**[Katerina Poropat]:** Good afternoon, everyone, and welcome to today's webinar, Introducing the Victorian Curriculum: The Arts F-6. My name is Katerina Poropat and I am the project manager in the Victorian Curriculum F-10 Unit here at the VCAA. It's my great pleasure to introduce you to our curriculum managers that are presenting today. So we have Marg Arnold, who is the Curriculum Manager for Performing Arts, and Kathy Hendy-Ekers, who is the Curriculum Manager for Visual Arts. I would also like to thank Alicia Farrell, who's in the background, who's also from the F-10 Unit, who has been doing a lot of that work behind the scenes to make it all possible today.

So before we begin, we'll start with an Acknowledgement of Country. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations while celebrating the continuation of a living culture that has a unique role in this region. I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation and hope they'll walk with us on our journey.

So before we get into our presentation, I'll just go over some housekeeping. Please note that the chat function is only being used to share relevant information and links from the VCAA. You'll notice that a Q&A box has been set up, and this is for you to put in any questions or queries or comments that you have. This will also ensure that we attend to all your queries and we don't miss anything. When you use the Q&A box, please make sure you select all presenters so that all panellists can see your questions as they come in. We will answer these in a couple of ways. Firstly, we may type of response directly into the Q&A box, which all participants will be able to view, or we will have a dedicated Q&A session at the end of the presentation, where Kathy and Marg will address these queries. A number of questions also came in during the registration process, and these will be addressed throughout the session. The second part of our housekeeping is to let everyone know that this session is being recorded. A copy of both the recording and the PowerPoint, plus the transcript, will be loaded onto the VCAA's F-10 resources webpages under the Professional Learning section. A copy of the recording and PowerPoint will also be emailed to participants in the coming days. So without further ado, Kathy, I will throw to you to commence our presentation today.

**[Kathryn Hendy-Ekers]:** Thank you very much, Kat, and welcome to our presentation to the people who are here, and thanks to Marg, who... Both of us have worked on this presentation together, and Kat and Alicia, who are behind the scenes helping us. So this session, we're going to go through the aims of the Arts Curriculum, how the F-6 Arts Curriculum can be structured, where you can find curriculum documentation, how you can link the curriculum to your school planning and planning your classes, and where you can find support resources. So, firstly, where to locate the curriculum documents. So what I've got throughout the presentation is a series of screenshots of different areas of the curriculum. So it gives an indication for you, with also some links. So the first one here is just to... When you click on F-10 Curriculum on the Victorian Curriculum website, you actually go to this page, which has a website on it, which is our resources, the VCAA resources.

So the Victorian Curriculum is housed on its own website. And you can see, with the arrow there, where you can go to click on the curriculum. So the curriculum appears like this. So you can see the Arts expands out, so we have Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication Design. So the first five are the ones that you will be working with at F-6. So not the Victorian... Sorry, Visual Communication Design only comes in at Levels 7 to 10. So on the Arts landing page in the Victorian Curriculum website, you'll have some information about the Arts, a glossary down one side, individual information about each Arts learning area. And of course, when you click on the curriculum side of here, the curriculum up here, the curriculum drops down. So the aims of the curriculum. So, in Victoria, there are two very strong, overarching principles for the Arts that students learn as artists and as audience, and they learn through making and responding. So you will see all the content descriptions and achievement standards, the rationale and the aims. You'll see that, although they have their own content, they're very clearly related to each other. And we will talk about those in a moment.

So we've got this idea of making and responding, but also, considering these four areas - the artist who makes the artwork, the artwork and where artworks appear and who looks at them, who they viewed, by what cultures, and what periods of time they're produced, which leads to the concept of the world - so what the artist is expressing or exploring about the world - and of course, the audience. So this is reflective across all of the Arts. So each of the disciplines - and this is the important thing at F-6 - each of the disciplines has its own aims, but overall, the aims reflect these aspects - that is confidence to be creative and innovative, the skills appropriate to the discipline. So that's why we do have five distinct disciplines at F-6 in the Arts. Aesthetic knowledge, curiosity and respect across global communities, cultures and traditions. And that's where the Arts is very strongly linked with other curriculum areas and particularly the capabilities, in terms of the intercultural capability and the creative and critical thinking capability, and the personal and social capability and of course, the ethical, but they're very closely related. And also, that relationship with other arts forms and contributions to cultures and societies, and they reflect that...to reflect knowledgeably on their own and other's work. So it is very much about the artist and how they respond, and the viewer to artworks in the world around them.

