**Annotated Example of Indicative Progress**

Previous level’s achievement standard as a starting point of comparison

Previous level’s achievement standard as a starting point of comparison

An important aspect of curriculum planning is being able to articulate what student progress looks like, using the achievement standards in the curriculum continuum. To support teachers to tie together what is being taught and how progress between achievement standards is described and demonstrated, the notion of “indicative progress” emerged.

*Step 1: Identify the* ***Curriculum area*** *and the achievement standard level students will be working toward*

|  |
| --- |
| **CURRICULUM AREA: Health and Physical Education *toward* Level 8 Achievement standard** |
| **Context:**Students assess health information and services that support young people to manage changes and transitions as they grow older. Students explore help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation. The teaching and learning plan focuses on the areas of relationships and sexuality, and mental health and well-being.The content descriptions explicitly covered will be: Evaluate strategies to manage personal, physical and social changes that occur as they grow older [(VCHPEP124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124)Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125) |
| **Health and Physical Education Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Health and Physical Education Level 8 Achievement Standard** |
| By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.*Step 2: Complete the contextual information. The* ***Context*** *is drawn from teacher’s teaching and learning plan and could include: short statements on what is envisaged for students to know and be able to do, the main learning activities and assessment tasks, and/or a brief outline of the unit or lessons. Reference could also be made to the content descriptions they are intended to be covered.*Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.*Step 3: Highlight the specific elements of the achievement standard that are being targeted in this context.* | **In Health and Physical Education, indicative progression towards the level 8 achievement standard may be when students:*** identify information and services in their local community and make some recommendations about their suitability for young people
* identify barriers to accessing health information and services related to mental health and/or relationships and sexuality and with some research suggest strategies to overcome these.

*Step 4: Develop a description of what a student would be expected to do/demonstrate as they move from one achievement standard to the next.* | By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others’ health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. |

|  |
| --- |
| **CURRICULUM AREA – The Arts/Visual Arts (This template is included for reference purposes)** |
| **Context:****Content Descriptions:** |
| **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 8 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.
 |

|  |
| --- |
| **CURRICULUM AREA – The Arts/ Visual Arts** |
| **Context:****Content Descriptions:** |
| **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.
 |

|  |
| --- |
| **CURRICULUM AREA – The Arts/ Visual Arts** |
| **Context:****Content Descriptions:** |
| **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.
 |