**Annotated Example of Indicative Progress**

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

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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*

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| **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. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – The Arts/DANCE (This template is included for reference purposes)** | | |
| **Context:**  **Content Descriptions:** | | |
| **Dance Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Dance Level 6 Achievement Standard** |
| By the end of Level 4:  •Students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions.  •They make dances and perform safely with control, accuracy, projection and focus.  •Students describe and discuss similarities and differences between dances they make, perform and view.  •They discuss how they and others organise the elements of dance to communicate ideas and intentions. | In **Dance**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:  •Students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions.  •They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.  •Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view.  •They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – The Arts/DANCE** | | |
| **Context:**  **Content Descriptions:** | | |
| **Dance Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Dance Level 8 Achievement Standard** |
| By the end of Level 6:  •Students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions.  •They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.  •Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view.  •They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making. | In **Dance**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:  •Students choreograph and perform dances to communicate ideas and intentions.  •They improvise movement and select and organise the elements of dance, choreographic devices and form to communicate choreographic intent.  •Students learn, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the dance style and safe dance practice.  •Students identify and analyse the elements of dance, choreographic devices and production elements of dances in different styles and apply this knowledge to dances they make and perform.  •They evaluate how they and other dance practitioners from different cultures, times and locations, communicate ideas and intentions through dance. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – The Arts/DANCE** | | |
| **Context:**  **Content Descriptions:** | | |
| **Dance Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Dance Level 10 Achievement Standard** |
| By the end of Level 8:  •Students choreograph and perform dances to communicate ideas and intentions.  •They improvise movement and select and organise the elements of dance, choreographic devices and form to communicate choreographic intent.  •Students learn, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the dance style and safe dance practice.  •Students identify and analyse the elements of dance, choreographic devices and production elements of dances in different styles and apply this knowledge to dances they make and perform.  •They evaluate how they and other dance practitioners from different cultures, times and locations, communicate ideas and intentions through dance. | In **Dance**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:  •Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and form and production elements to communicate their choreographic intent.  •They choreograph, rehearse and perform dances, demonstrating safe dance practice and technical and expressive skills appropriate to the style and genre.  •Students analyse choreographers’ use of the elements of dance, choreographic devices, and form and production elements to communicate choreographic intent in dances they make, perform and view.  •They evaluate the impact of dance from different cultures, times and locations. |