



**WAM**

WA MUSEUM  
BOOLA  
BARDIP

# TERRACOTTA WARRIORS

LEGACY OF THE FIRST EMPEROR



28 Jun 2025 –  
22 Feb 2026

**Student Learning  
Resources - PRIMARY**



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# TERRACOTTA WARRIORS

## LEGACY OF THE FIRST EMPEROR

The WA Museum Boola Bardip *Learning and Engagement Team* are pleased to share with you these student learning resources to complement our special exhibition, *Terracotta Warriors: Legacy of the First Emperor*, for primary school students from Years 3 – 6. This package is crafted to provide educators with a variety of engaging and educational student activities that cater to different learning styles and interests.

This resource is complemented by the *Teacher Background Information* document which is also available to download on the WA Museum website.

This resource package is divided into four sections:

- 1. One-Off Activities:** These activities are perfect for single class sessions and are designed to be easily integrated into your existing curriculum. They include pre, during and post visit activities that encourage students to engage with the exhibition's themes in a meaningful way.
- 2. Long-Form Projects:** For a more in-depth exploration, our long-form projects provide a fun and structured approach to studying the exhibition over several weeks. These projects encourage critical thinking, research skills, and collaborative learning, allowing students to delve deeper into the subject matter and produce comprehensive final projects.

*There is some overlap between the activities in these two sections and of course there is the option to pick and choose activities from both to incorporate into your teaching and learning program.*

- 3. Further Activity Ideas:** Further activity ideas are provided that link with all the curriculum learning areas.
- 4. Curriculum Links:** Direct curriculum links for the activities contained in this package are explicitly outlined.

We hope this resource package enhances your students' experience of the exhibition and provides valuable learning opportunities both inside and outside the classroom.

# Pre-visit Activity 1

## China's First Emperor

Before your visit to the exhibition *Terracotta Warriors: Legacy of the First Emperor*, get to know Emperor Qin Shihuang.

### Character Profile

Name (before he changed it to Qin Shihuang):

Date of Birth:

What does Qin Shihuang mean?

When did he become a ruler?

**PLUS:** What were some of his achievements?

- 
- 
- 

**MINUS:** What were some of the negative aspects of his rule?

- 
- 
- 

**INTERESTING:** What do you find interesting about him?

- 
- 
-

# Pre-visit Activity 2

## Terracotta Army Discovery

Before your visit to the exhibition *Terracotta Warriors: Legacy of the First Emperor*, learn about how the Terracotta Warriors were discovered and constructed.

Use these questions to guide your research, then write a newspaper article about the discovery!

### The Terracotta Army

On a map of China, indicate the location of the Qin Mausoleum? What is a mausoleum?

When and how were the Terracotta Warriors discovered?

What are they made of?

How were they constructed?

Who made them? How long did it take and how many people worked on building the Terracotta Army?

Why do you think Emperor Qin ordered the construction of such a large army?

Other than the Warriors, what else was buried in Qin Shihuang's mausoleum?

# During Visit Activity 1

## Daily Life in Ancient China: Object Hunt 1

Objects and artefacts can tell us a lot about ancient civilisations, including the way people lived and their beliefs.

As you explore the exhibition, find these four objects and find out what you can about their use and importance in life during the Qin dynasty.

### Object Hunt

	<p>What was the object used for?</p> <p>What is it made from?</p> <p>What do we use today?</p>		<p>What was the object used for?</p> <p>What is it made from?</p> <p>What do we use today?</p>
	<p>What was the object used for?</p> <p>What is it made from?</p> <p>What do we use today?</p>		<p>What was the object used for?</p> <p>What is it made from?</p> <p>What do we use today?</p>

# During Visit Activity 1

## Daily Life in Ancient China: Object Hunt 2

Objects and artefacts can tell us a lot about ancient civilisations, including the way people lived and their beliefs. As you explore the exhibition, choose four different objects and find out what you can about their use and importance in life during the Qin dynasty.

Record your observations in the table below.

Object Hunt			
<b>Object 1</b> (name or sketch):	What was the object used for?  What is it made from?  Why is it important?	<b>Object 2</b> (name or sketch):	What was the object used for?  What is it made from?  Why is it important?
<b>Object 3</b> (name or sketch):	What was the object used for?  What is it made from?  Why is it important?	<b>Object 4</b> (name or sketch):	What was the object used for?  What is it made from?  Why is it important?

