

# PICTURE MELBOURNE

The 'Picture Melbourne' learning experience addresses the following Level 5 & 6 Victorian Essential Learning Standards:



Strand	Domain	Dimension	Key Elements of Standards Students...
Physical, Personal & Social Learning	Interpersonal Development	Building social relationships	Level 6: <ul style="list-style-type: none"> <li>Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others.</li> </ul>
	Personal Learning	The individual learner	Level 5: <ul style="list-style-type: none"> <li>Seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.</li> </ul> Level 6: <ul style="list-style-type: none"> <li>Work independently to implement a range of strategies to maximise their learning.</li> <li>Seek and respond to feedback from peers, teachers and other adults to develop and refine their content knowledge and understanding.</li> <li>Identify their interests, strengths and weaknesses and use these to determine learning needs.</li> </ul>
		Managing personal learning	Level 5: <ul style="list-style-type: none"> <li>Complete competing short, extended tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation.</li> </ul> Level 6: <ul style="list-style-type: none"> <li>Initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them.</li> <li>Take responsibility for their learning environments.</li> </ul>
Discipline-based Learning	English	Speaking & Listening	Level 5: <ul style="list-style-type: none"> <li>Ask clarifying questions and build on the ideas of others.</li> </ul> Level 6: <ul style="list-style-type: none"> <li>Compare ideas, build on others' ideas, provide and justify other points of view.</li> </ul>
	The Humanities Geography	Geospatial skills	Level 5: <ul style="list-style-type: none"> <li>Identify and gather geographical information from fieldwork and organize, process and communicate using a range of visual and graphic forms.</li> </ul> Level 6: <ul style="list-style-type: none"> <li>Accurately interpret information on different types of maps and photographs</li> <li>Collect and collate information gathered from fieldwork observations and present their findings observing geographical presentation conventions.</li> </ul>
	The Arts	Creating & Making	Level 5: <ul style="list-style-type: none"> <li>Independently and collaboratively, plan, design, interpret, make and present art works that communicate ideas and purpose.</li> <li>Select and use appropriate skills, techniques, processes, materials, equipment and technologies across a range of art forms and styles.</li> </ul> Level 6: <ul style="list-style-type: none"> <li>Apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style.</li> <li>Students realise their ideas, represent observations and communicate their interpretations by effectively</li> </ul>

			combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities.
Inter- disciplinary Learning	Communication	Listening, viewing and responding	<p>Level 5:</p> <ul style="list-style-type: none"> <li>Consider their own and others' points of view, apply prior knowledge to new situations and justify their own interpretations.</li> </ul> <p>Level 6:</p> <ul style="list-style-type: none"> <li>Consider alternative views, recognise multiple interpretations and respond with insight</li> <li>Use pertinent questions to explore, clarify and elaborate complex meaning.</li> </ul>
	Design, Creativity & Technology	Producing	<p>Level 6:</p> <ul style="list-style-type: none"> <li>Make products that meet the quality, aesthetic, functionality and performance requirements in the design brief.</li> </ul>
	Thinking process	Creativity	<p>Level 6:</p> <ul style="list-style-type: none"> <li>Experiment with innovative possibilities within the parameters of a task.</li> <li>Take calculated risks when defining tasks and generating solutions</li> </ul>