Indicative progress descriptions

The Victorian Curriculum F–10 has been designed as a continuum of learning, with achievement standards provided at the end of a level or, more typically, at the end of a band of levels. As students progress along the curriculum, indicative progress descriptions can be used by teachers to describe what student progress looks like *between* achievement standards. Such a description of a student’s progression of learning may be useful to a teacher when they need to assess and report the student’s learning progress *when they are only partially through teaching the level* and hence the student is still working towards the level achievement standard.

To assist teachers to develop their own indicative progress descriptions, the VCAA has provided an annotated example of indicative progress, a curriculum-specific example of indicative progress and indicative progress templates prepopulated with the curriculum-specific achievement standards (see below).

Teachers are encouraged to look at both the annotated example below and the curriculum-specific example of indicative progress (see page 2), before filling in the indicative progress template from page 3 onward.

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Annotated example of indicative progress

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| **Curriculum Area****Step 1:** *Identify the curriculum area and the levels the assessment will span.* Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison  |
| **Context:** |
| **Content Descriptions:****Step 5:** *Develop a description of what a student would be expected to do, make, say or write as they progress towards the next achievement standard.* |
| **Level X Achievement Standard** | **Example of indicative progress towards achievement standard** | **Level Y Achievement Standard** |
| By the end of Level X students can: … | When progressing towards Level Y students can: …**Step 4:** *Highlight the specific elements of the achievement standard that are being targeted in this context.* | By the end of Level Y students can: …  |

**Step 2:** *Draw the context from the learning plan and include an outline of the unit or topic.*

**Step 3:** *Choose which content descriptions will be taught and assessed in this unit.*

Curriculum-specific example of indicative progress

Below is a curriculum-specific example with each step marked, to demonstrate how to complete an indicative progress template.

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| **CURRICULUM AREA: Music sequence towardLevel 8 achievement standard** |
| 1**Context:** Students participate in an instrumental or classroom music program and focus on developing their instrumental/vocal skills. With their teachers they select performance repertoire that offers them achievable but specific challenges. The music might be work they have composed/arranged and are now preparing to perform, ensemble/group pieces they’re learning with others or work for a solo program. The teaching and learning plan will focus on supporting each student to address challenges offered by the music and to develop their instrumental and/or vocal technique. Students will also set and monitor learning goals and/or performance intentions and establish and maintain effective practice habits.2 |
| **Content Descriptions:** **Explore and express ideas:** Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects ([VCAMUE033](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCAMUE033))**Music practices:** Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills ([VCAMUM035](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCAMUM035))**Respond and interpret:** Analyse composers’ use of the elements of music and stylistic features when listening to and interpreting music ([VCAMUR038](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCAMUR038)) |
| **Music Level 6 Achievement Standard** | **Example of indicative progress towards the Music Level 8 Achievement Standard** | **Music Level 8 Achievement Standard** |
| By the end of Level 6, students* use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music.
* sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences.
* explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform.
* describe how their music making is influenced by music from different cultures, times and locations, using music terminology.
 | Indicative progress towards the Level 8 achievement standard may be when students* identify performance ‘challenges’ by adding a comments track to a recording or annotating a score/chart
* describe their intentions for a performance of selected music based on analysis of recordings or live performances/teacher demonstrations
* explore relevant techniques and sound qualities through improvisation activities and exercises [teacher selected]
* create exercises to address specific challenges based on improvisation activities
* develop learning goals and a practice plan, and stick to the plan
* use ICT to monitor, reflect on and evaluate progress
 | By the end of Level 8, students5* manipulate the elements of music and stylistic conventions to improvise, compose and perform music.
* use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.
* use music terminology and symbols to recognise, describe and notate selected features of music.
* identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions
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| **CURRICULUM AREA – Music sequence toward Level 2 achievement standard**Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison  |
| **Context: [INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s): [INSERT Content description/s which will be taught and assessed in this unit]** |
| **Music Foundation Level Standard** | **Example of Indicative Progress toward Level 2 Achievement Standard**  | **Music Level 2 Achievement Standard**  |
| By the end of the Foundation Level:* Students sing and play instruments to communicate their experiences and ideas.
* They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns.
* Students describe the music to which they listen, identifying what they enjoy and why.
 | In **Music,** indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:* Students use imagination, their voices and instruments to improvise, compose, arrange and perform music.
* They explore and make decisions about ways of organising sounds to communicate ideas.
* They achieve intended effects and demonstrate accuracy when performing and composing.
* They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts.
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Indicative progress template