# During Visit Activity 2

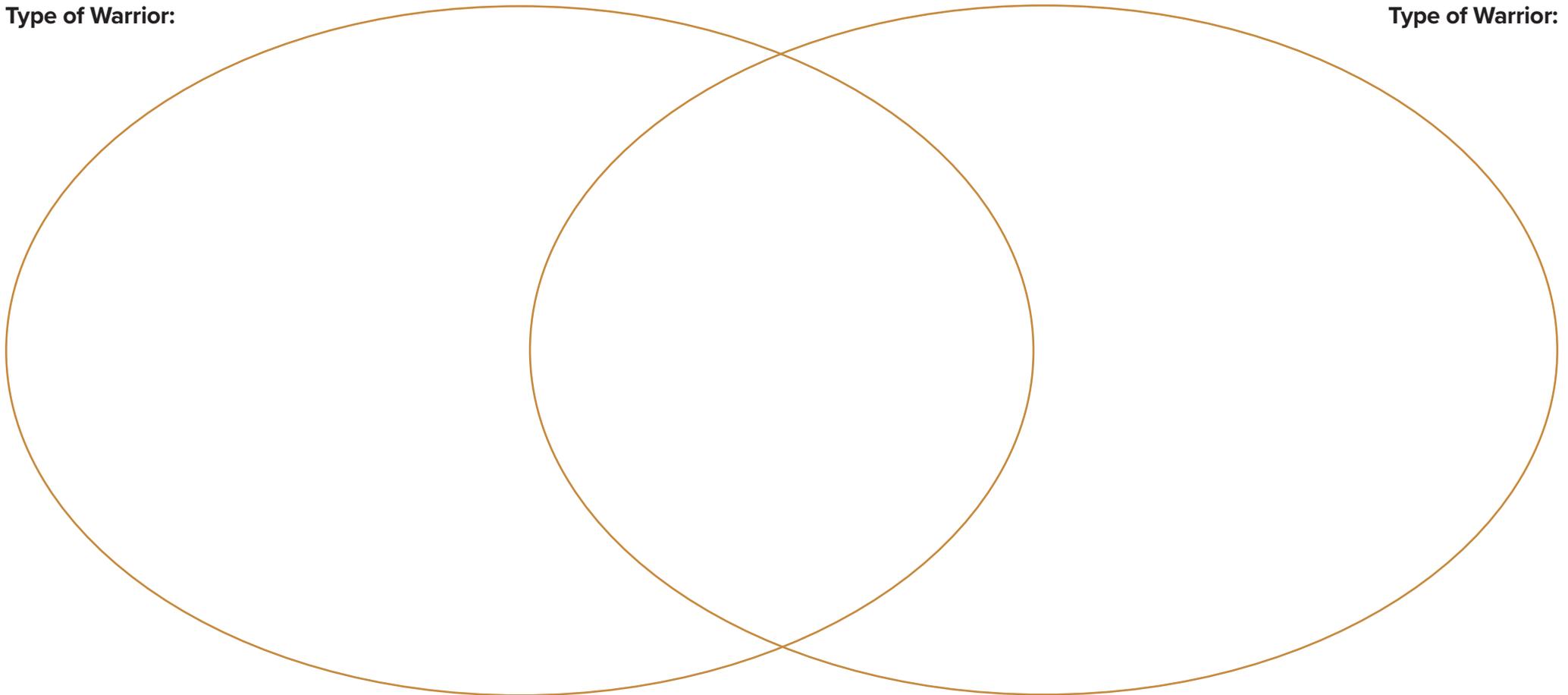
## Warriors Up Close

Every Terracotta Warrior is unique! As you explore the exhibition, choose two Warrior statues and look closely at how they are alike and how they are different. Pay attention to their features, what they're wearing, their poses, and what they might be holding.

Use the Venn diagram to show the similarities and differences and indicate their role within the army.

Type of Warrior:

Type of Warrior:



# Post-visit Activity 1

## Amazing Fast Facts

Use what you have learnt in class and from your visit to the exhibition to write 10 amazing fast facts about Emperor Qin Shihuang and the Terracotta Warriors.

