



Aussie Kids Rock and VELs



The following table outlines how the activities in the Aussie Kids Rock 'Live Performance' address the outcomes of the Victorian Essential Learning Standards. Given the nature of the 'VELs', many learner activities are interwoven across various strands and domains for Level 1-4. Many activities appear more than once in the table, as they are relevant to multiple dimensions.

Please note: All quotes in Description column taken from Learning Focus and Standards of the Revised December 2005 VELs. Ref: <http://vels.vcaa.vic.edu.au/index.html>

STRAND	DOMAINS	DIMENSION	ACTIVITY	DESCRIPTION
Physical, Personal and Social Learning	Interpersonal Development	Working in teams	5) Wilbur the Worm Dance 10) Drum Demo 13) Song Structure	<ul style="list-style-type: none"> ◆ "Students learn to recognise that their actions have consequences for both themselves and others in social contexts." (L2) ◆ Students "co-operate with others in teams for agreed purposes, taking roles and following guidelines established within the task." (L3)
	Personal Learning	The individual learner	3) Diana the Dreamer	<ul style="list-style-type: none"> ◆ Students are encouraged to "develop an understanding of their strengths and potential ...and skills of goal setting." (L4)
	Health & P.E	Health knowledge and promotion	2) Slip slop Slap	<ul style="list-style-type: none"> ◆ Students "learn how they can protect and increase their health and safety and the health and safety of others." (L2)
		Movement & physical activity	4) Stick your tongue out 5) Wilbur the Worm Dance 6) Muttonbird/Intro to Punk	<ul style="list-style-type: none"> ◆ Students "create and perform simple rhythmical movement sequences in response to stimuli." (L2) ◆ Students "create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns." (L3)
Disciplined Based Learning	Arts	Creating and making	1) Aussie Aussie Aussie 2) Slip Slop Slap 4) Stick your tongue out	<ul style="list-style-type: none"> ◆ "They learn about ways of making personal responses to arts works based on sensory perception." (L1) ◆ "Students create and present works...that communicate experiences, ideas, concepts, observations and feelings." (L3)
		Exploring and Responding	11) Styles Activity 12) Introduction to Rock Instruments	<ul style="list-style-type: none"> ◆ "They reflect on their own and other people's arts works and ideas, identifying key features of works and performances"(L3) ◆ "They interpret and compare key features of arts works made in a range of times, places and cultures" (L4)
	Humanities - History	Historical knowledge & understanding	Introduction to... 6) Punk 7) Reggae 8) Jazz 9) Hip Hop	<ul style="list-style-type: none"> ◆ "Students develop an understanding of the histories of the cultural groups which have contributed to the Australian identity." (L4)
	English	Speaking & Listening	8) Intro to Jazz & Improvisation/Be bop 9) Intro to Hip Hop/Bickie Rap	<ul style="list-style-type: none"> ◆ "They project their voice adequately for an audience." (L3) ◆ "They experiment with spoken language features such as pace, pitch and pronunciation to enhance meaning." (L4)
		Writing	14) Wilbur the Worm Comp	<ul style="list-style-type: none"> ◆ "Students write short texts that include several related ideas in sequence."(L2) ◆ "They develop their knowledge of how texts are constructed for particular purposes." (L4)
Mathematics	Number	7) I'm a Trooper/ Intro To Reggae 10) Drum Demo	<ul style="list-style-type: none"> ◆ "Students learn to recognise practical applications of mathematics in daily life." (L3) 	
Interdisciplinary Learning	Communication	Listening, viewing and responding	8) Intro to Jazz & Improvisation/Be bop 11) Styles Activity	<ul style="list-style-type: none"> ◆ "They listen attentively when required and learn to respond and interject appropriately." (L3) ◆ "They use their understanding of communication conventions to communicate effectively with peers and to respond appropriately when they are part of an audience."(L4)
	Thinking Processes	<i>Dimension not specified at Level 2</i>	13) Song Structure	<ul style="list-style-type: none"> ◆ "They begin to classify concepts, objects and ideas using given criteria." (L2)