

VIC Curriculum

KEY
Foundation (Kindergarten - Early stage 1)
Foundation - Year 2
Year 1-2 (Stage 1)
Year 3-4 (Stage 2)
Year 5-6 (Stage 3)

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MONTH	REMEMBER	ACTIVITY	VIC CURRICULUM	CONTENT ELABORATION
JAN	Ochre	Design to colour Ochre	VCAVAE017	Identifying and using visual conventions in their artworks, after investigating different art, craft and design styles from Aboriginal and Torres Strait Islander Peoples and Asia
			VC2S6U03	recognising Aboriginal and/or Torres Strait Islander Peoples' knowledges and understandings of solids, liquids and gases, and how these knowledges are applied in a range of processes and practices, including the use of ochres and in cooking
			VC2S2U06	investigating how Aboriginal and /or Torres Strait Islander Peoples make physical changes to natural materials to produce material culture [pigments [ochres and medicine]
			VC2S2U05	investigating the ways that Aboriginal and/or Torres Strait Islander Peoples have constructed and continue to construct material culture for different purposes by combining different materials, for example sewing together possum pelts with sinew to make cloaks and decorating them with ochre or constructing contemporary jewellery that includes feathers, woven fibre technologies and shells
			VC2HH6S07	identifying and describing patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants in the Australian colonies

FEB	International Mother Languages Day	Non returning Boomerang	VC2CC4M02	exploring, developing and testing hypotheses as a thinking process and undertaking trials to develop a hypothesis about the relationship between 2 variables (for example between the angle of a boomerang and distance), and reflecting on how hypotheses can be used to make predictions for different purposes
			VC2HH6S07	identifying and describing patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants in the Australian colonies
			VC2HH4K06	visiting local Aboriginal sites, such as a scar tree, middens, mounds or surface scatter sites and discussing the evidence of daily life they reveal
			VC2HH2K03	comparing and commenting on photographs and oral histories to find out how daily lives have changed and remained the same over time
MARCH	Harmony Day	Clap sticks	VC2AMU6E01	investigating the range of music styles and instruments that living Aboriginal and Torres Strait Islander composers and/or performers are using in their work, making sure to investigate the local area first, and to highlight the culturally appropriate use of instruments
			VC2AMUFC01	creating music in response to inspiration from sources such as play, imagination, observation, literature and artworks from their cultures and communities
			VC2AMU6E01	valuating and discussing (using their own words and learnt music terminology) personal preferences for music from a range of contexts and cultures in music they play or hear, or music they encounter in their lives, including screen-based content investigating the range of music styles and instruments that living Aboriginal and Torres Strait Islander composers and/or performers are using in their work, making sure to investigate the local area first, and to highlight the culturally appropriate use of instruments

			VCAMUR028	<p>comparing the expectations and requirements of performers and audience in different cultural and social settings and apply this learning in their own performances, for example, viewing a performance at a Tanderrum and talking with a representative from the local Koorie community about how the performance space is organised and using ideas from this conversation to plan how the performance space will be organised for their next performance</p> <p>comparing music in their community to music of other cultures, times and locations, for example, 'what clues in the music tell us where it was made, who made it and why? Do you use similar ideas in your music?</p>
			VCAMUR024	<p>focussing attention on other musical parts when composing or performing in a group, for example, what instruments play the melody? The accompaniment? Is the texture thick or thin in the opening/middle/end section of your composition</p> <p>identifying where they might see and hear music in their lives and community and discussing their experiences, for example, sharing experiences of taking part in music performances or attending a Harmony Day concert featuring performances by a Koorie rock band and performers representing other cultural groups in the local area and asking questions such as why is music an important part of many celebrations or why did I feel like singing and dancing with the performers?</p> <p>Exploring different uses of materials used in a range of products, for example musical instruments</p>
			VC2HH4K03	Identifying Australian days of significance
			VC2CI6D02	Investigating local or global interfaith initiatives, such as Harmony Week, and discussing how the program promotes harmony
APRIL	Connection to Culture through Artefacts	Returning boomerang	VC2HH6S07	identifying and describing patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants in the Australian colonies
			VC2HH4K06	visiting local Aboriginal sites, such as a scar tree, middens, mounds or surface scatter sites and discussing the evidence of daily life they reveal
			VC2HH2K03	comparing and commenting on photographs and oral histories to find out how daily lives have changed and remained the same over time

