**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 assist 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 on students’ 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; a curriculum-specific example of indicative progress; and, an indicative progress template 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 on page 3.

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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:*****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.* |
| **Content Descriptions:** |
| **Level X Achievement Standard** | **Example of indicative progress toward** **Standard** | **Level Y Achievement Standard** |
| By the end of Level X students can: … | When progressing toward 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:** *The Context is drawn from the learning plan and includes an outline of the unit or topic.*

***Step 3****: Choose which* ***Content Descriptions*** *which will be taught and assessed in this unit.*

# **Curriculum-specific example of indicative progress**

Below is a curriculum-specific example with each step marked, to demonstrate how to complete an example of an indicative progress template

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| **Visual Arts - Levels 6 to 8** |
| **Context:** **1**Students explore the transformations that have occurred through the migration of non-indigenous Australians. They will inquire into key historical events in their local area from 1788 to present, comparing artworks from different centuries or decades, including the artwork of the Aboriginal and Torres Strait Islanders people. They will explore how meaning is created in artworks. They will create artworks that express their thoughts about the past and their vision for the future of Australia. |
| **Content descriptions:** **3*** Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs [(VCAVAE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE029)
* Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks [(VCAVAV030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV030)
* Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts [(VCAVAR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR032)
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| **Visual Arts Levels 3 and 4 Achievement Standard** | **Example of Indicative Progress towards Levels 5 and 6 Achievement Standard** | **Visual Arts Levels 5 and 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. | In Visual Arts, indicative progression towards the levels 5 and 6 achievement standard may be when students:* create simple plans using an art journal or framework that might include how materials will be used and equipment required.
* begin to identify historical events in artworks,

and recall basic facts connected to the event.* describe techniques and visual conventions

they used stylistically in artworks they created.**4** | **5**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.  |

# **Indicative progress template with Achievement Standards**

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| **Visual Arts** [Select and insert the levels the assessment will span] |
| **Context:** [Insert context, drawn from the learning plan and include an outline of the unit or topic you are assessing] |
| **Content Descriptions:** [Content description/s which will be taught and assessed in this unit] |
|  | **Indicative progress description of student progression toward Foundation Level**  | **Foundation Level Achievement Standard** |
| In **Visual Arts**, indicative progression towards the Foundation Level achievement standard may be when students:[Select the appropriate span of achievement standards and insert your description of what a student would be expected to do, make, say or write as they progress towards the next achievement standard] | By the end of Foundation, students make artworks using different materials and techniques that express their ideas, observations and imagination.Students identify and describe the subject matter and ideas in artworks they make and view.  |

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| **Visual Arts** [Select and insert the levels the assessment will span] |
| **Context:** [Insert context, drawn from the learning plan and include an outline of the unit or topic you are assessing] |
| **Content Descriptions:** [Content description/s which will be taught and assessed in this unit] |
| **Foundation Achievement Standard** | **Indicative progress description of student progression toward Level 2** | **Level 2 Achievement Standard** |
| By the end of Foundation, students make artworks using different materials and techniques that express their ideas, observations and imagination.Students identify and describe the subject matter and ideas in artworks they make and view. | In **Visual Arts**, indicative progression towards the Level 2 achievement standard may be when students:[Select the appropriate span of achievement standards and insert your description of what a student would be expected to do, make, say or write as they progress towards the next achievement standard] | By the end of Level 2, students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.Students describe artworks they make and view, including where and why artworks are made and viewed. |

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| **Visual Arts** [Select and insert the levels the assessment will span] |
| **Context:** [Insert context, drawn from the learning plan and include an outline of the unit or topic you are assessing] |
| **Content Descriptions:** [Content description/s which will be taught and assessed in this unit] |
| **Level 2 Achievement Standard** | **Indicative progress description of student progression toward Level 4** | **Level 4 Achievement Standard** |
| By the end of Level 2, students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.Students describe artworks they make and view, including where and why artworks are made and viewed. | In **Visual Arts**, indicative progression towards the Level 4 achievement standard may be when students:[Select the appropriate span of achievement standards and insert your description of what a student would be expected to do, make, say or write as they progress towards the next 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. |

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| **Visual Arts** [Select and insert the levels the assessment will span] |
| **Context:** [Insert context, drawn from the learning plan and include an outline of the unit or topic you are assessing] |
| **Content Descriptions:** [Content description/s which will be taught and assessed in this unit] |
| **Level 4 Achievement Standard** | **Indicative progress description of student progression toward Level 6** | **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 6 achievement standard may be when students:[Select the appropriate span of achievement standards and insert your description of what a student would be expected to do, make, say or write as they progress towards the next 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.  |

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| **Visual Arts** [Select and insert the levels the assessment will span] |
| **Context:** [Insert context, drawn from the learning plan and include an outline of the unit or topic you are assessing] |
| **Content Descriptions:** [Content description/s which will be taught and assessed in this unit] |
| **Level 6 Achievement Standard** | **Indicative progress description of student progression toward Level 8** | **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:[Select the appropriate span of achievement standards and insert your description of what a student would be expected to do, make, say or write as they progress towards the next 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. |

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| **Visual Arts** [Select and insert the levels the assessment will span] |
| **Context:** [Insert context, drawn from the learning plan and include an outline of the unit or topic you are assessing] |
| **Content Descriptions:** [Content description/s which will be taught and assessed in this unit] |
| **Level 8 Achievement Standard** | **Indicative progress description of student progression toward Level 8** | **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 10 achievement standard may be when students:[Select the appropriate span of achievement standards and insert your description of what a student would be expected to do, make, say or write as they progress towards the next achievement standard] | 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. |