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| **CURRICULUM AREA – Music sequence toward Level 4 achievement standard**Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison  |
| **Context:** |
| **Content Description(s):**  |
| **Music Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard**  | **Music Level 4 Achievement Standard**  |
| By the end of Level 2:* Students use imagination, their voices and instruments to improvise, compose, arrange and perform music.
* They explore and make decisions about ways of organising sounds to communicate ideas.
* They achieve intended effects and demonstrate accuracy when performing and composing.
* They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts.
 | In **Music,** indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:* Students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences.
* They document their compositions.
* Students describe and discuss similarities and differences between music they listen to, compose and perform.
* They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition.
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| **CURRICULUM AREA – Music sequence toward Level 6 achievement standard**Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison  |
| **Context:** |
| **Content Description(s):** |
| **Music Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard**  | **Music Level 6 Achievement Standard**  |
| By the end of Level 4:* Students improvise, arrange, compose, and accurately and expressively perform songs and instrumental Music to communicate intentions and ideas to audiences.
* They document their compositions.
* Students describe and discuss similarities and differences between Music they listen to, compose and perform.
* They discuss how they and others use the elements of Music to communicate ideas and intentions in performance and composition.
 | In **Music,** indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:* Students use the elements of Music, their voices, instruments and technologies to improvise, arrange, compose and perform Music.
* They sing and play Music in different styles and use Music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences.
* Students explain how the elements of Music are used to communicate ideas and purpose in the Music they listen to, compose, and perform.
* They describe how their Music making is influenced by Music from different cultures, times and locations, using Music terminology.
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| **CURRICULUM AREA –Music sequence toward Level 8 achievement standard**Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison  |
| **Context:** |
| **Content Description(s):** |
| **Music Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard**  | **Music Level 8 Achievement Standard**  |
| By the end of Level 6:* Students use the elements of Music, their voices, instruments and technologies to improvise, arrange, compose and perform Music.
* They sing and play Music in different styles and use Music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences.
* Students explain how the elements of Music are used to communicate ideas and purpose in the Music they listen to, compose, and perform.
* They describe how their Music making is influenced by Music from different cultures, times and locations, using Music terminology.
 | In **Music,** indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:* Students manipulate the elements of Music and stylistic conventions to improvise, compose and perform Music.
* They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.
* They use Music terminology and symbols to recognise, describe and notate selected features of Music
* Students identify and analyse how the elements of Music are used in different styles and apply this knowledge in their performances and compositions.
* They evaluate Musical choices they and others have made to communicate ideas and intentions as performers and composers of Music from different cultures, times and locations.
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| **CURRICULUM AREA – Music sequence toward Level 10 achievement standard**Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison  |
| **Context:** |
| **Content Description(s):** |
| **Music Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard**  | **Music Level 10 Achievement Standard**  |
| By the end of Level 8:* Students manipulate the elements of Music and stylistic conventions to improvise, compose and perform Music.
* They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.
* They use Music terminology and symbols to recognise, describe and notate selected features of Music.
* Students identify and analyse how the elements of Music are used in different styles and apply this knowledge in their performances and compositions.
* They evaluate Musical choices they and others have made to communicate ideas and intentions as performers and composers of Music from different cultures, times and locations.
 | In **Music,** indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:* Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles.
* They demonstrate a developing personal voice and technical control, expression and stylistic understanding.
* They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of Music, style and notation to compose, document and share their Music.
* Students aurally and visually analyse works and performances of different styles.
* They evaluate the use of elements of Music and defining characteristics from different Musical styles.
* They use their understanding of Music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.
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