



Museum of Staying Home: Victorian Curriculum Links



Capabilities : Critical and Creative thinking

Level 3-4

Questions and Possibilities

1. Construct and use open and closed questions for different purposes
[\(VCCCTQ010\)](#)
2. Explore reactions to a given situation or problem and consider the effect of pre-established preferences
[\(VCCCTQ011\)](#)
3. Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas
[\(VCCCTQ012\)](#)

Meta cognition

1. Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses
[\(VCCCTM020\)](#)

Level 5-6

Questions and Possibilities

1. Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities
[\(VCCCTQ021\)](#)
2. Experiment with alternative ideas and actions by setting preconceptions to one side
[\(VCCCTQ022\)](#)
3. Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities
[\(VCCCTQ023\)](#)

Reasoning

1. Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas
[\(VCCCTR028\)](#)

Level 7-8

Questions and Possibilities

1. Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements
[\(VCCCTQ032\)](#)
2. Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives
[\(VCCCTQ033\)](#)
3. Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts
[\(VCCCTQ034\)](#)

Reasoning

1. Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas
[\(VCCCTR039\)](#)

Level 9-10

Questions and Possibilities

1. Investigate the characteristics of effective questions in different contexts to examine information and test possibilities
[\(VCCCTQ043\)](#)
2. Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions
[\(VCCCTQ044\)](#)
3. Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions
[\(VCCCTQ045\)](#)

Meta-Cognition

1. Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases
[\(VCCCTM051\)](#)
2. Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary
[\(VCCCTM052\)](#)
3. Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability
[\(VCCCTM053\)](#)

Metacognition

Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals ([VCCCTM031](#))

Metacognition

Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals ([VCCCTM042](#))

The Arts – MEDIA ARTS

Level 3-4

Explore and Represent Ideas

1. Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text ([VCAMAE025](#))

Level 5-6

Explore and Represent Ideas

1. Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text ([VCAMAE029](#))

Level 7-8

Explore and Represent Ideas

1. Experiment with the organisation of ideas to structure stories through settings, genre conventions and viewpoints, in images, sounds and text ([VCAMAE033](#))
2. Develop media representations to show familiar or shared social and cultural values and beliefs ([VCAMAE034](#))

Level 9-10

Explore and Represent Ideas

1. Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text ([VCAMAE040](#))

Manipulate media representations to identify and examine social and cultural values and beliefs ([VCAMAE041](#))

Media Arts Practices

1. Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories ([VCAMAM026](#))

Media Arts Practices

1. Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories ([VCAMAM030](#))

Media Arts Practices

1. Develop and refine media production skills using the technical and symbolic elements of images, sounds and text to represent a specific story, purpose and meaning ([VCAMAM035](#))
- 2.
3. Plan, structure and design media artworks for a range of purposes that engage audiences using media elements, technologies and production processes ([VCAMAM036](#))

Media Arts Practices

1. Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style ([VCAMAM042](#))
2. Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and

production processes
([VCAMAM043](#))

Present and Perform

1. Plan, create and present media artworks for specific purposes with awareness of responsible media practice
([VCAMAP027](#))

Present and Perform

1. Plan, produce and present media artworks for specific audiences and purposes using responsible media practice
([VCAMAP031](#))

Present and Perform

1. Present media artworks within different community and institutional contexts for different audiences, with consideration of ethical and regulatory issues ([VCAMAP037](#))

Present and Perform

1. Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues ([VCAMAP044](#))

English – Literacy

Level 3-4

Literacy

Creating texts

1. Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose ([VCELY266](#))
2. Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation ([VCELY267](#))
3. Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size ([VCELY268](#))
4. Use software including word processing programs with growing speed and efficiency to construct and edit

Level 5-6

Literacy

Creating texts

1. Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([VCELY329](#))
2. Reread and edit own and others' work using agreed criteria for text structures and language features ([VCELY330](#))
3. Develop a handwriting style that is becoming legible, fluent and automatic ([VCELY331](#))
4. Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements ([VCELY332](#))

