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 onwards.

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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: Drama sequence towardLevel 10 achievement standard** | | |
| **Context:** This unit introduces students to Elizabethan Theatre and Shakespeare’s work. They learn about theatrical styles and the context and purposes for theatre performances in Elizabethan times. Students discuss common themes in Shakespeare’s work and decide on one to explore for a class performance. A series of short single scenes surrounding a common theme, but from different plays, is developed as a class performance. Students take on acting and stagecraft roles to develop, design and present the performance.  2  1 | | |
| **Content Descriptions:**   * Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles [(VCADRE041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE041) * Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces [(VCADRD042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD042) * Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience [(VCADRP044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP044) * Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect [(VCADRR045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR045)   Note: each aspect of the achievement standard draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted. | | |
| **Level 8 Achievement Standard** | **VCAA example of indicative progress towards Level 10 Achievement Standard** | **Level 10 Achievement Standard** |
| By the end of Level 8, students devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills, stagecraft and design elements to shape and focus relationships with an audience and places.  Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama influences their own drama making. | Indicative progress towards the Level 10 achievement standard may be when students:   * Conduct research into the style and context of Elizabeth theatre and Shakespeare * Improvise, using the elements of drama and narrative structure to develop ideas * Practice techniques for developing and sustaining role and character * Show work in progress, seeking and responding to feedback   4 | By the end of Level 10, students  Develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.  Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use experiences of drama practices from different cultures, places and times to evaluate drama. |

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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Indicative progress templates

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| **CURRICULUM AREA – Drama 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]** | | |
| **Drama Foundation Level Achievement Standard** | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Drama Level 2 Achievement Standard** |
| By the end of Foundation Level:   * Students make and perform drama that communicates ideas and stories. * Students discuss characters and situations in drama they make, perform and view. | In **Drama,** indicative progression towards the level 2 achievement standard may be when students: | By the end of Level 2:   * Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. * Students describe what happens in drama they make, perform and view. * They identify some elements in drama and describe where and why there is drama. |

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| **CURRICULUM AREA – Drama 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):** | | |
| **Drama Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Drama Level 4 Achievement Standard** |
| By the end of Level 2:   * Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. * Students describe what happens in drama they make, perform and view. * They identify some elements in drama and describe where and why there is drama. | In **Drama,** indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. * They use performance skills to communicate ideas and create a sense of time and place in their drama. * Students describe and discuss similarities and differences between drama they make, perform and view. * They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience. |

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| **CURRICULUM AREA – Drama 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):** | | |
| **Drama Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Drama Level 6 Achievement Standard** |
| By the end of Level 4:   * Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. * They use performance skills to communicate ideas and create a sense of time and place in their drama. * Students describe and discuss similarities and differences between drama they make, perform and view. * They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience. | In **Drama,** indicative progression towards the level 6 achievement standard may be when students: | By the end of Level 6:   * Students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences. * Students explain how dramatic action and meaning is communicated in drama they make, perform and view. * They explain how drama from different cultures, times and places influences their own drama making. |

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| **CURRICULUM AREA – Drama 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):** | | |
| **Drama Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Drama 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 **Drama,** 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 – Drama 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):** | | |
| **Drama Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Drama Level 10 Achievement Standard** |
| By the end of Level 8:   * Students devise, interpret and perform drama. * They manipulate the elements of drama, narrative and structure to control and communicate meaning. * They apply different performance styles and conventions to convey status, relationships and intentions. * They use performance skills, stagecraft and design elements to shape and focus relationships with an audience. * Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. * They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama. | In **Drama,** indicative progression towards the level 8 achievement standard may be when students: | By the end of Level 10:   * Students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. * They perform devised and scripted drama in different forms, styles and performance spaces. * They plan, direct, produce, rehearse and refine performances. * They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. * They use performance and expressive skills to convey dramatic action and meaning. * Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. * They use experiences of drama practices from different cultures, places and times to evaluate drama. |