### 10 Amazing Fast Facts about the Terracotta Warriors

1

2

3

4

5

6

7

8

9

10

# Post-visit Activity 2

## Imagining Your Tomb

Imagine you are an emperor or empress. What kind of tomb would you want to be buried in? What artifacts or items would you want to be included to represent your life and achievements?

Sketch your tomb design below. Think about the layout, the types of artifacts, and any special features (e.g., secret chambers, gardens, statues) that you want your tomb to contain. Then create a model of your tomb and present it to the class, explaining your choices and how your design reflects your imagined life as a powerful ruler.

### My Tomb



# Project Resource 1

## Back in Time: Reporting live from Ancient China

Get ready to step into a time machine and travel over 2,000 years into the past! As a journalist on a special assignment, you'll explore the world of Qin Shihuang and meet the people who built his amazing Terracotta Army and mausoleum.

Your job is to uncover their stories: How did they make the statues? What was it like to work for the Emperor? And what can they teach us about their time? Get your notebook ready – it's time to report live from history!

### Pre-visit

#### Your mission begins here!

Before you can jump into the time machine and start interviewing the workers of the Qin Dynasty, you need to prepare. Great journalists always do their research first!

Your journey will take you to near the base of Lishan Mountain in China. First, make sure you know where you are going!

1. Locate China on a map or a globe. What direction will you need to travel in to get there?
2. Locate Lishan Mountain. If you were travelling there by plane, you would need to fly into the nearby city of Xi'An. How long would the flight be?
3. Find pictures of what Xi'An and Lishan Mountain look like today. How would you describe these places?
4. Watch this short video inside the Qin Shihuang's Mausoleum Site Museum (link below), where you can see the soldiers standing in formation. What might it have been like to walk among them when they were first put in place?

National Geographic. (Oct 17, 2016). *The First Emperor's Army | China's Megatomb Revealed*.  
[https://www.youtube.com/watch?v=nbSdP27EJOM&ab\\_channel=NationalGeographic](https://www.youtube.com/watch?v=nbSdP27EJOM&ab_channel=NationalGeographic)

# Project Resource 1

## Who was Emperor Qin Shihuang?

The next step of your journey is to learn about Emperor Qin Shihuang, and his reasons for building the Terracotta Army.

Start by watching this video and fill in the table below.

TED-Ed. (Jun 30, 2015). *The incredible history of China's terracotta warriors*.

[https://www.youtube.com/watch?v=mP5p4QbvPtc&ab\\_channel=TED-Ed](https://www.youtube.com/watch?v=mP5p4QbvPtc&ab_channel=TED-Ed)

Question	Answer
When did Qin Shihuang become a ruler?	
What was his name before he changed it to Qin Shihuang?	
What are some of his achievements?	
Why did he order the Terracotta Army to be built?	
Other than the soldiers, what else is buried in Qin Shihuang's tomb?	
How many people worked on the Terracotta Army?	

# Project Resource 1

## Smart Questions

Smart journalists ask smart questions. Before interviewing anyone, it's helpful to plan and write your questions.

You are about to go back in time to meet people who built Qin Shihuang's tomb. What would you like to ask them? Come up with at least 10 questions using the guide below.

	What	Where	When	Which	Who	Why	How
Present	What is/are...	Where is/are...	When is/are...	Which is/are...	Who is/are...	Why is/are...	How is/are...
Past	What did/ was/were...	Where did/ was/were...	When did/ was/were...	Which did/ was/were...	Who did/ was/were...	Why did/ was/were...	How did/ was/were...
Possibility	What can/could...	Where can/could...	When can/could...	Which can/could...	Who can/could...	Why can/could...	How can/could...
Probability	What would...	Where would...	When would...	Which would...	Who would...	Why would...	How would...
Prediction	What will...	Where will...	When will...	Which will...	Who will...	Why will...	How will...
Imagination	What might...	Where might...	When might...	Which might...	Who might...	Why might...	How might...

## Your Questions

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

# Project Resource 1

## During Visit

### Jobs and Workers

Building Qin Shihuang's tomb and the Terracotta Warriors wasn't a one-person job! Thousands of workers, like sculptors, engineers, farmers, and even children, were involved. As you explore the exhibition, think about these questions:

What materials were the Terracotta Warriors made from?