So here we have just the structure of the curriculum, where we've got the six areas of the Arts there and all the other study areas and the capabilities, so you can see how they can all link up together and where the Arts falls in. Just for example, this is an example of one of the landing pages for the Arts, so this is for Media Arts. So you can see there are rationale and aims for each of the Arts. There's a really strong learning in statement, so I encourage you... We encourage you, if you're looking at a particular Arts area, you really look at one of these...the learning in statements that does support the area of the curriculum or the learning area that you're working with. There is some excellent guidelines in our Curriculum Planning and Reporting document, and that will give you specific advice. You'll see in the next slide about how the Arts can be delivered in your school. But there is advice there, and it has been updated recently, and you'll see there is advice about planning and reporting. So it was updated in 2020. It's a current document now. So, the stages of the Arts. So Foundation, the Foundation stage, which is Prep to Year 2, should be substantial attention to the Arts. So you can see that F-6 is the Foundation and the Breadth stages of the Arts. So then, at Years 3 to 8, it should be an arts program in Years 3 and 4 that includes all five Arts disciplines. So the differences between Foundation to Year 2 and 3 to 8 is a little bit different in the respect that you really... Once the students get to Year 3, they are really experiencing the really strong disciplines of all the Arts areas. So Foundation to a Year 2 - they may be involved in other areas of the curriculum that Arts is being embedded in. Then, at 5 and 6 and 7 and 8, it consists of two Arts disciplines. So that's when you can really make the choices to specialise. Marg, do you have anything else to add for that particular area, that structure of the curriculum?

**[Marg Arnold]:** No, not really. I think it's that experience, particularly in the Foundation stage, that we want, you know, that whole aspect of, you know, what you can link, and we'll talk about some of the links that you can do in a little while, but it's a substantial attention to the Arts, not just on their own, but in an ongoing way that's possible, you know, in a general classroom.

**[Kathryn Hendy-Ekers]:** Great. OK, so how Arts education is delivered in your school. So it can be in many different ways. So most primary schools, as we know, don't actually have a specialist teacher for all of the Arts disciplines, but sometimes they'll be nominated as a performing or a Visual Arts teacher. So that's a great start. Maybe you are going to, if you don't have a specialist in your school, somebody will become the specialist or nominated as specialist to ensure the Arts curriculum is delivered in the school. So there are some great examples of Arts programs on the Creative Victoria website, where the Artists in Schools program has worked for a very long time. It's now called Creative Learning Partnerships, and there are a range of examples from different schools there where the Arts has been delivered as a holistic package into a school. So you might want to have a look at some of those specific examples.

OK, moving on to the structure of the curriculum. So, again, going to Media Arts, as you can see there is the structure and then the scope and sequence, which I'm going to talk about. So across all of the Arts, we have four strands, so that making and responding is split into four strands of content. We've got explore and express or represent, in some studies, ideas, Practices, present and perform, and respond and interpret. So there are the four strands. What you need to start considering is what aspects of the strands that you're going to focus on. So, for example, here we have a scope and sequence document of all the content descriptions and achievement standards for dance. So you can actually see the learning continuum there. So you may want to focus on a particular strand of the curriculum for developing your program, and you can see that you have that scope and sequence there. Just be mindful that this is not just the curriculum, it's an overview of the curriculum. So it's really important that you do go to the Victorian Curriculum webpage and really have a look at the content descriptions and achievement standards and elaborations for each of the studies you're involved in.

