 VC2M1N03 VC2M1N05	VC2M2N01 VC2M2N02 VC2M2N06	VC2M3N02 VC2M3N03 VC2M3N07 VC2M3N08	VC2M4N01 VC2M4N06 VC2M4N07 VC2M4N08 VC2M4N09	VC2M5N02 VC2M5N04 VC2M5N05 VC2M5N07 VC2M5N08 VC2M5N09	VC2M6N03 VC2M6N05 VC2M6N06 VC2M6N08 VC2M6N09
Algebra	VC2MFA01	VC2M1A01	VC2M2A01	VC2M3A01	VC2M4A01	VC2M5A01	VC2M6A01
Measurement	VC2MFM01 VC2MFM02	VC2M1M01 VC2M1M02 VC2M1M03	VC2M2M01 VC2M2M02 VC2M2M03 VC2M2M04 VC2M2M05	VC2M3M01 VC2M3M02 VC2M3M03 VC2M3M04 VC2M2M05	VC2M4M01 VC2M4M02 VC2M4M03 VC2M4M04	VC2M5M01 VC2M5M02 VC2M5M03 VC2M5M04	VC2M6M01 VC2M6M02 VC2M6M03 VC2M6M04
Space	VC2MFSP01 VC2MFSP02	VC2M1SP01 VC2M1SP02	VC2M2SP01 VC2M2SP02	VC2M3SP01 VC2M3SP02	VC2M4SP01 VC2M4SP02 VC2M4SP03 VC2M4SP04	VC2M5SP01 VC2M5SP02 VC2M5P03	VC2M6SP01 VC2M6SP02 VC2M6SP03
Statistics	VC2MFST01	VC2M1ST01 VC2M1ST02	VC2M2ST01 VC2M2ST02	VC2M3ST01 VC2M3ST02 VC2M3ST03	VC2M4ST01 VC2M4ST02 VC2M4ST03	VC2M5ST01 VC2M5ST02 VC2M5ST03	VC2M6ST01 VC2M6ST02 VC2M6ST03
Probability				VC2M3P01 VC2M3P02	VC2M4P01 VC2M4P02	VC2M5P01 VC2M5P02	VC2M6P01 VC2M6P02

HEALTH AND PHYSICAL EDUCATION

Content	Foundation	LEVELS 1 & 2	LEVELS 3 & 4	LEVELS 5 & 6
Personal, social and community health – Being healthy, safe and active	VCHPEP057 VCHPEP058 VCHPEP059	VCHPEP071 VCHPEP072 VCHPEP073	VCHPEP088 VCHPEP089 VCHPEP090	VCEPEP105 VCHPEP107
Personal, social and community health – Communicating and interacting for health and wellbeing	VCHPEP060 VCHPEP061	VCHPEP075 VCHPEP076	VCHPEP092 VCHPEP093	VCHPEP109 VCHPEP110 VCHPEP111
Personal, social and community health – Contributing to healthy and active communities	VCHPEP062 VCHPEP063	VCHPEP078 VCHPEP079	VCHPEP095	VCHPEP113 VCHPEP114
Movement and physical activity – Moving the body	VCHPEM064 VCHPEM065	VCHPEM080 VCHPEM081 VCHPEM082	VCHPEM097 VCHPEM098 VCHPEM099	VCHPEM115 VCHPEM116 VCHPEM117
Movement and physical activity – Understanding movement	VCHPEM066 VCHPEM067	VCHPEM083 VCHPEM084	VCHPEM100 VCHPEM101	VCHPEM118 VCHPEM119
Movement and physical activity – Learning through movement	VCHPEM068 VCHPEM070	VCHPEM085 VCHPEM087	VCHPEM102 VCHPEM104	VCHPEM120 VCHPEM122

DIGITAL TECHNOLOGIES

Content	FOUNDATION, LEVELS 1 & 2	LEVELS 3 & 4	LEVELS 5 & 6
Digital systems	VCDTDS013	VCDTDS019	VCDTDS026
Data and information	VCDTDI015 VCDTDI016	VCDTDI021 VCDTDI022	VCDTDI028 VCDTDI029
Creating digital solutions	VCDTCD018	VCDTCD024 VCDTCD025	VCDTCD031 VCDTCD033 VCDTCD034

DESIGN AND TECHNOLOGIES

Content	FOUNDATION, LEVEL 1 & 2	LEVELS 3 & 4	LEVELS 5 & 6
Technology and society	VCDSTS013	VCDSTS023	VCDSTS033
Technologies contexts – Engineering principles and systems	VCDSTC014	VCDSTC024	VCDSTC034
Technologies contexts – Food and fibre production	VCDSTC015	VCDSTC025	VCDSSTC035
Technologies contexts – Food specialisations	VCDSTC016	VCDSTC026	VCDSTC036
Technologies and contexts – Materials and technologies specialisations	VCDSTC017	VCDSTC027	VCDSTC037
Creating designed solutions - Investigating	VCDSCD018	VCDSCD028	VCDSCD038
Created designed solutions - Generating	VCDSCD019	VCDSCD029	VCDSCD039
Created designed solutions - Producing	VCDSCD020	VCDSCD030	VCDSCD040
Created designed solutions - Evaluating	VCDSCD021	VCDSCD031	VCDSCD041
Created designed solutions – planning and managing	VCDSCD022	VCDSCD032	VCDSCD042