MAY	National Sorry Day	Coolamon	VC2HH4K04	describing the importance and meanings of NAIDOC Week, National Sorry Day and Mabo Day recognising special occasions when the Australian flag, the Aboriginal flag and the Torres Strait Islander flag are flown; for example, all 3 flags are flown during NAIDOC Week and National Reconciliation Week, and on National Sorry Day and Mabo Day
			VC2HH4K03	identifying Australian days of significance, such as Australia Day, Anzac Day, NAIDOC Week and National Sorry Day examining the symbolism found in the design and protocols associated with displaying and using flags, for example the symbolism of the Australian flag, the Aboriginal flag and Torres Strait Islander flag generating a list of local, state/territory, national and religious symbols and emblems, such as the Commonwealth Coat of Arms, the Australian, Aboriginal and Torres Strait Islander flags, state/territory flags and coats of arms, club emblems, school logos, flags and floral emblems recognising that people have different perspectives on the significance of events or dates, such as 'Australia Day' and 'Invasion Day'
			VC2AMA2E01	exploring where, when, why and how Aboriginal and Torres Strait Islander Peoples use media arts works to share knowledge about their cultures, for example during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and National Reconciliation Week or to acknowledge significant occasions such as National Sorry Day
			VC2AVA2E01	exploring when, where, how and why Aboriginal and Torres Strait Islander Peoples use visual arts, crafts and designs to share knowledge about cultures, for example during, but not limited to, celebrations such as National Aboriginal and Torres Strait Islander Children's Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and National Reconciliation Week or to acknowledge significant occasions such as National Sorry Day
			VC2HH4K05	creating a presentation or display about national days in different countries, including Australia, that explains what the day commemorates and how it is commemorated

			VC2TDE2D01	discussing the design and construction of coolamons and their traditional uses by some Aboriginal Peoples to carry water, fruits and nuts, as well as cradle babies
			VC2TDE4S01	discussing Aboriginal scar trees across Victoria, such as Yingabeal, the bark of which was removed by the Wurundjen and Wolwurrung Peoples to make shields and coolamons [carrying vessels]
			VC2HH6S07	identifying and describing patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants in the Australian colonies
JUNE	Reconciliation Week	Emu caller	VC2HH4K04	describing the importance and meanings of NAIDOC Week, National Sorry Day and Mabo Day recognising special occasions when the Australian flag, the Aboriginal flag and the Torres Strait Islander flag are flown; for example, all 3 flags are flown during NAIDOC Week and National Reconciliation Week, and on National Sorry Day and Mabo Day
			VC2HH4K03	identifying Australian days of significance, such as Australia Day, Anzac Day, NAIDOC Week and National Sorry Day examining the symbolism found in the design and protocols associated with displaying and using flags, for example the symbolism of the Australian flag, the Aboriginal flag and Torres Strait Islander flag generating a list of local, state/territory, national and religious symbols and emblems, such as the Commonwealth Coat of Arms, the Australian, Aboriginal and Torres Strait Islander flags, state/territory flags and coats of arms, club emblems, school logos, flags and floral emblems recognising that people have different perspectives on the significance of events or dates, such as 'Australia Day' and 'Invasion Day'
			VC2AMA2E01	exploring where, when, why and how Aboriginal and Torres Strait Islander Peoples use media arts works to share knowledge about their cultures, for example during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and National Reconciliation Week or to acknowledge significant occasions such as National Sorry Day

