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.*

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| **CURRICULUM AREA: Visual Arts sequence towardLevel 4 achievement standard** |
| **Context:** Students explore the different expressions of the Australian landscape over time from a variety of artists representative of different cultures, including Aboriginal and Torres Strait Islanders peoples. Using poetry they will build their visual vocabulary and ability to see connections between art forms from Aboriginal and Torres Strait Islander artists. Starting with their local community, students explore geographical features and examine the environment. Using a variety of images, they create artworks that express their experiences of and connection to place within Australia. |
| **Content Descriptions:*** Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks [(VCAVAV026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV026)
* Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures [(VCAVAR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR028)

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| **Visual Arts Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 3 and 4 Achievement Standard** | **Visual Arts Level 4 Achievement Standard** |
| By the end of Level 2: * Students describe artworks they make and view, including where and why artworks are made and viewed.
* Students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.
 | In **Visual Arts,** indicative progression towards the Level 4 achievement standard may be when students:* describe with prompting, how natural features are portrayed in artworks, including artworks by Aboriginal and Torres Strait Islander peoples
* identify and describe, with scaffolding, how materials and visual conventions were used in artworks
* use basic language to describe the use of materials and techniques in their own artworks
* demonstrate several ways paint and paper might be manipulated to make artworks.

4 | By the end of Level 4:* They use materials, visual conventions, techniques and processes to express their ideas in artworks.
* Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures.
* They discuss and evaluate the art making processes, materials and techniques they use to express their ideas.
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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 – Visual Arts 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]** |
| **Visual Arts Foundation Level Achievement Standard** | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Visual Arts Level 2 Achievement Standard** |
| By the end of the Foundation Level:* Students make artworks using different materials and techniques that express their ideas, observations and imagination.
* Students identify and describe the subject matter and ideas in artworks they make and view.
 | In **Visual Arts,** indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:* Students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.
* Students describe artworks they make and view, including where and why artworks are made and viewed.
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Indicative progress template

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| **CURRICULUM AREA – Visual Arts 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):** |
| **Visual Arts Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard**  | **Visual Arts Level 4 Achievement Standard**  |
| By the end of Level 2:* Students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.
* Students describe artworks they make and view, including where and why artworks are made and viewed.
 | In **Visual Arts,** indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:* Students plan and make artworks that are inspired by artworks they experience.
* They use materials, visual conventions, techniques and processes to express their ideas in artworks.
* Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures.
* They discuss and evaluate the art making processes, materials and techniques they use to express their ideas.
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| **CURRICULUM AREA – Visual Arts 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):** |
| **Visual Arts Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard**  | **Visual Arts Level 6 Achievement Standard**  |
| By the end of Level 4:* Students plan and make artworks that are inspired by artworks they experience.
* They use materials, visual conventions, techniques and processes to express their ideas in artworks.
* Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures.
* They discuss and evaluate the art making processes, materials and techniques they use to express their ideas.
 | In **Visual Arts,** indicative progression towards the level 6 achievement standard may be when students: | By the end of Level 6:* Students explain how ideas are expressed in artworks they make and view.
* They demonstrate the use of different techniques and processes in planning and making artworks.
* They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.
* Students describe the influences of artworks and practices places on their art making.
* They describe how artworks that they make and view can be displayed to express and enhance meaning.
* Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.
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| **CURRICULUM AREA – Visual Arts 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):** |
| **Visual Arts Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard**  | **Visual Arts Level 8 Achievement Standard**  |
| By the end of Level 6:* Students explain how ideas are expressed in artworks they make and view.
* They demonstrate the use of different techniques and processes in planning and making artworks .
* They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.
* Students describe the influences of artworks and practices places on their art making.
* They describe how artworks that they make and view can be displayed to express and enhance meaning.
* Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.
 | In **Visual Arts,** indicative progression towards the level 8 achievement standard may be when students: | By the end of Level 8:* Students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning.
* Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists.
* They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.
* Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences.
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| **CURRICULUM AREA – Visual Arts 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):** |
| **Visual Arts Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard**  | **Visual Arts Level 10 Achievement Standard**  |
| By the end of Level 8:* Students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning.
* Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists.
* They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.
* Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences.
 | In **Visual Arts,** indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 10:* Students analyse and evaluate how artists communicate ideas and convey meaning in artworks.
* Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice.
* They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.
* Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.
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