So, for example, this is, again, a screenshot of one of the Arts areas, just indicating the curriculum components. So we have the band description. So that's a range of different activities that you might be considering with the students at the particular year level you're working with. You can see that you have the four strands there. So this one in particular is for music. So you can see the content descriptions for explore and express, music practices, present and perform, and respond and interpret. We have the content descriptions under each strand at Year F-6. There is only one content description at present for each strand, so it makes a little bit easier for you. Once students get to Year 7 to Year 10, there are two in some strand areas, but F-6, there is only one. Then you can see the links to the elaborations and the achievement standard down the bottom. So, for example, this is a content description just expanded out, so there's a list of the content description there and then a list of the elaborations that you could consider for that particular content description next to it. And below, there is a link to FUSE, which is a website. So when you click on that particular area, it actually takes you to resources that address that content description. So you might want to read through the content description and have a think about what it's actually asking you to do. So Marg can probably talk a bit about this one with music and the different elaborations there. So this is for the explore and express through music. Marg, do you want to say anything about that? Yeah?

**[Marg Arnold]:** Oh, look, I think that this is a great place to go to, um...to really make what...the activity that you're doing, and I know a lot of people do have things like their school concert in mind or their performance activity, but if you actually go back and have a look at the content description, you can really target some of those areas to really address the content description and give you something that's quite substantial, rather than the activity itself. So this is a really good place to kind of plan those things.

**[Kathryn Hendy-Ekers]:** Great. OK, I'm going to hand it over to you, Marg, so I'm just going to hand you the presenter rights, so you can go.

**[Marg Arnold]:** OK.

**[Kathryn Hendy-Ekers]:** Oh, no, that's right. I'm going to hold onto them. Yes. And I'll flip through for you. Yep.

**[Marg Arnold]:** OK, so how can you link...link to the school planning and planning your actual classes? So here's an example. Across the Arts levels in Levels 3 and 4, we've got Dance, Drama, Media Arts, Music and Visual Arts side by side in the explore and express. So it's all about improvising, investigating, the ideas, the imagination that you use. And there was a question before the session about how you can actually combine some of the Arts. And here's a good way of actually looking to see where some of those commonalities are between the different Arts, knowing that they've got the same sort of idea for exploring and expressing. Kathy, did you want to add to that?

**[Kathryn Hendy-Ekers]:** No, no. Just to say, Marg, that we have been working on a resource to show schools. So hopefully we will have that available at some point in time later this year. So you can also have a specific look at that. OK, so this is the next one, Marg. Yep.

**[Marg Arnold]:** So the achievement standards at Foundation - if we have a look at dance, make and perform dance sequences, and demonstrate safe dance practice and describe what happens in dances that they make, perform and view. But you'll see that they're very similar sorts of achievement standards. They're both making and demonstrating and being able to describe and discuss characters and situations in Drama. So they're all really... The skills are quite linked. So it's looking for some of those common skills that are going to help you to be able to plan effectively if you are planning both in one art or across a number of them. It's looking at how you can get there. And I think if we go on to the next one...

**[Kathryn Hendy-Ekers]:** Sure.

**[Marg Arnold]:** ..we can find out that, in the Arts, we're learning both in the disciplines with...with the... You can see individually or in combination, you can see learning in the Arts disciplines, where, within dance, they're really looking at choreography and exploring that and then developing that into practice, or in whichever art it is they're exploring and then developing the practice across those different strands. So it's learning within an Arts discipline, learning across, in combination with the Arts, but also learning through the Arts discipline, both individually or in combination or with other learning areas as well, thinking about what capabilities are relevant to the particular area that you're doing or building that particularly in, embedding the learning across, so you can be planning your cross-curriculum priorities while working in the Arts. You can be working collaboratively with an Arts discipline, if you're a specialist teacher, perhaps with a classroom teacher. If you're looking at...at the...the... essential question that that class is doing and targeting your Arts work that way, so... But there are many ways that, in the Arts area, that you can link with something else that's going on, which means that you've got more time for the Arts, because it's legitimately both things, you know, it's helping you to create extra opportunities. Erm, Kathy, do you want to say anything more about that?

**[Kathryn Hendy-Ekers]**: No, I think that's great, Marg.

**[Marg Arnold]:** I think, you know, things like learning...literacy, um... You know, there's so much in...for instance, Drama springs to mind, and music enchants in the ways that those sorts of activities can lead very much to be supporting a literacy program, for instance, while increasing those other skills. So if we look specifically at learning in dance, I'll just... We've got these for each of the Arts areas, but I won't go into detail about each of the performing arts, but in learning in dance, we've got the dance practices. Students... There's the creative process. There's the knowledge and skills of actually accomplishing the movement. And there are some great things on the website, actually, that will help with dance for people who are the teachers who are, you know, perhaps...a little less familiar with dance, um... dance practices as such, and giving them the right names. You know, the language for it. And then there's performing - making your dance and then appreciating, describing and explaining both your own dance and others in your class, or other groups in your class, but also other dances that you might have viewed that would be relevant too. There are elements in dance...looking out for...in the performing arts - there are elements... posters becoming available. So we've got some music elements posters on the website now. There are some that are coming very soon with dance and Drama too. So there's some of the things.