SCIENCE

SCIENCE	FOUNDATION, LEVEL 1 & LEVEL 2	LEVELS 3 & 4	LEVELS 5 & 6
Science understanding – Science as a human endeavour	VCSSU041	VCSSU056	VCSSUU073
Science understanding – biological sciences	VCSSU042 VCSSU043	VCSSU057 VCSSU058	VCSSU074 VCSSU075
Science understanding – Chemical sciences	VCSSU044 VCSSU045	VCSSU060	VCSSU076
Science understanding – Earth and space sciences	VCSSU046 VCSSU047	VCSSU061 VCSSU062	VCSSU078 VCSSU079
Science understanding – Physical sciences	VCSSU048	VCSSU064	VCSSU081
Science inquiry skills – Questioning and predicting	VCSIS050	VCSIS065	VCSIS082
Science inquiry skills – Planning and conducting	VCSIS051	VCSIS066 VCSIS067	VCSIS083 VCSIS084
Science inquiry skills – Recording and processing	VCSIS052 VCSIS053	VCSIS068 VCSIS069	VCSIS085
Science inquiry skills – Analysing and evaluating	VCSIS054	VCSIS070 VCSIS071	VCSIS086 VCSIS087
Science inquiry skills - communicating	VCSIS055	VCSIS072	VCSIS088

THE HUMANITIES

CIVICS AND CITIZENSHIP	FOUNDATION, LEVELS 1 & 2	LEVELS 3 & 4	LEVELS 5 & 6
Government and democracy		VCCCG001 VCCCG002 VCCCG003	VCCCG008 VCCCG009 VCCCG010 VCCCG011
Laws and citizens		VCCCL004 VCCCL005	VCCCL012 VCCCL013
Citizenship, diversity and identity		VCCCC006 VCCCC007	VCCCC014 VCCCC015 VCCCC016
GEOGRAPHY	**FOUNDATION, LEVELS 1 & 2**	**LEVELS 3 & 4**	**LEVELS 5 & 6**
Geographical concepts and skills: place, space and interconnection	VCGGC057 VCGGC058 VCGGC059	VCGGC071 VCGGC072 VCGGC073	VCGGC085 VCGGC086 VCGGC087
Geographical concepts and skills: data and information	VCGGC060 VCGGC061 VCGGC062	VCGGC074 VCGGC075 VCGGC076	VCGGC088 VCGGC089 VCGGC090
Geographical knowledge: factors that shape places and influence interconnections			VCGGK093 VCGGK095 VCGGK096
Geographical knowledge: places and our connection to them	VCGGK063 VCGGK064 VCGGK065 VCGGK067 VCGGK068 VCGGK069	VCGGK079 VCGGK081 VCGGK082 VCGGK083	
HISTORY	**FOUNDATION, LEVELS 1 & 2**	**LEVELS 3 & 4**	**LEVELS 5 & 6**
Historical concepts & skills: chronology	VCHHC053		
Historical concepts and skills: historical sources as evidence	VCHHC054 VCHHC055	VCHHC067	VCHHC084
Historical concepts and skills: continuity and change	VCHHC056	VCHHC069	VCHHC085
Historical concepts and skills: historical significance	VCHHC057	VCHHC071	VCHHC087
Historical knowledge: personal histories	VCHHK058 VCHHK059 VCHHK060 VCHHK061	VCHHK073 VCHHK074 VCHHK075 VCHHK077	
Historical knowledge: community histories	VCHHK062 VCHHK063 VCHHK064 VCHHK065		

NSW Curriculum Content Codes

English and Mathematics use the New Curriculum (K-6)

Science and Technology, PDHPE, HSIE and Creative Arts use the Old Curriculum (taught in schools until start of 2025)

ENGLISH

Content	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Oral language and communication	ENE-OLC-01	EN1-OLC-01	EN2-OLC-01	EN3-OLC-01
Print conventions	ENE-PRINT-01			
Reading fluency	ENE-REFLU-01	EN1-REFLU-01	EN2-REFLU-01	
Reading comprehension	ENE-RECOM-01	EN1-RECOM-01	EN2-RECOM-01	EN3-RECOM-01
Creating written texts	EN-CWT-01	EN1-CWT-01	EN2-CWT-01	EN3-CWT-01
Spelling	ENE-SPELL-01	EN1-SPELL-01	EN2-SPELL-01	EN3-SPELL-01
Handwriting and digital transcription			EN2-HANDW-02	EN3-HANDW-02
Understand and responding to literature	ENE-UARL-1	EN1-UARL-01	EN2-UARL-01	EN3-UARL-01 EN3-UARL-02