What might it have been like to work with these materials? (e.g. collect them, transport them, shape them). Do you think any of the jobs would have been difficult or dangerous?

What specific tasks needed to be completed to make the statues? (Hint: imagine starting from scratch: What would you do first? What would you do next? What would you do after that?) List at least 6 jobs.

- 
- 
- 
- 
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- 

What types of skills do you think were needed to build the tomb and create the soldiers?

If you were part of the building team, what job would you choose, and why?

# Project Resource 1

## Objects of Everyday Life

The exhibition contains many everyday objects from Ancient China. As you explore the exhibition, find an example of an everyday object that might have been used by workers who built the Emperor's tomb or the Terracotta Warriors?

What is the object?

Which area of the exhibition did you find it in?

What does it look like? (You can draw it)

What is it made of:

Size:

Markings, decorations or signs of wear:

What was it used for?

How was it helpful?

What tools do you think might have been used by workers in the construction of the Terracotta Army that are not part of the exhibition?

# Project Resource 1

## Post Visit

### Interviewing a tomb worker

Great job! You've learned a lot about Emperor Qin Shihuang and the Terracotta Army. Now it's time to team up with a buddy and bring your story to life with a time-travel role play!

Follow these steps to create and record your interview with a worker from Ancient China and beam it to the 21st Century.

#### Reflect on the exhibition

Talk with your partner about what you learned at the Museum.

- What was the most interesting thing you saw?
- What tools or objects stood out to you?
- What worker jobs or skills did you learn about?

#### Choose a worker

Decide which worker you will interview (e.g., a sculptor, painter, or labourer).

Discuss the types of things you want them to tell you about.

Think about what they did and what their role was in building the Terracotta Warriors.

Refer to the *Terracotta Warriors task list* to learn more about the different jobs and tasks involved. This can help you choose your worker and ask detailed questions about their role.

#### Write out your questions

Use the list of questions you made before your museum visit or come up with new ones.

Choose questions that will help you write detailed answers.

#### Imagine their answers

Put yourself in the worker's shoes. How would they answer the questions?

Write down their responses.

#### Role play

Decide who is going to play the role of a journalist, and who will play the role of the worker. Practice your interview.

Record your role play and share it with your class. Have fun being a time-travel reporter!

# Project Resource 1

## Terracotta Warriors Task List

### Supporting Material

Building the Terracotta Army was a massive job that involved many skilled workers. Each person had an important role. Here's what they might have done:

#### Planners and Designers

- Planning the army: Designed the layout of the warriors, chariots, and other tomb features.
- Creating poses and armour: Designed how the warriors would stand, what they would wear, and how they would look.
- Supervising the work: Made sure everyone followed the plans and checked that the work was done correctly.

#### Labourers and Material Collectors

- Gathering clay: Dug clay from the ground and carried it to the sculptors.
- Preparing materials: Mixed clay until it was soft and ready for sculpting.
- Making tools and moulds: Created and repaired moulds for shaping body parts and tools like chisels and carving knives.

#### Mould Makers

- Designing moulds: Made reusable clay moulds for basic shapes like arms, legs, torsos, and heads.
- Repairing moulds: Fixed any damaged moulds to make sure they could be used again.

#### Metal Workers

- Making weapons: Forged bronze weapons like swords, spears, and arrowheads for the soldiers to carry.
- Crafting fittings: Made metal parts for the chariots, like wheels and axles.
- Sharpening and polishing: Ensured the weapons were sharp and ready for battle.

#### Woodworkers

- Building chariots: Constructed wooden chariots used in the tomb to represent Emperor Qin's army.
- Carving details: Added designs and decorations to the wooden pieces.
- Making handles: Created wooden handles for tools and weapons.

#### Sculptors and Builders

- Shaping body parts: Used moulds to form the basic shapes of torsos, arms, legs, and heads.
- Carving details: Hand-carved faces, hair, armour, and other unique details for each soldier.
- Assembling statues: Joined the body parts together to create complete soldiers.
- Smoothing and refining: Polished the clay to make it look lifelike and neat.

#### Customisation Workers

- Adding unique features: Made each warrior unique by giving them different hairstyles, faces, and armour styles.
- Making accessories: Crafted weapons, shields, and other items for the warriors.