But we might go on and say that we can learn in every Arts discipline as the artist and the audience. So, in dance, it looks like exploring the possibilities of movement, responding to stimulus, improvising, interpreting, learning dancing, developing skills. There's...a little pot plant is almost giving us the nourishment at the bottom there to turn...to have the flowers at the top that the choreographer who's making the dance, the audience who's appreciating it, and the performer who's actually in our Victorian Curriculum, both the artist and the audience. And sometimes they're a bit of both. Sometimes they're one or the other. So that's pretty much similar. So let's have a quick look at the dance strands. So we've got the strands, as with all of the Arts areas, the explore and express. That's... You know, that's a really exciting part. You know? Students really enjoy that opportunity to use their imagination, to respond to stimuli. The practices of dance - building those skills, practising their movement vocabulary and learning that movement vocabulary, which might need to be explicitly taught to them, because those concepts... They jump and skip and hop and move from one place to another. But they perhaps haven't had words for those things before. And in the practices, it's a good place to be able to call upon that terminology. So... And then they might present and perform, informally to others in the class, they practise it and perform something, or it might become something more formal, like a school assembly or even out in the public for a particular occasion. But if you've built the activity on the curriculum itself, you've actually got some opportunity to have something tangible that you've achieved from the achievement standards, and then responding and interpreting as the performer, as the audience, as the choreographer, thinking about what you've done and the effect that it's had, and across diverse cultures, times, locations.

So that's really the process for all of the Arts areas. I might give you one more example in dance in the next slide because it does talk about dance and health and physical education, because there's quite complementary ideas there. Students do make and perform dances in both learning areas, but in the Arts, they're focusing on that artist and audience aspect. In Health and PE, it's more about the physical activity that goes with it. But, together, those things can provide some great opportunities for students. We move on and have a similar sort of process in learning in Drama, the practices and the elements. And in Drama, there are many links there that you could make if you...even having a look at the making area - improvising, devising, playing, acting, directing, and then using movement and voice, so, well, where it's using your voice to tell a story. It can be something as simple as a children's picture book that you might be able to use to tell a story. But then, if you start putting the voices with it for the different characters in the book, you're already doing something that's actually part of the Drama curriculum. And if you extend that another step and actually act out that character, then you're going further, you know, give that character some movement. And then, if you give that character a voice of its own and say, "What would this character...? "Oh, this this horse and this dog in this picture book, they could talk to each other, and what would they say?" And then you're actually improvising and developing those sorts of things. But that might also be part of your literacy program as well. It's just an extension. So some of these things can happen together. And again, in Drama, as we'll see in the next slide, we learn, as artist and audience, as the Drama-maker and the audience and as the performer and designer. Because, remember, in the Drama area, it's not just about performance, but it's about the clothes that you're going to choose to wear or the props that you're going to use. So... And the way that you're going to present. So it's the performer, but it's also the costume designer or the make-up designer or the, um...the director, so that making part, that performing part, can be not just the person saying the lines. And then we've got our Drama-maker. We've got the... You know, they can be in both camps again, just as they were in dance. And a similar sort of thing we'll see a bit later in music.

But we'll go to the strands in Drama, have a quick look at those. Again, explore and express, the practices - which is the skills that you need. The presenting - so acting, directing, design elements, responding and interpreting, just as before. So in a lot of the performing arts areas, many of these activities take place within the one activity. It's not going to be, "Today, we're going to explore and express ideas." Often that's happening all the time. And another question that we had beforehand was, how do you give feedback to students in Arts areas? And I think those of us who do a lot of working with the performing arts, we find that we're constantly talking to students and the formative assessment that we give them through the process, because it is a process of development, gives that opportunity to give really meaningful feedback that can be acted on immediately. Kathy might like to add to that.

