

We have created a table detailing VELS Domains. The table indicates the opportunity to explore a standard within the Kids on Set program.

## DRAMA

<b>Creating and making level 3</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Creating and presenting works that communicate experiences, ideas, concepts, observations and feelings.	X	X	X	X	X	X
Selecting and combining creative principles and/or conventions		X	X	X	X	X
Use a range of techniques and skills			X	X	X	
Use a range of equipment and technologies	X	X	X			
Showing evidence of planning for different purposes	X	X	X	X	X	
Identifying techniques and features of other people's works that inform own creativity	X		X			X
Refine work in response to feedback		X	X	X		
Refine work in response to self evaluation		X	X	X	X	X
<b>Exploring and Responding</b>						
Commenting on the exploration, development and presentation of art works	X	X	X	X	X	X
Commenting on the use of specific arts elements, principles and/or conventions, skills, techniques and processes.	X		X	X		
Use art language to describe and discuss the communication of ideas, feelings and purposes in own work.	X	X	X	X		
<b>Creating and Making Lv 4</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Students work independently and collaboratively		X	X	X		X
Experiment with and apply a range of skills, techniques and processes,		X	X	X	X	X
Use a range of media, materials, equipment and technologies to plan, develop, refine, make and present art works	X	X	X	X	X	X
Investigate a range of sources to	X		X	X		

generate ideas and manipulate arts elements						
Explore the potential of ideas	X	X	X	X	X	X
In their art works communicate ideas and understanding about themselves and others.	X	X	X			
Evaluate effectiveness and make changes to realise intended aims.		X	X	X	X	X
Consider purpose and suitability when preparing art works for a range of audience		X	X	X	X	X
<b>Exploring and responding</b>						
Discuss traditional and contemporary arts works using appropriate language.	X					
Describe content, structure and expressive qualities of their own and other people's works.		X	X	X	X	
Interpret and compare key features of art works made in a range of times, places and cultures.	X					
Identify and describe influences on their own works.		X	X	X		
Discuss purposes for which arts works are created in different historical and cultural contexts.	X					

## DRAMA

<b>Individual Learning Lv3</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Describe factors that affect learning						
Identify strategies that will enhance their own learning.			X	X	X	X
Contribute to the development of protocols that create a positive learning environment in the classroom	X	X	X	X	X	X
Seek teacher feedback to develop content knowledge and understanding.		X	X	X	X	X
<b>Managing personal learning</b>						
Set short-term achievable goals in relation to specific tasks.	X	X	X	X	X	X
Complete short tasks by planning and allocating appropriate time and resources		X	X	X	X	X
Undertake multi-step, extended		X	X	X	X	X

tasks independently.						
Comment on task progress and achievements		X	X	X	X	X
Manage feelings in pursuit of goals	X	X	X	X	X	X
Demonstrate a positive attitude towards learning.	X	X	X	X	X	X

#### DRAMA

<b>Individual learning Lv 4</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Use strategies that promote learning	X	X	X	X	X	X
Seek and respond to teacher feedback to develop content knowledge and understanding.	X	X	X	X	X	X
Students actively develop, monitor and refine protocols that create a positive learning environment in the classroom.	X	X	X	X	X	X
<b>Managing personal learning</b>						
Develop and implement plans to complete short-term and long-term tasks within timeframes.	X	X	X	X	X	X
Describe task progress and achievements, suggesting how outcomes may have been improved.		X	X	X	X	X
Persist when experiencing difficulty		X	X	X	X	X
Seek and use learning support when needed from peers, teachers and other adults.	X	X	X	X	X	X
Demonstrate a positive attitude to learning.	X	X	X	X	X	X

#### DRAMA

<b>Building Social Relationships Lv 3</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people.	X	X	X	X	X	X
Share ideas and materials	X	X	X	X	X	X
Offer assistance, give appropriate feedback and acknowledge differences.		X	X	X	X	X
Work with others to reduce, avoid and resolve conflict.		X	X	X	X	X
<b>Working in teams</b>						

Co-operate with others in team for agreed purposes, taking roles and following guidelines within the task.		X	X	X	X	X
Describe and evaluate their own contribution		X	X	X	X	X
Describe and evaluate team's progress towards the achievement of agreed goals.		X	X	X	X	X
Reflect on learning, which occurred through being part of a team.		X	X	X	X	X

#### DRAMA

<b>Building Social Relationships Lv 4</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Demonstrate through interactions in social situations, respect for a diverse range of groups and people.	X	X	X	X	X	X
Accept and display empathy for the points of view and feelings of their peers and others.	X	X	X	X	X	X
Identify and use a variety of strategies to manage and resolve conflict.	X	X	X	X	X	X
<b>Working in teams</b>						
Work effectively in different teams		X	X	X	X	X
Take on a variety of roles to complete tasks and develop timelines		X	X	X	X	X
Accept responsibility for their role and tasks		X	X	X	X	X
Explain benefits of working in a team.		X	X	X	X	X
Provide feedback to others and evaluate their own and the team's performance.		X	X	X	X	X