# Project Resource 1

## Painters and Decorators

- Applying a base layer: Added a protective coating to the statues before painting.
- Painting details: Painted lifelike colours onto the warriors, including skin tones, armour, and clothing.
- Sealing the paint: Used lacquer to protect the colours and prevent them from fading.

## Firing and Drying Teams

- Baking the statues: Fired the clay in kilns (large ovens) to harden it.
- Drying carefully: Let the statues dry slowly to avoid cracks or damage.

## Transport and Installation Teams

- Moving statues: Transported the heavy statues to their places in the tomb.
- Arranging the army: Set up the warriors in rows and formations to look like a real army.

## Inspectors and Repair Workers

- Inspecting for quality: Checked the statues at every stage to ensure there were no mistakes.
- Fixing damage: Repaired any cracks or broken pieces before the statues were finished.

# Project Resource 2

## Design Your Own Warrior

Imagine being picked by Qin Shihuang to join his team of talented artisans, creating the figures that will travel with him into the afterlife. What will your statue be? A brave commander, a skilled archer, or maybe someone with a secret talent? Or will it be someone completely different – like a musician, an acrobat, or another important figure from the Emperor’s world?

Whoever you choose, they need to stand out. They’re not just a statue – they need a story, a personality, and a purpose. It’s your chance to bring history to life with your own creative ideas!

## Pre-visit

### Building an army

Before you start designing your own statue, let’s travel back in time to Ancient China to learn why a huge underground army was built in the first place, and how it was made.

Watch this video and complete the table below.  
ARTSQ. (Mar 21, 2024). *The Illusion of the Terracotta Army, Tomb of the First Emperor | conversation with a kid.*  
<https://www.youtube.com/watch?v=GrdQZoMzsy0>

<b>Who</b> was Qin Shihuang?	
<b>What</b> materials were the army made from?	
<b>When</b> were the warriors buried?	
<b>Where</b> were the statues placed once they were made?	
<b>Why</b> did Qin Shihuang order the statues to be made?	
<b>How</b> were the statues made?	

# Project Resource 2

## Step inside the workshop

Think about what it might have been like to be in one of the workshops where the Terracotta Warriors were made. Complete the chart below:

A large circle is divided into three equal sectors by three lines meeting at the center. The top sector is labeled "Looks like", the bottom-left sector is labeled "Sounds like", and the bottom-right sector is labeled "Feels like". The sectors are currently empty, intended for student input.

# Project Resource 2

## What's your role?

Over 700,000 people worked on building Qin Shihuang's army! That's a huge number of workers, each with an important job to do. Here are some of the roles people had:

- Sculptors: Shaped the warriors' bodies and carved their unique faces and details.
- Painters: Added bright colours to the statues to make them look lifelike.
- Labourers: Dug clay from the ground and carried it to the workshop.
- Toolmakers: Made the chisels, brushes, and moulds needed to create the warriors.
- Weapon makers: Crafted swords, spears, and bows for the warriors.
- Supervisors: Checked the statues and made sure everything was done properly.
- Planners: Designed the layout of the army and decided how each statue should look.
- Kiln operators: Fired the clay statues in ovens to make them strong.

### Pick a job

Which job would you like to do, and why?

*I would like to be a ...*

### Describe your day

What specific tasks do you think this job might involve? Write down 3 tasks:

	Task description
Task 1	
Task 2	
Task 3	

### Create a symbol

Every worker had special skills. Design a symbol or logo that represents your skill.

### Bonus challenge

Why is your job important to the Emperor's project?

*My job is important because ...*

# Project Resource 2

## During Visit

### Part A - Exploring the warriors up close

Every Terracotta Warrior has its own unique story, and no two are exactly the same! As you explore the exhibition, choose two statues to compare and look closely at how they are alike and how they are different. Pay attention to their features, what they're wearing, their poses, and what they might be holding. (Please use activity worksheet – *Warriors up Close* on page 8 of this document)

### Part B - Colours and details of artifacts

#### Did you know?

The Terracotta Warriors and other objects found in Qin Shihuang's tomb were originally painted in bright colours, like red, blue, green, purple and black.

These colours were made using natural minerals.

When statues were dug up, the paint faded within minutes when it was exposed to air and light.

Choose an artifact that isn't a Terracotta Warrior. What is it?

Sketch it

Patterns

Are there any shapes, lines or pattern designs? Describe them.