**[Kathryn Hendy-Ekers]:** Um... Yeah, I think so, Marg. I think it's really important to see how you can see those links between the different strands of the curriculum... Sorry, the different learning areas. So I think if we go on to Media Arts, which is often very closely associated with Drama, so in Media Arts, there are specific terms, like all of the Arts, that you really probably do need to look at the Media Arts curriculum very closely. There are a lot of connections with English and literacy. So looking at those ideas of the key concepts, the story principles and what we call the technical and symbolic elements of media. So they're things like lighting, movement, settings, characters, and it all works together to make this concept of a story or a narrative, so... And like Drama, too, and all of the Arts, the students are also considered as the maker of the media art product, as well as what we call the viewer. So they have to think about how they design that media production, how they might produce it, what sort of technologies and materials they might use, and how that's to be distributed.

So Media Arts is not just the moving image. It can be print copies of, like, scenes or story books. It can also be a photographic series or it could be a series of short videos. It could be associated with developing a video game. I was in another meeting earlier this morning and we were talking about the concept of video games as a media product. So that's another aspect. There are links to digital technologies there. So students do... There's lots of links with Media Arts to other areas of the curriculum. So there's a list there. And of course, as Kat said at the start, you'll get a copy of this presentation. So you can see the media forms I've listed there. So you've got film, news reports, documentaries, advertising, animation, music videos, video games, graphic novels and what we call multimedium arts forms. So everyone probably knows Shaun Tan very well. Shaun Tan's story books and movies and his characters are an excellent example of a multimodal Media Arts form. So there's our concepts there as well. So the technology. So, again, it's looking at the technologies that are used, how media products are distributed, so where you would see them and what location and what effects of where they're viewed are affected by them. So there's a list there of the technical and symbolic elements of media, the story principles, the techniques and processes of preproduction, the planning, the post-production, the distribution, and how a media producer intends to engage their audience. And the materials. We've got images, sound, text and technologies.

So, like all of our Arts, we've got the idea of the artwork, the artists and the audience. So, moving in, we've got the intention and expression and experimentation of the media producer to make the artwork, where it appears, what institutions is it appearing out of? So we're talking about, is it a cinema or is it a particular Hollywood production that we're thinking about, in terms, or is it a smaller cinema release or an alternative art film, or is it an online streaming performance or series of works that the students are looking at? So where the media product is presented, how it's communicated and the ideas represented. So again, like all of the Arts, here are our strands with the specific concepts of Media Arts. So, in Media Arts, it's explore and represent, because there is a strong intention there with the media and how ideas are represented, or viewpoints are represented, through characters, sound, settings, stories, and text. The media practices - so you can see all this language that I showed you in the previous slide coming in. Present and perform - so planning for production for specific audiences and then the respond and interpret. OK, I'll hand it back to you, Marg, to talk about music.

**[Marg Arnold]:** Yeah, look, just quickly, because it follows the same idea as the other Arts, the other performing arts, but it's listening, composing or creating and performing other practices that we use, and they're sometimes separate and sometimes in combination. Erm, and it can be supported by additional activities. Using notation is one possibility, and notation comes in all sorts of forms. Traditional music notation, if you've got that sort of background. But there's also the sort of notation that makes a record of your piece, and before, you know... When you're still, er... It's like making the graphic that explains or shows what's been happening in the music. The graphic notation is terrific and really useful and can be transferred so somebody can compose something or create it, write it graphically and give it to someone else who can then perform it. And that's an interesting aspect, when you can share what you've created with someone else. And that's a way of recording it. Erm, there are many technologies now that enable you to record and communicate musical ideas, to just playing with the garage band and so on on your, you know... and many music applications that can be used, that the curriculum can be managed in many different ways with the kind of equipment that you have available and the kind of skills that particular people who are able to work with might have available. Because not everybody has the same musical skills, it's a huge range, and if you've got somebody who plays the piano and that's their thing, then that's a great place, or the guitar, or whatever it happens to be, there's a way of... The curriculum has been written so that it can take those sorts of differences, different settings in schools right around Victoria, so that it can be something that you can all do in your own way.

