

We have created a table detailing VELS DOMAINS [Level 3 and 4]. The table indicates the opportunity to explore a standard within the Kids on Set Documentary program.

DOCUMENTARY

The Arts	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Creating and making level 3						
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	X	X
Refine work in response to self evaluation		X	X	X	X	X
Exploring and Responding						
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	X	X
Use art language to describe and discuss the communication of ideas, feelings and purposes in own work.	X	X	X	X		

DOCUMENTARY

The Arts	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Creating and Making Lv 4						
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 generate ideas and manipulate arts elements	X		X	X		
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
Exploring and responding						
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	
Discuss purposes for which arts works are created in different historical and cultural contexts.	X					X

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Individual Learning Lv3	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
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
Managing personal learning						
Set short term achievable goals in	X	X	X	X	X	X

relation to specific tasks.						
Complete short tasks by planning and allocating appropriate time and resources		X	X	X	X	X
Undertake multi-step, extended tasks independently.		X	X	X	X	X
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

DOCUMENTARY

Individual learning Lv 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
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
Managing personal learning						
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

DOCUMENTARY

Building Social Relationships Lv 3	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
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
Working in teams					
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

DOCUMENTARY

Building Social Relationships Lv 4

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
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

Working in teams

Work effectively in different teams	X	X	X	X	X	X
Take on a variety of roles to complete tasks and develop timelines	X	X	X	X	X	X
Accept responsibility for their role and tasks	X	X	X	X	X	X
Explain benefits of working in a team.	X	X	X	X	X	X
Provide feedback to others and evaluate their own and the team's performance.	X	X	X	X	X	X

DOCUMENTARY

Civics and Citizenship Lv 3

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
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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	X	X	X	X	X
Community engagement						
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	X				
Work with other students to identify a local issue and plan possible actions to achieve a desired outcome.	X	X	X	X	X	X
Describe the benefits of action at the local level and the democratic aspects of the process.	X	X			X	X
They participate in activities to protect and care for the natural and built environment. t	X	X	X	X	X	X

DOCUMENTARY

Civics and Citizenship Lv 4 **Wk 1** **Wk 2** **Wk 3** **Wk 4** **Wk 5** **Wk 6**

Community engagement						
Students demonstrate understanding of the roles and responsibilities of leaders, and of democratic processes when engaging ins school and community activities.	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	X			X	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

DOCUMENTARY

English; Reading Lv 3 **Wk 1** **Wk 2** **Wk 3** **Wk 4** **Wk 5** **Wk 6**

Read and respond to imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features.	X	X			X	X
Interpret the main ideas and purposes of texts.	X	X			X	X
Make inferences from imaginative text about plot and setting.						
Make inferences from imaginative text about characters' qualities, motives and actions.						
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
Writing						
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
Combine verbal and visual elements in the texts they produce.		X			X	X
They meet the needs of an audience by including appropriate background information.		X	X	X	X	X
Speaking and Listening						
Students vary their 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	X	X	X	X	X	X

features, and modify spoken texts to clarify meaning and information.

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	X	X
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DOCUMENTARY

English Reading Lv 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
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Read, interpret and respond to literary, everyday and media texts in print and multi-modal formats.	X	X			X	X
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Analyse these texts and support interpretations with evidence drawn from the text.	X	X			X	X
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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	X
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Analyse information, imagery, characterisation, dialogue, point of view, plot and setting.	X	X	X	X	X	X
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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	X				X
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Writing

Students produce texts using structures and features of language appropriate to the purpose, audience and context of the writing.		X				X
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Use simple figurative language and visual images.		X			X	X
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Use a range of vocabulary, a variety of sentence structures and use punctuation accurately.		X				
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Employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.		X	X	X	X	X
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Speaking and listening

Students plan, rehears and make presentations for different purposes.	X	X	X	X	X	X
Sustain a point of view and provide succinct accounts of personal experiences or events.	X	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				
When listening to spoken texts, they identify the main idea and supporting details and summarise them for others.	X	X	X	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

DOCUMENTARY

Design Creativity & Technology

Investigating and designing lv 3

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.

They use words, labelled sketches and models to communicate the details of their designs, and clarify ideas when asked.

They identify simple systems components and common materials/ ingredients and explain the characteristics and properties that make them suitable for use in products.

Students think ahead about the order of their work and list basic steps to make the product or system they have designed.

Producing

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

Wk 1 Wk 2 Wk 3 Wk 4 Wk 5 Wk 6

X	X				X	
X	X	X	X	X	X	X
X	X					
	X	X	X	X	X	X
	X	X	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
 put together components to make products and simple systems that have moving parts.

X X X X

X X X

Analysis and evaluation

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 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

DOCUMENTARY

Design Creativity & Technology

Wk 1 Wk 2 Wk 3 Wk 4 Wk 5 Wk 6

Investigating and Designing

Lv 4

students contribute to the development of design briefs that include some limitations and specifications.

X 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 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

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 X

identify evaluation criteria from design briefs and use them to justify design choices.

X X X X X X

Producing

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 materials and finishing/presentation

X X X

methods, and operate tools and equipment competently, showing consideration of safety and hygiene, and record their progress.

Analyse & Evaluate

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 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

DOCUMENTARY

Thinking

Wk 1 Wk 2 Wk 3 Wk 4 Wk 5 Wk 6

Reasoning, processing and inquiry Lv 3

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 X X X X

apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities.

X X X X X X

They provide reasons for their conclusions.

X X X X X X

Creativity

apply creative ideas in practical ways and test the possibilities of ideas they generate.

X X X X X X

use open-ended questioning and integrate available information to explore ideas.

X X X X X X

Reflection, evaluation & metacognition

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

DOCUMENTARY

Thinking Processes

Wk 1 Wk 2 Wk 3 Wk 4 Wk 5 Wk 6

Reasoning, Processing and Inquiry Lv 4

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

X X X X X X

inform decision making. They develop reasoned arguments using supporting evidence.	X	X	X	X	X	X
Communication	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Listening viewing and responding Lv 4						
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
Presenting						
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
Creativity						
students use creative thinking strategies to generate imaginative solutions when solving problems.	X	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
Reflection, evaluation & metacognition						
Students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness.	X	X	X	X	X	X
They articulate their thinking processes.	X	X	X	X	X	X
They document changes in their ideas and beliefs over time.	X	X	X	X	X	X

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