Textures

Does the surface look smooth, rough or something else?

Colours

What colours can you see? Where?

# Project Resource 2

## Post Visit

### Design your own terracotta masterpiece!

Now that you've seen a small sample of the Terracotta Army and learned how each statue was carefully crafted, it's time to create your own figure! Follow the steps below to plan and design your statue.

#### Decide on your figure's role

Will your statue be a soldier or someone else from the Emperor's world, like a musician or an acrobat?

*My figure's role is ...*

#### Plan the features

Think about what your figure looks like. Use the table below to plan:

Feature	Your choice
Clothing/armour	What are they wearing? Is it armour, robes, or something else? Add details (e.g., patterns, layers)
Tools/weapons	What are they holding? Is it a weapon, instrument, or tool?
Pose/position	Are they standing or sitting? Are they serious and still, or in motion, like playing music or ready to fight?
Facial features	What does their face look like? (e.g., fierce, calm, focused)
Special details	What makes your figure unique? (e.g., hairstyle, jewellery, decorations)
Colours	What colours will you use for their clothes, skin, and accessories?

# Project Resource 2

## Draw your figure

On a blank piece of paper, draw your figure from three angles:

- Front view
- Side view
- Back view

Include as many details as you can, based on your plan!

## Add a backstory

Every figure in the Terracotta Army had a role to play.

Write a short paragraph below about your figure:

- What is their name?
- What is their job or purpose in the army or the Emperor's world?
- Why are they important?
- What's a fun or interesting fact about them?

## Create a model

Take your design to the next level by making a 3D model of your figure.

- Use clay or playdough to shape your figure.
- Focus on the details you included in your plan, like their pose, clothing, and tools.
- Discuss how to arrange everyone's models into a formation. Which ones should be in the front? Which ones at the back or to the side?
- Let your models dry and display it proudly!

## Bonus activity

Imagine your warrior was to one day be on display in a museum.

Write a label that would sit next to it.

# Further Ideas for Classroom Activities

Learning Area	
HASS	<ul style="list-style-type: none"> <li>• Create a visual timeline of Qin dynasty innovations and events.</li> <li>• Map key locations of the Qin dynasty and create a collage that shows the geographic features around Shaanxi province.</li> <li>• Make a list of Ancient Chinese innovations and compare to their modern equivalents today.</li> <li>• Create a True/False quiz about Ancient China.</li> </ul>
English	<ul style="list-style-type: none"> <li>• Write a diary entry from the perspective Qin Shihuang, reflecting on his visit to the Terracotta Warrior workshops.</li> <li>• Create an advertising poster for the Terracotta Warriors exhibition.</li> <li>• Write a paragraph describing a Terracotta Warrior. Use at least one simile or metaphor in your description.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Experiment with properties of different types of soil and explain why clay was used to make the Terracotta Warriors.</li> <li>• Mix natural materials (e.g., chalk, turmeric) to create simple pigments and paint clay models.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Investigate Qin dynasty units of measurement and compare to modern day metric units.</li> <li>• Explore the geometric patterns found in the Terracotta Warriors' armour and design a pattern of your own.</li> </ul>
Technologies	<ul style="list-style-type: none"> <li>• Design a tool or weapon inspired by Qin-era technology.</li> <li>• Build a simple waterway model to simulate the Qin dynasty's irrigation systems.</li> </ul>
The Arts	<ul style="list-style-type: none"> <li>• Experiment with ancient-inspired stamping techniques to create patterns that could have been used on clothing, clay or paper during Qin dynasty.</li> <li>• Use clay or playdough to sculpt a mini artefact inspired by Ancient Chinese funerary practices, focusing on symbolic details.</li> <li>• Role-play scenes from the time of Emperor Qin Shihuang. Take on roles such as the emperor, soldiers – or archaeologists discovering the warriors.</li> </ul>
Health and PE	<ul style="list-style-type: none"> <li>• Discuss: Ying Zheng was 13 when he became the ruler of the Qin state. How might puberty have affected his actions or emotions at this time?</li> </ul>
Languages	<ul style="list-style-type: none"> <li>• Practice using traditional calligraphy brushes to write characters in Simplified or Traditional Chinese (both of which have evolved from the Small Seal Script introduced during the Qin Dynasty).</li> </ul>

# Curriculum Links

Exploring the *Terracotta Warriors: Legacy of the First Emperor* exhibition and using the associated learning resources helps students, at every year level, to develop a range of inquiry skills, including those associated with:

- questioning and researching
- analysing
- evaluating; and
- communicating and reflecting

The stories shared as part of the exhibition most directly relate to the development of understandings outlined in the table below. However, elements of *Terracotta Warriors: Legacy of the First Emperor* can enrich the curriculum across all learning areas. Curriculum links are current as of 2025.

