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: Media Arts sequence toward Level 8 achievement standard** |
| **Context:** Students explore a range of commercial photographic images on the theme of ‘still life’ and ‘architecture’ used for magazine covers. They discuss the audience and style of the images and the media codes and conventions used. Students then plan and produce a series of images on one of the themes with a focus on one media code or convention. They evaluate their images discussing the use of codes and conventions in relation to a specified audience. They identify how the images would be used by a publisher on a magazine cover based on the institutional context of the magazine.2 |
| **Content Descriptions:*** Experiment with the organisation of ideas to structure stories through settings, genre conventions and viewpoints, in images, sounds and text  [(VCAMAE033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE033)
* Develop and refine media production skills using the technical and symbolic elements of images, sounds and text to represent a specific story, purpose and meaning [(VCAMAM035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM035)
* Plan, structure and design media artworks for a range of purposes that engage audiences using media elements, technologies and production processes [(VCAMAM036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM036)
* Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts  [(VCAMAR045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR045)
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| **Media Arts Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Media Arts Level 8 Achievement Standard** |
| By the end of Level 6:* Students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.
* Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions.
* They explain the purposes of media artworks made in different cultures, times and places for different audiences.
 | In **Media Arts,** indicative progression towards the level 8 achievement standard may be when students: * select a series of images to use for a magazine cover for a food or architectural publication for a specified audience.
* plan a series of photographs using some aspects of storyboarding for a magazine cover or article.
* take a series of photographs with food or architecture as the subject matter considering different technical elements such as camera angles and lighting.
 | By the end of Level 8:* Students identify and analyse how representations of social values and viewpoints are portrayed in the media artworks they make, distribute and view.
* Students produce representations of social values and viewpoints in media artworks for particular audiences.
* They use production processes, equipment and technologies to achieve their intentions.
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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 – Media 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]** |
| **Media Arts Foundation Level Achievement Standard** | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Media Arts Level 2 Achievement Standard** |
| By the end of the Foundation Level:* Students describe the media art works they make and view.
* They make and share media artworks representing stories with settings and characters.
 | In **Media Arts,** indicative progression towards the level 8 achievement standard may be when students: | By the end of Level 2:* Students describe the media artworks that they make and view, and describe where and why media artworks are made.
* Students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks.
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Indicative progress template

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| **CURRICULUM AREA – Media 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):** |
| **Media Arts Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard**  | **Media Arts Level 4 Achievement Standard**  |
| By the end of Level 2:* Students describe the media artworks that they make and view, and describe where and why media artworks are made.
* Students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks.
 | In **Media Arts,** indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:* Students describe similarities and differences between media artworks they make and view.
* They discuss how and why they and others use images, sound and text to make and present media artworks.
* They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed.
* Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.
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| **CURRICULUM AREA – Media 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):** |
| **Media Arts Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard**  | **Media Arts Level 6 Achievement Standard**  |
| By the end of Level 4:* Students describe similarities and differences between media artworks they make and view.
* They discuss how and why they and others use images, sound and text to make and present media artworks.
* They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed.
* Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.
 | In **Media Arts,** indicative progression towards the level 8 achievement standard may be when students: | By the end of Level 6:* Students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.
* Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions.
* They explain the purposes of media artworks made in different cultures, times and places for different audiences.
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| **CURRICULUM AREA – Media 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):** |
| **Media Arts Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard**  | **Media Arts Level 8 Achievement Standard**  |
| By the end of Level 6:* Students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.
* Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions.
* They explain the purposes of media artworks made in different cultures, times and places for different audiences.
 | In **Media Arts,** indicative progression towards the level 8 achievement standard may be when students: | By the end of Level 8:* Students identify and analyse how representations of social values and viewpoints are portrayed in the media artworks they make, distribute and view.
* Students use intent, structure, setting, characters and genre conventions to shape technical and symbolic elements for specific purposes and meanings.
* They evaluate how they and others use these genre conventions and elements to make meaning.
* They identify and analyse the social and ethical responsibilities of both makers and users of media artworks in social, cultural, historical and institutional contexts.
* Students produce representations of social values and viewpoints in media artworks for particular audiences.
* They use production processes, equipment and technologies to achieve their intentions.
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| **CURRICULUM AREA – Media 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):** |
| **Media Arts Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard**  | **Media Arts Level 10 Achievement Standard**  |
| By the end of Level 8:* Students identify and analyse how representations of social values and viewpoints are portrayed in the media artworks they make, distribute and view.
* Students use intent, structure, setting, characters and genre conventions to shape technical and symbolic elements for specific purposes and meanings.
* They evaluate how they and others use these genre conventions and elements to make meaning.
* They identify and analyse the social and ethical responsibilities of both makers and users of media artworks in social, cultural, historical and institutional contexts.
* Students produce representations of social values and viewpoints in media artworks for particular audiences.
* They use production processes, equipment and technologies to achieve their intentions.
 | In **Media Arts,** indicative progression towards the level 8 achievement standard may be when students: | By the end of Level 10:* Students analyse how values and alternative viewpoints are portrayed in the media artworks they make, interact with and distribute.
* Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning.
* They evaluate how social, institutional and ethical issues influence the making and use of media artworks.
* Students communicate alternative viewpoints in media artworks for different community and institutional contexts.
* They apply design, production and distribution processes to the media artworks they make.
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