Level 7-8

Literacy

Creating texts

1. Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience ([VCELY387](#))
2. Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact ([VCELY388](#))
3. Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods ([VCELY389](#))
4. Use a range of software, including word processing programs, to create, edit and publish written and

Level 9-10

Literacy

Creating texts

1. Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features ([VCELY449](#))
2. Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features ([VCELY450](#))
3. Publishing texts using a range of software, including word processing programs, flexibly and imaginatively ([VCELY451](#))

texts featuring visual, print and audio elements ([VCELY269](#))

multimodal texts ([VCELY390](#))

Humanities - History

Foundation - 4

Historical Concepts and Skills

Chronology

1. Sequence significant events about personal and family history to create a chronological narrative ([VCHHC053](#))

Historical sources as evidence

1. Identify the content features of primary sources when describing the significance of people, places or events ([VCHHC054](#))
- 2.
3. Identify perspectives about changes to daily life from people in the past or present ([VCHHC055](#))

Continuity and change

1. Identify examples of continuity and change in family life and in the local area by comparing past and present ([VCHHC056](#))

Community histories

1. How they, their family, friends and communities commemorate past events that are important to them ([VCHHC062](#))
2. The history of a significant person,

Level 5/6

Historical Concepts and Skills

Chronology

Sequence significant events and lifetimes of people in chronological order to create a narrative to explain the developments in Australia's colonial past and the causes and effects of Federation on its people ([VCHHC082](#))

Level 7/8

Historical Concepts and Skills

Chronology

Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes ([VCHHC097](#))

Historical sources as evidence

Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability ([VCHHC099](#))

Level 9/10

Historical Concepts and Skills

Chronology

1. Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about ([VCHHC121](#))
- 2.
3. Analyse and evaluate the broad patterns of change over the period 1750–present ([VCHHC122](#))
 1. ([VCHHC122](#))

Historical sources as evidence

1. Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability ([VCHHC123](#))

Historical significance

building, site or part of the natural environment in the local community and what it reveals about the past ([VCHHK063](#))

3. The significance today of an historical site of cultural or spiritual importance ([VCHHK064](#))

4. The effect of changing technology on people's lives and their perspectives on the significance of that change ([VCHHK065](#))

1. Evaluate the historical significance of an event, idea, individual or place ([VCHHC128](#))

TECHNOLOGIES - Design and Technologies

Level 3-4

Technologies and Society

1. Recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs ([VCDST5023](#))

Level 5-6

Using a range of technologies to communicate, including a variety of graphical representation techniques, students represent objects and ideas in a variety of forms such as thumbnail sketches, models, drawings, diagrams and storyboards to illustrate the development of designed solutions. They use a range of techniques such as labelling and annotating sequenced sketches and diagrams to illustrate how products function, and recognise and use a range of drawing symbols in context to give meaning and direction.

Students work to identify and sequence steps needed for a design task. They negotiate and develop plans to complete design tasks, and follow plans to complete design tasks safely, making adjustments to plans when necessary. Students identify, plan and maintain safety standards

Level 7-8

Creating Designed Solutions

Investigating

1. Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas ([VCDSCD049](#))

Generating

1. Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques ([VCDSCD050](#))

Producing

1. Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce

Level 9-10

Creating Designed Solutions

Investigating

1. Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas ([VCDSCD060](#))

Generating

1. Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication ([VCDSCD061](#))

Producing

1. Work flexibly to safely test, select, justify and use appropriate technologies and processes to make

and practices when creating designed solutions.

designed solutions
([VCDSCD051](#))

designed solutions
([VCDSCD062](#))

Evaluating

Evaluating

1. Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability
([VCDSCD052](#))

1. Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability
([VCDSCD063](#))

Planning and managing

Planning and managing

1. Use project management processes to coordinate production of designed solutions
([VCDSCD053](#))

1. Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes
([VCDSCD064](#))