Area	Learning Area	Curriculum Descriptor
3	HASS (History)	<b>Communities and remembrance</b> <ul style="list-style-type: none"> <li>• One important example of change and one important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (ACHASSK062)</li> </ul>
	HASS (Geography)	<b>Places are both similar and different</b> <ul style="list-style-type: none"> <li>• The location of Australia’s neighbouring countries and their diverse natural characteristics and human characteristics (ACHASSK067)</li> </ul>
	Technologies	<b>Technologies and society</b> <ul style="list-style-type: none"> <li>• Role of people in design and technologies occupations (ACTDEK010)</li> </ul> <b>Technologies contexts</b> <ul style="list-style-type: none"> <li>• Forces, and the properties of materials, affect the behaviour of objects (ACTDEK011)</li> </ul>
	The Arts (Visual Arts)	<b>Ideas</b> <ul style="list-style-type: none"> <li>• Exploration of artwork from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures (ACAVAM110)</li> </ul> <b>Responding</b> <ul style="list-style-type: none"> <li>• Appreciation and respect for a variety of artwork (ACAVAR113)</li> <li>• Personal responses discussing the use of visual art elements in their own and other’s artwork, and identifying meaning in artwork from other cultures (ACAVAR113)</li> </ul>

# Curriculum Links

4	Technologies	<p><b>Technologies and society</b></p> <ul style="list-style-type: none"> <li>• Role of people in design and technologies occupations (ACTDEK010)</li> </ul> <p><b>Technologies contexts</b></p> <ul style="list-style-type: none"> <li>• Forces, and the properties of materials, affect the behaviour of a product or system (ACTDEK011)</li> </ul>
	The Arts (Visual Arts)	<p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Exploration of artwork from varying times and cultures that represent different styles, such as realistic, narrative and abstract (ACAVAM110)</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Appreciation and respect for a range of artwork from different social, cultural and historical contexts (ACAVAR113)</li> </ul>
5	Technologies	<p><b>Technologies contexts</b></p> <ul style="list-style-type: none"> <li>• People in design and technologies occupations aim to increase efficiency of production systems, or consumer satisfaction of food and natural fibre products (ACTDEK021)</li> <li>• Characteristics and properties of a range of materials and components, and the suitability and safe practice of their use (ACTDEK023)</li> </ul>
	Science (Science as a human endeavour)	<p><b>Nature and development of science</b></p> <ul style="list-style-type: none"> <li>• Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081)</li> </ul> <p><b>Use and influence of science</b></p> <ul style="list-style-type: none"> <li>• Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)</li> </ul>
	The Arts (Visual Arts)	<p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Exploration of artwork from various artists and different approaches used to communicate ideas, beliefs and opinions (ACAVAM114)</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Appreciation of the role of art from different times and cultures, and consideration of how the artist's perspective is reflected in the artwork (ACAVAR117)</li> </ul>

# Curriculum Links

6	Technologies	<p><b>Technologies contexts</b></p> <ul style="list-style-type: none"> <li>Characteristics, properties and safe practice of a range of materials, systems, tools and equipment; and evaluate the suitability of their use (ACTDEK023)</li> </ul>
	Science (Science as a human endeavour)	<p><b>Nature and development of science</b></p> <ul style="list-style-type: none"> <li>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098)</li> </ul> <p><b>Use and influence of science</b></p> <ul style="list-style-type: none"> <li>Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)</li> </ul>
	The Arts (Visual Arts)	<p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>Exploration of artwork inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist's belief or viewpoint (ACAVAM114)</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Personal responses, using visual art terminology, about how visual art elements, techniques and symbolic meaning communicate ideas and messages; and identifying factors that influence artwork from different social, cultural and historical times (ACAVAR117)</li> </ul>