



Links to THE ARTS STANDARD
Victorian Essential Learning Standards
Amanaska

The following VCAA publications have been used to create these links to the Victorian Essential Learning Standards:

- Standards and learning focus statements: The Arts <http://vels.vcaa.vic.edu.au/essential/index.html>
- Approaches to Learning and Teaching – The Arts (Music) <http://vels.vcaa.vic.edu.au/support/domain-support/arts/approaches.html>

VELS Level 1: The Arts Standard Dimension: Creating and making	Classroom approaches	Repertoire	Activity
Students make and share arts works that communicate ideas, feelings and experiences.	Students communicate ideas, feelings and experiences by experimenting with the music elements such as sounds of different pitch (high/low), duration (short/long), dynamics (loud/soft) and tempo (fast/slow) and exploring ways of producing sound using body percussion, instruments, objects and their voices individually and in groups.	<i>Bag the Lama</i>	1a, 2a, 3a,
They explore and use a variety of arts elements, skills, techniques and processes, media, materials and technologies in a range of arts forms.	Students use appropriate symbols to represent these elements and will improvise patterns and soundscapes using appropriate techniques and processes to create their own music.	<i>Freedom Dance</i>	1a, 2a, 3a,
		<i>Sleep</i>	1a, 2a, 3a,
They talk about their own arts works, and arts works and events in their community.	Students talk about music ideas and works they have heard in the community and performed themselves	<i>Setomaa</i>	1a, 2a, 3a,
		<i>Bag the Lama</i>	3a,
		<i>Freedom Dance</i>	
		<i>Sleep</i>	2a, 3a,
		<i>Setomaa</i>	1a,
		<i>Bag the Lama</i>	2a, 3a,
		<i>Freedom Dance</i>	
		<i>Sleep</i>	1a, 2a, 3a,
		<i>Setomaa</i>	1a, 2a,

These activities focus on standards for The Arts. Links can be made to other domains including: Civics and Citizenship; Communication; Design, Creativity and Technology; English; Health and Physical Education, The Humanities; Information and Communication Technology; Interpersonal Development; LOTE; Mathematics; Personal Learning; Science; Thinking Processes

Level 2	Dimension: Creating and making	Repertoire	Activity
Students create arts works focused on expressive ways of communicating.	In the following activities students will create and perform short vocal and instrumental works, making choices about the expressive use of music elements and the use of their voices, body percussion, acoustic and electronic instruments, and objects. They will learn to recall and expressively perform short instrumental works, including those they have composed. Students identify the ways own and others' music is made and places where music is performed.	<i>Bag the Lama</i>	1a,b, 2a, 3a,b,
They demonstrate emerging skills in identifying, selecting and using arts elements, principles, skills, techniques and processes in a range of arts forms.	Students will identify and describe musical elements and the expressive qualities of sound such as pitch, duration, loudness and tone colour and distinguish between rhythm and beat. They learn to use and interpret a limited range of symbols to represent sounds and learn the skills and techniques that are used when performing with others in the following activities:	<i>Freedom Dance</i>	1a,b, 2a,b, 3a,b,
They describe and comment on characteristics of their own and others' arts works.	Students will listen to a range of familiar and unfamiliar music and discuss reasons for personal preferences in the following activities:	<i>Sleep</i>	1a,b, 2a,b, 3a,b,
		<i>Setomaa</i>	1a,b,
		<i>Bag the Lama</i>	2a,b, 3a,b,
		<i>Freedom Dance</i>	1a,b, 2a,b, 3a,b,
		<i>Sleep</i>	1b, 2a,b, 3a,b,
		<i>Setomaa</i>	1a,b, 2a,b, 3a,b,
		<i>Bag the Lama</i>	2a,b, 3a,
		<i>Freedom Dance</i>	
		<i>Sleep</i>	1a,b, 2a,b, 3a,b,
		<i>Setomaa</i>	1a,b, 2a,b,

