

What are the Victorian Essential Learning Standards?

Compiled by Susie Davies-Splitter, Lynne Burt and VELS website

<http://vels.vcaa.vic.edu.au>

The term “Victorian Essential Learning Standards” (VELS) denotes a whole school curriculum planning framework. The three core strands of the VELS are designed to ensure that when planning for teaching and learning, teachers keep in mind the development of the whole child in ways that will equip them for life, not just for keeping busy or passing the next assessment.

These core, interrelated strands are:

- 1. Discipline-based learning**
- 2. Physical, Personal and Social Learning**
- 3. Interdisciplinary Learning**

Music education fits into the:

Discipline-based learning strand under “The Arts”, but it is important that knowledge, skills and behaviours from the other strands are considered.

These should include aspects of the Physical, Personal and Social Learning Strand and the Interdisciplinary Learning Strand.

VELS breaks down the curriculum into 6 levels

Prep – Level 1, Year 1 & 2- Level 2, Year 3 & 4- Level 3, Year 5 & 6- Level 4
Year 7 & 8- Level 5, Year 9 & 10- Level 6

How to make it work?

The Standards have retained the six level structure of the CSF II and built on it.

From 2006 the school curriculum and reports to parents will be organised around the new *strands* and *domains* and not around the eight key learning areas defined in the CSF. This will mean that schools are able to give greater recognition to the knowledge, skills and behaviours which are part of the Interdisciplinary and Physical, Personal and Social Learning strands.

Implementation of the Standards requires a whole school response. Schools may, choose to incorporate the interdisciplinary and physical, personal and social strands of the Standards into existing discipline-based subjects and broaden their focus in this way. Subsequently, schools may seek to combine all three strands in the context of extended projects that students are to complete. For example, students may participate in a comprehensive, extended, city-based project involving significant investigation and research, visiting and interviewing, report writing and presentation of results, and more.

The domains in each of the three strands comprise two interrelated elements:

Learning focus statements

They suggest appropriate learning experiences rather than defining a syllabus or prescribing specific teaching methods.

Standards.

They are outcomes against which student achievement will be assessed and reported on and provide valuable information about student progress which can form the basis of further teaching and intervention.

Progression Points

The progression points are represented on a scale as developmental points along an underlying continuum between the standard. Each dimension has a number of standards/outcomes – students investigate, use, manipulate etc.

STRAND	DOMAIN	DIMENSION	STANDARD & PROGRESSION POINTS
Discipline-based learning	The Arts <i>Music</i> <i>Dance</i> <i>Drama</i> <i>Art</i> <i>Media</i>	Creating and Making Exploring and responding	Examples Level 4 – Students: *Independently and collaboratively experiment with and apply a range of skills, techniques and processes *Use a range of equipment to make, develop and present art works
Discipline-based learning	English LOTE Maths Science Humanities (Economics) (Geography) (History)	Reading, writing, speaking and listening Communicating in a language other than English Number, space, measurement Economics knowledge Geographic knowledge Historical knowledge	
Physical, personal and Social learning	*Health & PE *Interpersonal Development *Personal Learning *Civics and Citizenship	Movement and physical activity . Health, knowledge and promotion Building social relationships Working in teams The individual learner Managing personal learning Civics, knowledge and Understanding Community engagement	Level 4 – Students: *Perform confidently and efficiently in a range of movement environments *Refine basic and complex motor skills *demonstrate respect for a diverse range of people and groups Identify and use a variety of strategies to manage and resolve conflict *Work effectively in different teams *Seek and use learning support when needed from peers, teachers and other adults
Interdisciplinary learning	*Communication *Design, creativity and technology *Information and Communications Technology *Thinking	Listening, viewing & responding Investigating, designing, Producing, analysing Thinking, creating and communicating Reasoning, processing, reflection, evaluation, metacognition	Level 4 – Students: *Describe the purpose of a range of communication strategies and evaluate their effectiveness for different audiences *Use creative thinking strategies to generate imaginative solutions when solving problems *Articulate their thinking processes *Document changes in their ideas and beliefs over time

'Welcome to Music' addresses the Arts Curriculum in 2 parts.

1. Creating and making (Arts Practice) – using ideas, skills, techniques, processes, performances and presentations

a. Arts Ideas – includes developing and exploring ideas, experiences, feelings and understandings through making arts works such as body percussion, singing, moving, dancing, listening, drama and playing instruments

Creating and presenting arts works individually and in groups through composing, arranging, improvising, creating, rehearsing and performing

b. Arts skills, techniques and processes

Developing concepts, skills, techniques and knowledge including;

Musical concepts - beat, rhythm, pitch, dynamics, tempo, form, tone colour, texture and style

General skills - enhanced confidence and self esteem, listening, social, intellectual, physical, emotional, language and creativity

Techniques - echo, ostinato, question and answer, canon

Knowledge of - instruments, musical styles, history and music theory including rhythms, chords, scales and notation

2. Exploring and Responding to the Arts – focusing on context, interpreting and responding, criticism and aesthetics.

a. Arts criticism and aesthetics, interpreting and responding - includes being able to listen, discuss, analyse, interpret and evaluate the music based on theoretical and historical knowledge.

b. Past and present contexts - covers an understanding of the relationship between music and people's lives; music composed for purposes such as the blues; music within its social, cultural, political, economic and historical contexts and music related to other art forms and curriculum areas.