

Unpacking the Victorian Curriculum

Creative Victoria

Creative learning partnerships



Artistic concept



WORDS WITH WINGS
Point Cook Prep-9 College

Watch the video from Point Cook Prep – 9 College that will provide some ideas of how you can develop your project enacting the Victorian Curriculum.

[Creative Victoria](#)
['Words with Wings'](#)
[Pt Cook P - 12.](#)

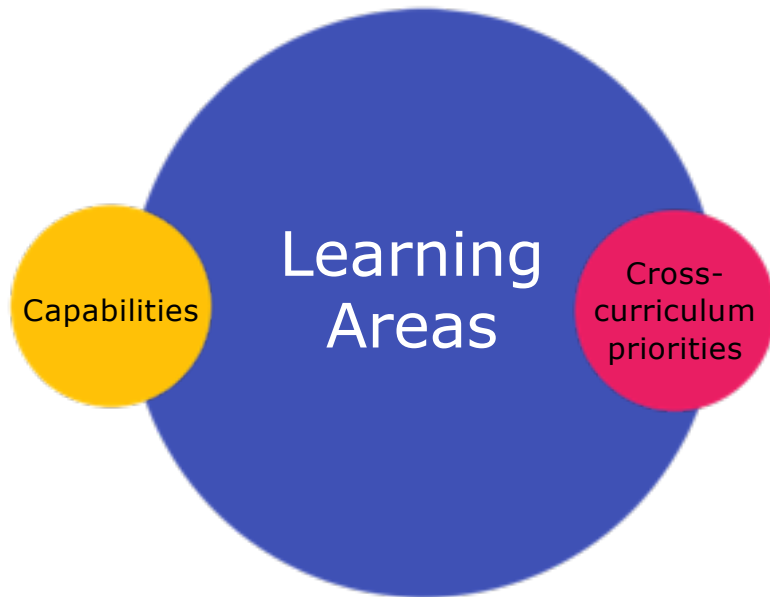
Artistic concept



Time 00:20. The artist discusses the starting point of the project which was based on the location of the school and a topic that could be covered by a broad range of areas in the curriculum. When deciding on your artistic concept. Think about the areas of the curriculum it can link to. There may be key words that are covered in a range of disciplines.

[The Victorian Curriculum - The Arts](#)

Curriculum structure



[Overview of the Victorian curriculum](#)

Consider the structure of the curriculum. Your project could cover the knowledge and skills of the discipline of the Learning Area as well as the Capabilities and Cross-curriculum priorities.

Capabilities

There are four capabilities in the Victorian Curriculum: **Critical & creative thinking, Ethical, Intercultural, Personal and Social.**

Each capability has its own content structure and achievement.

Cross-curriculum Priorities.

There are three Cross-curriculum Priorities. Aboriginal and Torres Strait-Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability.

[Link to information on Cross-curricular priorities](#)

The Arts Curriculum

Arts Curriculum Strands

There are four strands to the Arts curriculum. The project should cover the four strands. The strands are unpacked further on the Victorian Curriculum website. Consider these actions that could be a focus for student knowledge and skill development in an Arts learning area.

| Strand | Explore and Express Ideas | Visual Arts Practices | Present and Perform | Respond and Interpret |
|--------|--|--|--|--|
| | Exploring, imagining, experimenting and expressing ideas, concepts, themes, values, beliefs, observations and experiences in artworks that students view and make. | Developing understanding and skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks. | Creating, exhibiting, discussing, analysing artworks and considering the intention of artists and curators. Considering the relationship between artist intentions and audience engagement and interpretation. | Analysing, evaluating interpreting and reflecting upon meanings, beliefs and values in artworks. Examining artworks in historical and cultural contexts. |

Example: Visual Arts strands

Linking The Arts Curriculum

Time 00:20. Both the artist and the teacher discuss the starting point for the project. They speak about connections with the Science Curriculum.

They established learning intentions linked to the curriculum. The focus was to extend student thinking skills and an inquiry based project about the challenges for birds.

The project drew on the Critical and Creative Thinking capability and the Intercultural capabilities as it extended the students thinking skills inquiry based about the challenges for birds.

The inquiry was focused on the **Explore and Express** and **Respond and Interpret** strands of the Arts curriculum.



Visual Arts practice



The artist specialised in lino printing so the students learnt this skill that covered the Visual Arts practice content descriptions.

Visual Arts Content Descriptions

- **Level 1 and 2**

Experiment with different materials, techniques and processes to make artworks in a range of artforms (VCAVAV022)

- **Level 3 and 4**

Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks (VCAVAV026)

- **Level 5 and 6**

Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks (VCAVAV030)

Students owning their learning



Time 1:14. The students were able to identify areas of the curriculum that they were learning. They identified that they were learning about birds linked to the Science curriculum. Their discussion also links to the Personal and Social capability.

Curriculum links – learning experiences



Time 1:32. The teacher explains how the project connected different areas of the curriculum and covered different learning styles so all students could access curriculum content. She identifies how students learning differently. *‘Move like a bird, paint like a bird’.*

Cross-curricular areas



Time 2:14

The students discuss their learning across the curriculum. Inquiry based learning was used in the Science curriculum and Arts curriculum. The students explored and experimented with Arts practices through an inquiry process, the same as they did in Science.

Integrating discipline content and the capabilities



Time 2:27.

The students presented their work to an audience using digital technologies. In the presentation of the content they discuss the integration of the ethical capability: Understanding concepts and Decision making.

Literacy



Time: 2:45.

Literacy was a strong focus in the project. The teacher explains that students improved their literacy through collaborative learning. They developed skills in oral, visual and written form thus addressing the English and Arts disciplines.

Intercultural capability



Time: 2:45.

The intercultural capability was drawn into the project. Students discussed their cultural backgrounds as the project was linked to 'migration'.



Staff learning

Time 3:09.

All staff became involved in the project as they considered how they could embed the focus areas and inquiry processes into their teaching. Staff embraced differentiation in their teaching and used multi-modal approaches to learning focusing on oral, visual and written skills. Curriculum content was addressed in different learning and teaching forms.



Assessment



Time: 3:34.

Assessment was informal where teachers reflected on student progress throughout the project. They feedback on how their teaching could change to address differentiated learning. The feedback was formative. Link your learning intentions and assessment to the relevant achievement standard for the learning area. Students also gave feedback on their own learning progress.

[Pages - Formative Assessment \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au). [Pages - Visual Arts - Indicative progress \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Strand: Present and perform



Time 4:15. The final presentation of the project involved the whole school community. The students would have considered their audience, their intention and how the project would demonstrate their learning.

Useful resources

The VCAA F – 10 Arts pages have useful examples of resources for schools.

[The Arts Curriculum Area Resources](#)

There are also links to Aboriginal perspectives in the Arts on the Professional Learning page.

[Aboriginal perspectives in The Arts resources](#)

ABORIGINAL PERSPECTIVES F-10 PAST PROFESSIONAL LEARNING WEBINARS

These recordings of past professional learning webinars are designed to provide guidance and information to assist whole-school and classroom implementation.

An overview

Part 1

This presentation provides all teachers with an overview of Aboriginal perspectives across the Victorian Curriculum F-10 and the role of key stakeholders (KOD, VBAE and VCAL).



[An overview part 1 transcript \(docx - 34.47kb\)](#)

Aboriginal perspectives in The Arts in secondary school settings

This presentation focuses on providing an overview of embedding Aboriginal perspectives in The Arts F-10, in a localised and Victorian context.

Part 1



[Aboriginal perspectives in The Arts in secondary school settings part 1 transcript \(docx - 37.54kb\)](#)