#### DRAMA

<b>Civics and Citizenship Lv 3</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community.	X	X	X	X	X	X

Describe symbols and emblems of national life in Australia and identify values related to symbols and national celebrations and commemorations.	X					
<b>Community engagement</b>						
Contribute to the development and support of class rules	X	X	X	X	X	X
They describe some of the roles and purposes of groups in the community	X					
Work with other students to identify a local issue and plan possible actions to achieve a desired outcome.	X	X				
Describe the benefits of action at the local level and the democratic aspects of the process.						
They participate in activities to protect and care for the natural and built environment.			X	X		

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<b>Civics and Citizenship Lv 4</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
<b>Community engagement</b>						
Students demonstrate understanding of the roles and responsibilities of leaders, and of democratic processes when engaging in school and community activities.	X	X	X	X	X	X
They present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues.	X					
They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision-making.	X	X	X	X	X	X

#### DRAMA

<b>English; Reading Lv 3</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Read and respond to imaginative and informative texts with some unfamiliar ideas and information,	X	X	X	X	X	X

vocabulary and textual features.						
Interpret the main ideas and purposes of texts.	X	X	X	X	X	X
Make inferences from imaginative text about plot and setting.	X	X	X	X	X	X
Make inferences from imaginative text about characters' qualities, motives and actions.	X	X	X	X	X	X
Infer meaning from material presented in informative texts.	X	X	X	X	X	X
Identify how language is used to represent information, characters, people, places and events.	X	X	X	X	X	X
Identify simple symbolic meanings and stereotypes.	X	X	X	X	X	X
Use several strategies to locate, select and record information from texts.	X	X			X	X
<b>Writing</b>						
Students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar narratives, which include characters, setting, and plot.		X			X	
Order information and sequence events using some detail or illustrative evidence, and they express a point of view, providing some information and supporting detail.	X	X	X	X	X	X
Combine verbal and visual elements in the texts they produce.		X	X	X	X	X
They meet the needs of an audience by including appropriate background information.	X	X	X	X	X	X
<b>Speaking and Listening</b>						
Students vary speaking and listening for a small range of contexts, purposes and audiences.	X	X	X	X	X	X
They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information.	X	X		X	X	X

Listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.	X	X			X	X
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## DRAMA

<b>English Reading Lv 4</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Read, interpret and respond to literary, everyday and media texts in print and multi-modal formats.	X	X		X	X	X
Analyse these texts and support interpretations with evidence drawn from the text.	X					
Describe how texts are constructed for particular purposes and audiences, and identify how socio-cultural values, attitudes and beliefs are presented in texts.	X	X		X	X	X
Analyse information, imagery, characterisation, dialogue, point of view, plot and setting.	X	X		X	X	X
Use strategies such as reading on, using contextual cues and drawing on knowledge to text organization when interpreting texts containing unfamiliar ideas and information.	X					
<b>Writing</b>						
Students produce texts using structures and features of language appropriate to the purpose, audience and context of the writing.		X			X	
Use simple figurative language and visual images.		X	X	X	X	X
Use a range of vocabulary, a variety of sentence structures and use punctuation accurately.	X	X	X	X	X	X
Employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.		X	X	X	X	X
<b>Speaking and listening</b>						
Students plan, rehearse and make presentations for different purposes.		X		X	X	

Sustain a point of view and provide succinct accounts of personal experiences or events.		X	X	X	X	X
They adjust their speaking to take account of context, purpose and audience.	X	X	X	X	X	X
Vary tone, volume and pace of speech to create or emphasise meaning.		X		X	X	
When listening to spoken texts, they identify the main idea and supporting details and summarise them for others.	X				X	X
They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.	X	X	X	X	X	X

#### DRAMA

<b>Design Creativity &amp; Technology Investigating and designing lv 3</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
At Level 3 students, individually and in teams, generate ideas based on a design brief, demonstrating understanding that designs may need to meet a range of different requirements.		X	X	X	X	X
They use words, labelled sketches and models to communicate the details of their designs, and clarify ideas when asked.		X	X	X	X	X
They identify simple systems components and common materials/ ingredients and explain the characteristics and properties that make them suitable for use in products.			X	X	X	X
Students think ahead about the order of their work and list basic steps to make the product or system they have designed.		X	X	X	X	X
<b>Producing</b>						
At Level 3, students use their list of steps and are able to choose appropriate tools, equipment and techniques to alter and combine materials/ingredients and assemble systems components			X	X	X	X