The elements of music are really important and, er, they're used right through to enhance description, to enable people to talk about the language of music as well as to be able to create it. So if we go on with the next slide, we've got the learning as artist and audience, the composer, the listener and the performer, who could be any of those people, and it's all being nourished by those - the singing, playing, composing... Singing - great activity. And free. Er, so, yes, that's the way that you would go about that and, again, with the next slide, with the music strands that we see - explore and express, the practices, present and perform, respond and interpret. And so, yeah, all of that and we move on.

**[Kathryn Hendy-Ekers]:** Great. I'll move on to Visual Arts. So, again, like Media Arts, again, all of the Arts areas, particularly F-6, are very closely linked. So it is a case of you really thinking about a program in your school. So, again, there are skills and knowledge in different art forms to create, represent, communicate and respond in different art forms or in a particular style or genre. So, again, the practices of making and responding are very interdependent and interactive. So, also, to thinking about interpreting, comparing and contrasting works, reflecting, analysing, appreciating and evaluating can inform the art-making process. So, particularly, getting students to look at artworks and respond to them to inform their own art-making practice, and then the idea of concepts and practical processes. So using ideas and developing and sourcing ideas and experimenting with materials is very important.

So thinking about the practices of Visual Arts in different cultures and contexts and environments - so thinking, responding and making. So it's not just about the final artwork, it's all the processes leading up to that work. And across the Arts curriculum, you have this concept of viewpoints. So you will see, when you have a look at the learning in statements, there's an explanation of viewpoints there and how you can actually use them. So looking at ideas and issues in contemporary art practice to looking at what contemporary artists have done. We've just had a fantastic exhibition at the National Gallery of Victoria on the Triennial, with some really great contemporary art that explored a range of ideas. And then we've got the visual conventions. So the things like art elements and principles - I always call them the ingredients of the artwork and how an artwork is put together. And then the materials, techniques and processes relevant to two-dimensional, three-dimensional and four-dimensional art forms.

So again, here are the strands. So these key words are words you can consider when you're developing a program. Again, all of the strands. So exploring ideas, experiences, observation and imagination, looking at artworks from different cultures and times, also experimenting with materials, techniques, processes, technologies and visual conventions, the creation and presentation of artworks - so where artworks are exhibited and seen - and then how students can respond and reflect and look at...really unpack artworks and the ideas that the artist may have used and why the work has been produced. Alright. I'm just going to go through, now, looking at how you would actually consider all of this if you're planning. So you will have a copy of this presentation with a transcript, and you could read through it. So we've got some ideas here. On our website, we actually have a curriculum-mapping template that you can download and you can see there, it is written specifically for the different areas of curriculum.

So this one is for Foundation for performing arts. So this is where you've got all the content descriptions that you can actually tick, and you can write your learning activities down on the side here and actually tick on different ones of these and match it up with the achievement standard. So you can see the achievement standard is there. So you can put a number next to the content description of the achievement standard you're looking at matched to that content description. So that's a really handy document to help you. So what should you be thinking of? And we've got some key questions here. So your concept - what the purpose of your unit is. Really thinking as a group, and we have done this in the past with some schools, where we would go out to the school and really sit down with the staff and have a think about their planning. So they actually do this. The programs I talked about in the Creative Victoria...Creative Partnerships Program all did this with their artists that they're working with. So what you want the students to achieve at the end of the unit, the ideas and the skills, and what activities are you going to teach in response to all of those strands in the curriculum? Then thinking about the content descriptions that you're going to use - so thinking about the same activity across the unit and which area of the curriculum you'll be working with, which learning areas. So you might look at the explore and express, as Marg said earlier, with Dance and Drama and Media Arts, and looking at those aspects.

Also, too, if you're looking at something that is maybe for the whole school, how there is a common thread all the way through that the students can do. So looking at the scope and sequence document, and the learning continuum is going to be really handy. Then unpacking. You know, what sort of activities have the students done prior to the learning activities you're going to do? How is the learning actively you're planning going to cater for different levels of knowledge and skill? So, really doing a bit of an audit, a rationale of your class, to see what different levels they're up to, and how you can make connections with other areas of the curriculum. Then thinking about your assessment. So what aspects of the achievement standards will you look at? So if you look at our resources, some of our resources we've got on our webpages in the Arts, you'll see Media Arts and Visual Arts, you'll see that the achievement standard has been broken up. So there are learning activities - and I'll touch on these in a moment - that do relate to those particular content descriptions. And what sort of assessment are you going to do? Is it going to be formative assessment that you'll check along the way? Is it summative? So what is going to happen at the end? And how are you going to assess the content? And then how are you going to do peer and teacher? Is it going to be student feedback peer - you know, the other students looking at the work, or parents? And then how the teachers are going to provide feedback to the students.

