

# CURRICULUM GUIDE

The Nature Photographer of The Year Question Cards are designed to encourage students to look closely at the finalists of any iteration of this annual exhibition. Students should work in pairs or small groups, using the cards to select, interpret and discuss photographs as they move around the exhibition space. The questions on the cards are curriculum aligned as outlined below, however with appropriate scaffolding, it is intended that these cards could be adapted to be used across multiple year levels.

## VISUAL ARTS

Age Group	Curriculum connections	Card numbers
<b>Junior Primary</b>	Explore how and why the arts are important for people and communities – AC9AVAFE01	1-6
	Explore where, why and how people across cultures, communities and/or other contexts experience visual arts – AC9AVA2E01	1-6
<b>Middle/Upper Primary</b>	Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts – AC9AVA4E01	7-10
	Explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts – AC9AVA6E01	7-10
<b>Secondary</b>	Investigate ways that visual conventions, visual arts processes, and materials are manipulated to represent ideas, perspectives and/or meaning in artworks created across cultures, times, places and/or other contexts - AC9AVA8E01	11-14
	Investigate the ways that artists across cultures, times, places and/or other contexts develop personal expression in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning - AC9AVA10E01	15-17
<b>SACE</b>	Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.	18-19

# SCIENCE

Age Group	Curriculum connections	Card numbers
<b>Junior Primary</b>	Observe external features of plants and animals and describe ways they can be grouped based on these features - AC9SFU01	1-2
	Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs - AC9S1U01	3
	Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs - AC9S1U01	4
	Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs - AC9S1U01	5
	Explore the ways people make and use observations and questions to learn about the natural world - AC9SFH01	6-8
<b>Middle/Upper Primary</b>	Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships - AC9S4U01	9
	Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships - AC9S4U01	10
	Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships - AC9S4U01	11
	Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships - AC9S4U01	12-13
<b>Secondary</b>	Investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys - AC9S7U01	14-16
	Investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys - AC9S7U01	17
	Explore the role of science communication in informing individual viewpoints and community policies and regulations - AC9S7H04	18-20
	Examine how the values and needs of society influence the focus of scientific research - AC9S9H04	21-23
<b>SACE</b>	Advances in science understanding in one field can influence other areas of science, technology and engineering.	24-25
	The use of scientific knowledge is influenced by social, economic, cultural and ethical considerations.	26
	The acceptance of scientific knowledge can be influenced by the social, economic and cultural context in which it is considered.	27

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# JUNIOR PRIMARY

## VISUAL ARTS



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### CARD 1

Why do you think people like taking photographs of nature?

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### CARD 2

Choose a photograph of an animal or insect. What can you see in this photograph? What do you recognise, and what have you not seen before?

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### CARD 3

Choose two different photos. Imagine you could go into the images. What sounds would you hear in each one?

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### CARD 4

Choose one photograph that is happy and one that is sad. What makes it happy or sad?

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### CARD 5

Choose a photo you think is interesting. What different things can you see in this photo?

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### CARD 6

Find one of the winning photos. Do you agree that it should have won? If not, which would you have chosen and why?

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# MIDDLE/UPPER PRIMARY

## VISUAL ARTS



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## CARD 7

Choose a photograph that puzzles or interests you. Look silently for 30 seconds. What do you think the photographer's message might be? Now read the wall label. Has your understanding changed? How so?

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## CARD 8

Why do you think this exhibition is held in the South Australian Museum? Does this location influence how you think about the photographs?

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## CARD 9

Find two photographs that show unusual views of their subjects. Describe how do you think the photographers took the shots.

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## CARD 10

Contrast refers to the use elements that are different or opposite to each other, for example, light and dark or big and small. Find a photograph that uses contrast. What elements are contrasting?

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# SECONDARY

## VISUAL ARTS



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## CARD 11

Choose a photograph that shows two or more animals. What relationship do they have? How has the photographer captured this?

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## CARD 12

Photograph means 'light drawing.' Find two photos that have used light differently. How does the use of light affect how you feel about the image?

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## CARD 13

Compare a black and white photograph to one that uses colour. Describe the atmosphere or feeling created by each technique.

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## CARD 14

Find two photos that have used perspective in different ways. How does the perspective used affect the way you think about the photo?

