Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, The Arts F–6

Hello and welcome.

The Arts are a part of every culture. Through the Arts, people share stories, ideas, and knowledge. The arts are rich in tradition and play a major role in the development and expression of individuals, cultures, and communities.

Learning in the Arts provides rich cross-curriculum opportunities for learners as they grow in their understanding of self and others, local and global communities and cultures.

The Arts curriculum has 5 distinct disciplines: Dance, Drama, Media Arts, Music, and Visual Arts.

In each arts discipline, creativity is fostered alongside the development of knowledge and skills unique to the discipline. The distinct languages, knowledges, and practices of each arts discipline in the Victorian Curriculum enables students to play, explore, question, challenge, and imagine new possibilities.

This video is designed to give an overview of the Victorian Curriculum Foundation to Level 6, Version 2.0, The Arts. Let's look at the key features of The Arts learning area.

Making and responding provide the integral structure of The Arts curriculum across Foundation to Level 10. Through making and responding, students develop an understanding of the values and belief systems of artists, creators, producers who create arts works, and of the viewers or audiences who experience them. Through making, students develop their knowledge, understanding, and skills in arts practice, in a discipline or across disciplines. Through responding, students explore, reflect upon, and interpret arts works and the practices used to create them. They view the presentation of arts and design works in different places, periods of time, and cultures.

In Foundation to Level 6 a school needs to unpack the concepts of making and responding in all of the Arts disciplines, and consider how they could develop an arts program to provide holistic arts learning experiences.

To ensure the teachability and manageability of the arts curriculum, several key revisions have been made.

The overall structure and strands in the arts have been adjusted to include language and terminology to support teachers to implement the curriculum, including additional terms in the glossary in each arts discipline.

The strands of the current Victorian Curriculum have been revised. The Responding and the Interpreting strand and the Explore and Express strand have been combined into the Exploring strand. The Practices strand has been split into the strands Developing Practices and Creating, and the Present and Perform strand has been renamed Presenting.

The achievement standards and content descriptions of Foundation to Level 6 in each arts discipline have been reviewed and refined. They're now aligned across all arts disciplines and levels to ensure that the learning is progressive and consistent.

To support teachers’ understanding additional teaching and learning examples have been added to the elaborations. Content descriptions and achievement standards relating to Aboriginal and Torres Strait Islander Peoples artists and arts works have been added in Levels 3–6. Achievement standards and content descriptions at Foundation to Level 2 have been updated to reference play-based learning and to align with the Victorian Early Years Learning and Development Framework.

Now let's talk about the structure of The Arts curriculum.

The content of The Arts curriculum is organised under 4 interrelated strands: Exploring, Developing Practices, Creating, and Presenting.

In the Exploring Strand, students as artists and audience explore ideas, practices, and arts works. In the Developing Practices Strand, students develop skills as an artist and audience across the arts disciplines through play, imagination, and experimentation. In the Creating strand, students engage with discipline-specific and multidisciplinary processes to create arts works. In the Presenting strand, students experience arts works by artists and understand how audiences engage with and interpret arts works.

In The Arts curriculum, there are several overarching concepts that link the progression of learning in the disciplines. The learning in focus of each discipline describes the key concepts and skills that students will learn in the discipline.

In The Arts, students progress along a learning continuum that provides the first achievement standard at Foundation, then at Levels 2, 4, 6, 8, and 10. The content description sequence describes the knowledge and skills that teachers need to teach and students are expected to learn.

The elaborations provide support and accessibility for teachers in both making and responding, particularly for generalist teachers and out-of-field teachers. The elaborations also provide explicit links between The Arts, other learning areas, and the Capabilities curriculums.

References to Aboriginal and Torres Strait Islander Peoples artists and arts works in the achievement standards and content descriptions of all arts disciplines provide inclusivity in the curriculum.

Viewpoints provide an inquiry-based focus for arts learning in all of the strands. These are an inquiry tool that initiate and guide students’ explorations, responses and practices that are included at all levels in the curriculum and are embedded into the content descriptions. Questions using the viewpoints are used in the elaborations. These questions assist teachers to connect The Arts to other learning areas. The structure of the viewpoint questions also links specifically with The Capabilities curriculums.

The Victorian Curriculum Foundation to Level 6, The Arts provides students with specific arts, knowledge, and practice in all arts disciplines. As they learn and make meaning as artists and audiences, students engage with the Arts and creative industries and arts professionals.

Most importantly, through learning in specific arts disciplines, students develop their personal, emotional, and social wellbeing and gain an understanding of how they can contribute to the future of communities both locally and globally.

For more information, I encourage you to explore the Victorian Curriculum F–10 website. The website provides easy, intuitive access to the curriculum and supporting resources.

Thank you for watching.