Then, finally, the reflection and evaluation. So what the students have learned and how the students will know. So that's where "I can" statements can come in, or learning intentions, and what evaluation the students are going to carry out. So, again, we've put the four strands there so you can really think about those strands. Just moving on to the last part of the presentation, where I'll just touch on where we can find support resources. So if you go to the individual webpages, you'll see like this - this is an example for Media Arts. So they've got various boxes there. They've got one for planning, teaching resources and assessment resources and some FAQs. So, on the right-hand side of the screen, if you clicked on "help me find a teaching resource", this is what you would come up with for Media Arts. So there are some samples of units of work for Levels 1 to 6 there. There's an academic vocabulary and there's some links at the moment to external resources. So all of the Arts pages have different aspects to them. I think the next one, Marg, is dance, so they were those dance... If you just wanna touch on those, maybe?

**[Marg Arnold]:** Yes. There are both some samples of units of work, but there's also some quite helpful short videos of very specific areas of the Arts...so...of the art... of the dance-making process and of the different skills that you might need some...some assistance with trying out... There are videos for teachers to watch and then be able to use, so they're really, really accessible, I think.

**[Kathryn Hendy-Ekers]:** Great! Er, and music, Marg?

**[Marg Arnold]:** Yes, the elements of music posters that I mentioned before, they're up there, they're useful for each of the elements. There's a primary set and a secondary set which explains some of the terminology, help for students and teachers to be able to feel confident to use that terminology. And as I said before, the Dance ones are coming soon and closely followed by Drama, I hope. Coming in a couple of months.

**[Kathryn Hendy-Ekers]:** Fantastic. And Visual Arts. We have some samples of units of work, again for Foundation to Level 6, and also some resources that link critical and creative thinking to Visual Arts learning. So they would be useful. And they were the ones I was talking about, where the achievement standards are unpacked, and activities are linked, and they have been written by teachers. So they've got some great ideas for work in there. Also, to... And that's what they actually look like. So you've got a description, you've got a title, which will tell you how long each lesson is. It has some overall learning intentions, how you would assess and the link to the learning activity and some further resources. We also have some cross-curricular Arts resources, so we wrote these last year during remote and flexible learning, and they're still available on the webpage under "delivering the Arts Curriculum remotely". And they do have links to learning activities with all of the content descriptions and achievement standards for each level. So they might be quite handy. We're looking at repurposing those documents, but if you have a look at them at present, there are some great ideas in those as well. We also have some resources about careers education that are for F-6, and also some ones to do with numeracy. So they may be helpful as well for you. So the ones for numeracy are linked to specific areas of the Maths Curriculum in Visual Arts, from Foundation right up to Level 10, and the careers education ones are for all of the Arts, linking the Arts to curriculum...various areas of careers.

There are also - and Alicia's going to put it in the chat window there - we produced, last year, a whole lot of webinars on introducing Aboriginal perspectives into the curriculum, with some learning activities and ideas there. So Alicia's going to kindly put that in for us because we were putting this together, and that was one area we did forget! Also, too, the Department of Education & Training has a literacy teaching toolkit that has some really key ways of using the art elements in our principles in artwork, so...in the Arts. So it has been written for the Arts and they may be quite useful for you as well. Another great resource is FUSE. So I showed you with the elaboration before, if you click on one of those, FUSE...on an elaboration and click on the link to FUSE - FUSE is the government resource where there are some fantastic resources related to the Arts there, too, that you could have a look at, and related to specific Arts areas. Then, finally, it's come to the end and here's our contact details. But we might start with any questions we might have, Kat. In the last few minutes.

