**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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| **CURRICULUM AREA – The Arts/DRAMA** | | |
| **Context:**  **Content Descriptions:** | | |
|  | **Example of Indicative Progress toward Foundation Level Achievement Standard** | **Drama Foundation Level Achievement Standard** |
| In **Drama,** indicative progression towards the Foundation level achievement standard may be when students: | By the end of Foundation   * Students make and perform drama that communicates ideas and stories. * Students discuss characters and situations in drama they make, perform and view. |

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| **CURRICULUM AREA – The Arts/DRAMA** | | |
| **Context:**  **Content Descriptions:** | | |
| **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 – The Arts/DRAMA** | | |
| **Context:**  **Content Descriptions:** | | |
| **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. (6) * 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 – The Arts/DRAMA** | | |
| **Context:**  **Content Descriptions:** | | |
| **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 – The Arts/DRAMA** | | |
| **Context:**  **Content Descriptions:** | | |
| **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 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. | In **Drama,** indicative progression towards the level 8 achievement standard may be when students: | 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. |