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## CARD 15

Choose a photograph that identifies a social or environmental issue. How does the photographer feel about that issue? What can you see that makes you say that?

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## CARD 16

Look up the judges of this year's award. How might their careers and areas of expertise impact how they judge the entries? Who would you pick to be on the judging panel and why?

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## CARD 17

Consider a photograph that shows something you find unusual or intriguing. Before looking at the wall label tell a friend what you think it is about. Now read the label. Does your interpretation differ from the intention of the photographer? Is one more 'correct' than the other?

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## SACE

### VISUAL ARTS



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## CARD 18

A photograph captures a moment in time. Choose a photograph that stands out for you. What might this place have looked like 100 years ago? What might it look like 100 years from now?

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## CARD 19

Find a photograph that you feel represents life in contemporary Australia. Explain your choice.

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## JUNIOR PRIMARY

### SCIENCE



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### **CARD 1**

Predator or Prey? Find an animal that is a predator and another which is prey. What features of these creatures makes you think this?

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### **CARD 2**

Find as many photographs as you can that show insects. What features do they have in common? What is unique about different species?

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### **CARD 3**

Find two photographs of animals in different habitats. What makes these habitats good homes for each animal? Would the animals survive in each other's habitat?

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### **CARD 4**

Find photographs of a big and a small animal. How do you think they would move? What can you see that makes you say that?

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### **CARD 5**

Find a photograph that shows a warm environment and one that shows a cool environment. What features show that they are warm or cool?

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### **CARD 6**

Find two photographs that are similar. What is similar about them? What is different?

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### **CARD 7**

Find a photograph that shows a close-up of a tiny animal or insect. What do you notice that you could not normally see?

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### **CARD 8**

Choose your favourite photograph. List three questions you would ask a scientist about this photo.

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# MIDDLE/UPPER PRIMARY

## SCIENCE



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### CARD 9

Select three photographs that show different animals or plants and put them into a food chain. Who would eat who? What can you see that makes you say that?

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### CARD 10

Look closely at photographs of species living in and around water. What features can you observe which helps them survive in this habitat?

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### CARD 11

Find a landscape photograph that shows a natural resource. How might humans use it? What might be the impact on the landscape if this resource was to be used?

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### CARD 12

Find an image that highlights an environmental issue. What is going on in the photograph? What can you see that makes you say that?

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### CARD 13

Imagine you are making a poster that encourages others to care for the natural environment. Choose a photograph from the exhibition to include on your poster. Explain your choice.

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# SECONDARY

## SCIENCE



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### CARD 14

Find photographs of three different animals with wings. What features do they have in common? What makes them unique? What makes a wing a wing?

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### **CARD 15**

Find as many images of mammals as you can. What are the observable features which they all share?

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### **CARD 16**

Find as many images of Insects as you can. What are the observable features which they all share?

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### **CARD 17**

Find a photograph that shows or suggests energy. What kind of energy is shown? How has the photographer achieved this?

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### **CARD 18**

Choose an environmental issue you care about. Select an image which you feel communicates the importance of this issue. Explain your choice.

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### **CARD 19**

Imagine you are an environmental scientist speaking to politicians about environmental policy. Which images would you choose to help convince them to change their policies?

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### **CARD 20**

Choose an image that you think would encourage young children to consider a career in science. Explain your choice.

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### **CARD 21**

Imagine you are a scientist choosing an area of study. How might these photographs influence your choice?

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### **CARD 22**

Find a photograph that shows human impact on the natural world. How does it make you feel?



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### CARD 23

Find a photograph which could be used as a call for action. What actions do you think need to be taken, and by whom?

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## SACE SCIENCE



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### CARD 24

Find a photograph that uses an extreme close-up. What do you notice in this image that you would not normally be able to see? How might a scientist use this photograph?

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### CARD 25

Find a photograph that might have been taken using a drone. What makes you think that a drone was used? How do you think scientists could use drone technology to help their research?

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### CARD 26

Consider a photograph that shows human impact on the natural world. Does it suggest a positive or negative impact? What can you see that makes you say that?

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### CARD 27

How can photographs help people understand and accept scientific knowledge? Use a photograph from the exhibition to explain a scientific concept.