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Level 3 Dimension: Creating and making		Repertoire	Activity
Students select and combine a range of arts elements, skills, techniques and processes to create and present works in a range of arts forms that communicate ideas and feelings for different purposes and audiences.	Students will select and combine the elements of music individually and in combination to communicate ideas and feelings and to plan, improvise and compose short works for particular purposes. They develop skills in controlling their performances to reflect the purpose of the music.	<i>Bag the Lama</i>	3a-c,
They identify techniques and aspects of other people's works that inform their own arts making, and refine their work in response to feedback and self-evaluation.	Students use and interpret conventional and unconventional notation representing sounds of different pitch, duration, loudness and tone colour. They imitate and create rhythmic harmonic and melodic patterns and use techniques of composition derived from various cultures to rehearse and perform short vocal and instrumental works from their own and other cultures.	<i>Freedom Dance</i>	3a-c,
Dimension: Exploring and responding Students discuss the use of specific arts elements, skills, techniques and processes in their own works. They describe key features of arts works from their own and other cultures, and use appropriate arts language to describe and comment on their own and other people's arts works and ideas.	Students use appropriate music terminology to identify and describe key features and expressive qualities of music when discussing musical characteristics of their own work and works from their own and others' cultures. They discuss the function of music in their community.	<i>Sleep</i>	1a-c, 2a-c, 3a-c,
		<i>Setomaa</i>	1a-c, 2a-c,
		<i>Bag the Lama</i>	1a-c, 3a-c,
		<i>Freedom Dance</i>	1a-c, 2a-c, 3a-c,
		<i>Sleep</i>	1a-c, 2a-c, 3a-c,
		<i>Setomaa</i>	1a-c, 2a-c,
		Repertoire	Activity
		<i>Bag the Lama</i>	2a-c, 3a-c,
		<i>Freedom Dance</i>	1a-c, 2a-c, 3a-c,
		<i>Sleep</i>	1a-c, 2a-c, 3a-c,
		<i>Setomaa</i>	1a-c, 2a-c, 3a-c,

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Level 4 Dimension: Creating and making		Repertoire	Activity
<p>Students apply a range of skills, techniques and processes to create and present arts works that explore the potential of ideas.</p> <p>They generate ideas and manipulate arts elements and principles in a range of arts forms. In their arts works, they communicate ideas incorporating influences from their own and other cultures and times.</p> <p>They evaluate the effectiveness of their own work and make changes to realise intended aims.</p>	<p>In music, students manipulate the expressive qualities of sound to explore ways of communicating ideas using a range of compositional processes and knowledge of music from different times and places. They select, match and combine music elements to improvise and compose individual and group works incorporating influences from their own and other cultures, times and places. They interpret and use conventional and non-conventional notation representing sounds of different pitch, duration, metre and volume in their own compositions.</p>	<p><i>Bag the Lama</i></p> <p><i>Freedom Dance</i></p> <p><i>Sleep</i></p> <p><i>Setomaa</i></p>	<p>3a-d,</p> <p>1d, 3a-d,</p> <p>1d, 2a-d, 3a-d,</p> <p>1a-d, 2a-d, 3a-d,</p>
<p>They prepare arts works for presentation to a variety of audiences.</p>	<p>Students present works individually and in groups to a variety of audiences and evaluate the effectiveness of own compositions and performances. Students participating in an instrumental or vocal program develop their technical and performance skills and use them in a range of contexts.</p>	<p><i>Bag the Lama</i></p> <p><i>Freedom Dance</i></p> <p><i>Sleep</i></p> <p><i>Setomaa</i></p>	<p>1b-d, 3a-d,</p> <p>1a-d, 2a-d, 3c-d,</p> <p>1a-d, 2a-d, 3a-d,</p> <p>1a-d, 2a-d, 3a-d,</p>
	<p>Dimension: Exploring and responding</p>	<p>Repertoire</p> <p><i>Bag the Lama</i></p> <p><i>Freedom Dance</i></p> <p><i>Sleep</i></p> <p><i>Setomaa</i></p>	<p>Activity</p> <p>1a-d, 2a-d, 3a-d,</p> <p>1a-d, 2a-c, 3a-c,</p> <p>1a-d, 2a-d, 3a-d,</p> <p>1a-d, 2a-d, 3a-d,</p>
<p>Students use appropriate arts language to describe the content, structure and expressive qualities of their own and other people's works.</p>	<p>Students use appropriate music terminology to describe music elements and to identify and discuss musical features of a range of works from a variety of styles, cultures and times, including those by contemporary composers.</p>	<p><i>Bag the Lama</i></p> <p><i>Freedom Dance</i></p> <p><i>Sleep</i></p> <p><i>Setomaa</i></p>	<p>1a-d, 2a-d, 3a-d,</p> <p>1a-d, 2a-c, 3a-c,</p> <p>1a-d, 2a-d, 3a-d,</p> <p>1a-d, 2a-d, 3a-d,</p>
<p>They compare features of arts works by artists working in a range of times, places and cultures.</p>	<p>They compare the ways in which music is made for specific purposes in particular times, places or cultures and identify social and cultural influences on own works.</p>	<p><i>Bag the Lama</i></p> <p><i>Freedom Dance</i></p> <p><i>Sleep</i></p> <p><i>Setomaa</i></p>	<p>2d,</p> <p>1a-d, 2a-d, 3a-d,</p> <p>1a-d, 2a-d, 3a-d,</p>
<p>They identify and describe influences on their own works and the purposes for which arts works are created in different historical and cultural contexts.</p>	<p>Students participating in an instrumental or vocal program develop their technical and performance skills and use them in a range of contexts.</p>	<p><i>Bag the Lama</i></p> <p><i>Freedom Dance</i></p> <p><i>Sleep</i></p> <p><i>Setomaa</i></p>	<p>1a-d, 3a-d,</p> <p>1a-d, 2a-d, 3c,</p> <p>1a-d, 2a-d, 3a-d,</p> <p>1a-d, 2a-d, 3a-d</p>