CREATIVE ARTS

DANCE	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Performing	DAES1.1	DAS1.1	DAS2.1	DAS3.1
Composing	DAES1.2	DAS1.2	DAS2.2	DAS3.2
Appreciating	DAES1.3	DAS1.3	DAS2.3	DAS3.3

DRAMA	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Making	DRAES1.1	DRAS1.1 DRAS1.2	DRAS2.1 DRAS2.2	DRAS3.1 DRAS3.2
Performing	DRAES1.3	DRAS1.3	DRAS2.3	DRAS3.3
Appreciating	DRAES1.4	DRAS1.4	DRAS2.4	DRAS3.4

MUSIC	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Performing	MUES1.1	MUS1.1	MUS2.1	MUS3.1
Organising sound	MUES1.2	MUS1.2 MUS1.3	MUS2.2 MUS2.3	MUS3.2 MSU3.3
Listening	MUES1.4	MUS1.4	MUS2.4	MUS3.4

VISUAL ARTS	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Making	VAES1.1 VAES1.2	VAS1.1 VAS1.2	VAS2.1 VAS2.2	VAS3.1 VAS3.2
Appreciating	VAES1.3 VAES1.4	VAS1.3 VAS1.4	VAS2.3 VAS2.4	VAS3.3 VAS3.4

MATHEMATICS

Content	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Representing numbers	MAE-RWN-01	MA1-RWN-01	MA2-RN-01	MA3-RN-01 MA3-RN-02 MA3-RN-03
Combining and separating quantities)	MAE-CSQ-02	MA1-CSQ-01		
Forming groups	MAE-FG-01 MAE-FG-02	MA1-FG-01		
Additive relations			MA2-AR-01 MA2-AR-02	MA3-AR-01
Multiplicative relations			MA2-MR-01 MA2-MR-02	MA3-MR-01 MA3-MR-02
Fractions			MA2-PF-01	MA3-RQF-01
Geometric measure	MAE-GM-01 MAE-GM-02 MAE-GM-03	MA1-GM-01 MA1-GM-02 MA1-GM-03	MA2-GM-01 MA2-GM-02 MA2-GM-03	MA3-GM-01 MA3-GM-02 MA3-GM-03
Two-dimensional (2D) spatial structure	MAE-2DS-01 MAE-2DS-02	MA1-2DS-01 MA1-2DS-02	MA2-2DS-01 MA2-2DS-02 MA2-2DS-03	MA3-2DS-01 MA3-2DS-02 MA3-2DS-03
Three dimensional (3D) spatial structure	MAE-3DS-01 MAE-3DS-02	MA1-3DS-01 MA1-3DS-02	MA2-3DS-01 MA2-3DS-02	MA3-3DS-01 MA3-3DS-01
Non-spatial measure	MAE-NSM-01 MAE-NSM-02	MA1-NSM-01 MA1-NSM-02	MA2-NSM-01 MA2-NSM-02	MA3-NSM-01 MA3-NSM-02
Data	MAE-DATA-01	MA1-DATA-01 MA1-DATA-02	MA2-DATA-01 MA2-DATA-02	MA3-DATA-01 MA3-DATA-02
Chance		MA1-CHAN-01	MA2-CHAN-01	MA3-CHAN-01

PERSONAL DEVELOPMENT, HEALTH, AND PHYSICAL EDUCATION (PDHPE)

Content	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Knowledge and understanding	PDe-1 PDe-2 PDe-3 PDe-4 PDe-5 PDe-6 PDe-7 PDe-8	PD1-1 PD1-2 PD1-3 PD1-4 PD1-5 PD1-6 PD1-7 PD1-8	PD2-1 PD2-2 PD2-3 PD2-4 PD2-5 PD2-6 PD2-7 PD2-8	PD3-1 PD3-2 PD3-3 PD3-4 PD3-5 PD3-6 PD3-7 PD3-8
Skills	PDe-9 PDe-10 PDe-11	PD1-9 PD1-10 PD1-11	PD2-9 PD2-10 PD2-11	PD3-9 PD3-10 PD3-11

SCIENCE AND TECHNOLOGY

Content	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Skills	STe-1WS-S	ST1-1WS-S	ST2-1WS-S	ST3-1WS-S
Understanding and knowledge	STe-3MW-ST STe-5PW-ST STe-6ES-S	ST1-4LW-S ST1-6MW-S ST1-8PW-S ST1-10ES-S	ST2-4LW-S ST2-6MW-S ST2-8PW-ST ST2-9PW-ST ST2-10ES-S	ST3-4LW-S ST3-6MW-S ST3-8PW-ST ST3-9PW-ST ST3-10ES-S

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

Content	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Geography – Knowledge and understanding	GEe-1	GE1-1 GE1-2	GE2-1 GE2-2 GE2-3	GE3-1 GE3-2 GE3-3
Geography – Skills	GEe-2	GE1-3	GE2-4	GE3-4
History – Knowledge and understanding	HTe-1 Hte-2	HT1-1 HT1-2 HT1-3 HT1-4	HT2-1 HT2-2 HT2-5	HT3-1 HT3-2 HT3-3 HT3-5