**[Katerina Poropat]:** Great. Yes, thank you, Kathy. So we have had a couple that have come through, and I'll just reiterate - so this session has been recorded and a copy of the PowerPoint and the presentation will be emailed out to our registered participants at a later stage. OK, so one of our questions was, I am one of the specialist teachers at my school and we run music, Drama... Sorry, hang on. I've just lost my screen...of the chats popped up. ..one term per year and have trouble trying to cover all curriculum across the two-year time frame. Are there any areas that are higher ranked or more important than others?

**[Marg Arnold]:** Oh, well, you know... The, um... That term about, you know, I think it depends on your situation and what's going to be able to be achieved in your particular environment in the time that you have with the resources that you have. I wouldn't... I think that, in the performing arts, you'd be wanting to look overall at the range of things, not focusing on one of the strands, for instance. You'd be wanting to look at exploring and expressing, at practices, at, you know, all of the four different areas to...of whichever art forms that you're doing. But you will find that there are some crossovers, that once students are understanding what it is that they're doing in reflecting, that they can reflect in another way as well. They may not get all the language across the two-year time frame. And it is a continuum. It's not, you know, Grade 3, Level 3, necessarily. Grade 4, Level... You know, it's a continuum. And if you haven't had the experiences in one of the Arts, or in a few of them, you might find that, at that stage, it's a little bit further behind. It's not going to be quite the same as having, you know, a daily literacy class, for instance. Kathy, I don't know if you'd like to add...

**[Kathryn Hendy-Ekers]:** I was going to say, I think you're quite right, Marg. You do need to look at your time frames and think...particularly if you've got to address Level 3 for all of the Arts and how you're going to address that over those two years. So, there isn't one...and as we've said all along, some of these Arts areas can be integrated together. So you could do aspects. So, as I went through that planning documentation, really thinking about what you want your students to learn in that two-year time frame and how you're going to structure it. So... And as we said at the start, maybe having some designated teachers who are responsible for the Arts, in particular. OK. I hope that helped answer that question. Are there any others?

**[Katerina Poropat]:** Thanks, Kathy and Marg, for that answer. We do have one more that's come into the Q&A box. And if anyone else does have any questions, please pop them into that Q&A box now and we'll be able to address them, otherwise, you can always email Kathy or Marg at a later stage, if something pops up then. But the other question that we do have so far is, I teach music, but try to insert the other areas as much as I can because there are students who are passionate and stronger in, say, dance rather than music. Should I be reporting for only one area, or all?

**[Marg Arnold]:** Oh, I think if you've got the learning intentions correct, if you've planned it, then you could be... That planning tool that Kathy pointed out, of the overall one, you could have a look at that and see what you are able to address with what you're proposing to do, where those connections are. And you might be choosing to report for one student on more of something than the other. I think that that's a possibility.

**[Kathryn Hendy-Ekers]:** I think so, yes. Mmm. Yeah. So... And just keep in mind, the VCAA is not responsible for reporting. That's the responsibility of the Department of Education & Training. So... But we do have, as I said at the start, curriculum and reporting guidelines. So there is something about reporting in those guidelines that may help you. But our responsibility is curriculum.

**[Katerina Poropat]:** Yep. OK. And we've had another question come through. Are there any specific assessment tools to be used? You've mentioned types of assessment, ie, formative and summative, but can you give links or examples of specific assessments, please?

**[Kathryn Hendy-Ekers]:** Yes, yes. And I saw that question, Kat. And I did forget to say, when you go to the F-10 learning area page, there is a tile that says "help me assess". And that will take you to our formative assessment examples. So there are some examples there. It was a little bit hard... This was an introductory session, and there was so much content for us to get through. In some of the others that were done, where it's just been a specific learning area, we've been able to go into more examples of assessment. But again, if you have a look at, say, for your Media Arts or Visual Arts, if you go to those resources I indicated earlier, you will see there are really clear ways of developing learning intentions and how to develop assessment and assessment rubrics. The formative assessment has a structure and it has some videos and specific examples of rubrics for the performing arts and Visual Arts as well, with some student work samples.

**[Katerina Poropat]:** Excellent. Thank you. That's all the questions that have come through to our Q&A box. So that brings us to the end of our session today. I would just like to give a big thanks to Kathy and Marg for presenting that fantastic session. And thank you all for coming as well. We hope that you were able to take a lot away from that session.

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