Use a variety of simple techniques/processes and a range of materials/ingredients to safely and hygienically alter and combine materials/ingredients			X	X	X	X
Put together components to make products and simple systems that have moving parts.			X			
<b>Analysis and evaluation</b>						
Students test, evaluate and revise their designs, products or simple systems in light of feedback they have gained from others.		X	X	X	X	X
Identify what has led to improvements and describe what they consider to be the strengths and drawbacks of their design, product or simple system.			X	X	X	X
They consider how well a product or simple system functions and/or how well it meets the intended purpose.		X	X	X	X	X

## DRAMA

<b>Design Creativity &amp; Technology Investigating and Designing Lv 4</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Students contribute to the development of design briefs that include some limitations and specifications.		X	X	X	X	X
Individually and in teams, they use a range of methods to research and collect data in response to design briefs.		X	X	X	X	X
They generate and communicate alternative design ideas in response to a design brief and use words, labelled sketches and models, to demonstrate that they are aware of environmental and social constraints.		X	X	X	X	X
Students take account of the views of users/consumers and produce step-by-step plans and/or modify recipes for making products and/or simple mechanical/electrical systems.			X	X	X	X
They describe how their intended product will function or be used, and what it will look like in the context of the requirements of the design brief.		X	X	X	X	X
Identify evaluation criteria from design briefs and use them to justify design choices.			X	X	X	X
<b>Producing</b>						
Students use their production plan and select and work safely with a variety of materials/ingredients and systems components to produce functional products and/or systems.		X	X	X	X	X
Use a range of measuring, marking, joining/combining techniques to alter			X	X	X	X

materials and finishing/presentation methods, and operate tools and equipment competently, showing consideration of safety and hygiene, and record their progress.						
<b>Analyse and Evaluate</b>						
Students reflect on their designs as they develop them and use evaluation criteria, identified from design briefs, to justify their design choices.			X	X	X	X
Modify their designs/products/systems after considered evaluation of feedback from peers and teachers, and their own reflection.		X	X	X	X	X
They describe the impact products and technological systems have on people and the environment.	X		X	X		X

## DRAMA

<b>Thinking Reasoning, processing and inquiry Lv 3</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Students collect information from a range of sources to answer their own and others' questions	X	X	X	X	X	X
Question the validity of sources when appropriate	X	X				
Apply thinking strategies to organise information and concepts in a variety of contexts, including problem-solving activities.		X	X	X	X	X
They provide reasons for their conclusions.		X	X	X	X	X
<b>Creativity</b>						
Apply creative ideas in practical ways and test the possibilities of ideas they generate.		X	X	X	X	X
Use open-ended questioning and integrate available information to explore ideas.	X	X	X	X	X	X
<b>Reflection, evaluation &amp; metacognition</b>						
Students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking.	X	X	X	X	X	X
Identify and provide reasons for their point of view, and justify changes in their thinking.	X	X	X	X	X	X

## DRAMA

<b>Thinking Reasoning, Processing and Inquiry Lv 4</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth.	X	X	X	X	X	X

They distinguish between fact and opinion.	X	X	X	X	X	X
They use the information they collect to develop concepts, solve problems or inform decision-making.	X	X	X	X	X	X
They develop reasoned arguments using supporting evidence.		X	X	X	X	X
<b>Creativity</b>						
Students use creative thinking strategies to generate imaginative solutions when solving problems.		X	X	X	X	X
They demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others.	X	X	X	X	X	X
<b>Reflection, evaluation &amp; metacognition</b>						
Students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness.		X	X	X	X	X
They articulate their thinking processes.		X	X	X	X	X
They document changes in their ideas and beliefs over time.		X	X	X	X	X

## DRAMA

<b>Communication Listening viewing and responding Lv 4</b>	<b>Wk 1</b>	<b>Wk 2</b>	<b>Wk 3</b>	<b>Wk 4</b>	<b>Wk 5</b>	<b>Wk 6</b>
Students ask clarifying questions about ideas and information they listen to and view.	X	X	X	X	X	X
They develop interpretations of the content and provide reasons for them.	X	X	X	X	X	X
They explain why peers may develop alternative interpretations.	X	X	X	X	X	X
They describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences.	X	X	X	X	X	X
<b>Presenting</b>						
Students summarise and organise ideas and information, logically and clearly in a range of presentations.		X	X	X	X	X
They identify the features of an effective presentation and adapt elements of their own presentations to reflect them.	X	X	X	X	X	X
Using provided criteria, they evaluate the effectiveness of their own and others' presentations.	X	X	X	X	X	X