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VELS Level 5: The Arts: Creating and making	Classroom approaches	Repertoire	Activity
Students, individually and collaboratively, plan, design, improvise, interpret and present arts works that expressively communicate feelings, ideas and purpose.	Students explore the qualities of sound to express ideas, experiences and feelings, by improvising, composing, interpreting and performing music in a range of styles and forms.	<i>Bag the Lama</i> <i>Freedom Dance</i> <i>Sleep</i> <i>Setomaa</i>	1c-e, 3c-e, 1c-e, 2c-e, 3c-e, 1a-e, 2a-e, 3c-e, 1c-e, 2c-e, 3c-e,
They select and apply skills, techniques, processes, media, materials and technologies across a range of arts forms.	Students use experimentation and a range of sound sources including vocal and instrumental, acoustic and electronic, to develop music ideas and produce individual and group compositions.	<i>Bag the Lama</i> <i>Freedom Dance</i> <i>Sleep</i> <i>Setomaa</i>	1e, 3c-e, 2c-e, 3c-e, 2c-e, 3c-e, 3d,e,
They generate and develop ideas that explore themes, techniques and issues when making arts works.	Students aurally recognise selected elements of music and make choices about and imaginatively combine the elements of music to expressively interpret music they create and perform.	<i>Bag the Lama</i> <i>Freedom Dance</i> <i>Sleep</i> <i>Setomaa</i>	1d,e, 3c-e, 1c-e, 2c-e, 3c-e, 1a-e, 2d,e, 3c-e, 1c-e, 2e, 3c-e,
They manipulate arts elements and principles to expressively communicate ideas and develop imaginative solutions to set tasks.	Students use conventional and unconventional notation. They effectively use spaces and appropriate sound equipment to present performances. Students participating in an instrumental or vocal program develop a higher level of technical and performance skills and use them in a variety of contexts.	<i>Bag the Lama</i> <i>Freedom Dance</i> <i>Sleep</i> <i>Setomaa</i>	1d,e, 3c-e, 1c-e, 2c-e, 3c-e, 1a-e, 2c-e, 3c-e, 1c-e, 2c-e, 3d,e,
They explain their decisions about how they present arts works for specific purposes and audiences.	Students use appropriate terminology to identify and describe distinctive musical features of works from a range of musical styles, times and cultures.	<i>Bag the Lama</i> <i>Freedom Dance</i> <i>Sleep</i> <i>Setomaa</i>	2c-e, 3c-e, 2d,e, 3c-e, 1c-e, 2c-e, 3c-e, 1e,2c-e,3c-e

Level 5: Exploring and responding	Classroom approaches	Repertoire	Activity
Students develop and express opinions about their own and others' use of arts elements, principles, skills, techniques, processes, media, materials and technologies using appropriate arts language.	Students identify elements within a work and describe how specific elements and qualities of sound are used to create expressive effects and how these elements are used in similar or different ways in other works. Students identify changes in the development of their own works and identify ways in which contemporary music, including own, is influenced by cultural and historical contexts.	<i>Bag the Lama</i>	1e, 2c-e, 3c-e,
		<i>Freedom Dance</i>	2c-e, 3c-e,
		<i>Sleep</i>	1d,e, 2d,e, 3c-e,
		<i>Setomaa</i>	1c-e, 2c-e, 3c-e,
They evaluate, interpret and respond to arts works created by artists from different social, cultural and historical contexts, offering informed opinions and using appropriate arts language.	Students evaluate the use of musical elements and the expressive and technical proficiency of their interpretations and use evaluation to refine their own compositions and performances.	<i>Bag the Lama</i>	3e
		<i>Freedom Dance</i>	1c-e, 2e, 3d,e,
		<i>Sleep</i>	1c-e, 2e, 3d,e,
		<i>Setomaa</i>	2c-e,3d,e
They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts.	Students discuss the purpose of music in their lives as well as different purposes of music in past and present societies	<i>Bag the Lama</i>	
		<i>Freedom Dance</i>	3d,e,
		<i>Sleep</i>	3e
		<i>Setomaa</i>	1e, 3e

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