

# PICTURE MELBOURNE



The 'Picture Melbourne' learning experience addresses the following Level 3 & 4 Victorian Essential Learning Standards:

Strand	Domain	Dimension	Key Elements of Standards Students...
Physical, Personal & Social Learning	Interpersonal Development	Building social relationships	<p>Level 3:</p> <ul style="list-style-type: none"> <li>Demonstrate respect for others and exhibit appropriate behaviour around other people.</li> </ul> <p>Level 4:</p> <ul style="list-style-type: none"> <li>Demonstrate through their interactions in social situation, respect for a diverse range of people and groups.</li> </ul>
	Personal Learning	The individual learner	<p>Level 3 &amp; 4:</p> <ul style="list-style-type: none"> <li>Seek teacher feedback to develop their content knowledge and understanding.</li> </ul>
		Managing personal learning	<p>Level 3:</p> <ul style="list-style-type: none"> <li>Set short-term, achievable goals in relation to specific tasks.</li> <li>Comment on task progress and achievements.</li> </ul> <p>Level 4:</p> <ul style="list-style-type: none"> <li>Develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilizing appropriate resources.</li> </ul>
Discipline-based Learning	English	Speaking & Listening	<p>Level 3:</p> <ul style="list-style-type: none"> <li>Listen attentively and retell information accurately, ask clarifying questions, volunteer information and justify opinions.</li> </ul>
	The Humanities	Humanities Skills	<p>Level 3:</p> <ul style="list-style-type: none"> <li>Describe direction using the four cardinal compass points.</li> </ul>
	The Arts	Creating & making	<p>Level 3:</p> <ul style="list-style-type: none"> <li>Create and present works in a range of art forms that communicate experiences, ideas, concepts, observations and feelings.</li> </ul> <p>Level 4:</p> <ul style="list-style-type: none"> <li>Communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.</li> </ul>
		Exploring & responding	<p>Level 3:</p> <ul style="list-style-type: none"> <li>Comment on the exploration, development and presentation of their art works.</li> </ul> <p>Level 4:</p> <ul style="list-style-type: none"> <li>Identify and describe influences on their own works.</li> </ul>
Inter-disciplinary Learning	Communication	Listening, viewing and responding	<p>Note: this learning focus will assist students to work towards the achievement of the Communication standards at later levels.</p> <ul style="list-style-type: none"> <li>Identify basic communication conventions by being attentive listeners and asking questions when appropriate.</li> </ul> <p>Level 4:</p> <ul style="list-style-type: none"> <li>Ask clarifying questions about ideas and information they listen to and view.</li> </ul>
	Thinking process	Reasoning, processing and inquiry	<p>Level 3:</p> <ul style="list-style-type: none"> <li>Collect information from a range of sources to answer their own and others' questions.</li> </ul> <p>Level 4:</p> <ul style="list-style-type: none"> <li>Develop their own questions for investigation.</li> </ul>