			VC2AVA2E01	exploring when, where, how and why Aboriginal and Torres Strait Islander Peoples use visual arts, crafts and designs to share knowledge about cultures, for example during, but not limited to, celebrations such as National Aboriginal and Torres Strait Islander Children's Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and National Reconciliation Week or to acknowledge significant occasions such as National Sorry Day
			VC2HH4K05	creating a presentation or display about national days in different countries, including Australia, that explains what the day commemorates and how it is commemorated
			VC2HH6S07	identifying and describing patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants in the Australian colonies
JULY	Naidoc Week	Emu feathers	VC2HH4K04	describing the importance and meanings of NAIDOC Week, National Sorry Day and Mabo Day recognising special occasions when the Australian flag, the Aboriginal flag and the Torres Strait Islander flag are flown; for example, all 3 flags are flown during NAIDOC Week and National Reconciliation Week, and on National Sorry Day and Mabo Day
			VC2HH4K03	identifying Australian days of significance. Examining the symbolism in the design and protocols associated with displaying and using flags Generating a list of local, state/ territory, national and religious symbols and emblems Recognising that people have different perspectives on significance of events or dates
			VC2AMA2E01	exploring where, when, why and how Aboriginal and Torres Strait Islander Peoples use media arts works to share knowledge about their cultures, for example during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and National Reconciliation Week or to acknowledge significant occasions such as National Sorry Day responding to a provided calendar of events that students and their families, friends and communities celebrate or commemorate, such as birthdays; religious festivals

			VC2AVA2E01	exploring when, where, how and why Aboriginal and Torres Strait Islander Peoples use visual arts, crafts and designs to share knowledge about cultures
			VC2HH4K05	creating a presentation or display about national days in different countries, including Australia, that explains what the day commemorates and how it is commemorated investigating designs and types of materials used by Aboriginal and/or Torres Strait Islander Peoples to make jewellery, for example feathers
			VC2S2U05	investigating the ways that Aboriginal and/or Torres Strait Islander Peoples have constructed and continue to construct material culture for different purposes by combing different materials
AUG	National Children's Day	Aboriginal designs / canvas bag	VC2AMA2E01	exploring where, when, why and how Aboriginal and Torres Strait Islander Peoples use media arts works to share knowledge about their cultures, for example during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and National Reconciliation Week or to acknowledge significant occasions such as National Sorry Day
			VC2AVA2E01	exploring when, where, how and why Aboriginal and Torres Strait Islander Peoples use visual arts, crafts and designs to share knowledge about cultures, for example during, but not limited to, celebrations such as National Aboriginal and Torres Strait Islander Children's Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and National Reconciliation Week or to acknowledge significant occasions such as National Sorry Day
			VC2HH4K05	creating a presentation or display about national days in different countries, including Australia, that explains what the day commemorates and how it is commemorated
SEPT	Indigenous Literacy Day	Message stick	VC2HH6S07	identifying and describing patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants in the Australian colonies
			VC2HH4K06	visiting local Aboriginal sites, such as a scar tree, middens, mounds or surface scatter sites and discussing the evidence of daily life they reveal
			VC2HH2K03	comparing and commenting on photographs and oral histories to find out how daily lives have changed and remained the same over time

OCT	Anniversary Of Uluru Being Returned To Its Traditional Owners	Returning boomerang/ hunting boomerang	VC2TDE2D01	exploring different uses of materials used in a range of products, for example clothing, musical instruments, shelters, handmade tools and jewellery
			VC2HH6S07	identifying and describing patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants in the Australian colonies
			VC2HH4K06	visiting local Aboriginal sites, such as a scar tree, middens, mounds or surface scatter sites and discussing the evidence of daily life they reveal
			VC2HH2K03	comparing and commenting on photographs and oral histories to find out how daily lives have changed and remained the same over time
NOV	Paperbark	Collect paperbark/ paper bark painting	VC2TDE4S01	investigating the reasons why many Aboriginal and/or Torres Strait Islander Peoples have been and continue to be recognised for their specialist skills in designing and producing products made from local materials and providing related services, and using sustainable practices to ensure future access to meet community needs, for example traditional woven baskets, jewellery made from shells and eel trap design discussing Aboriginal scar trees across Victoria, such as Yingabeal in Heidelberg (Melbourne), the bark of which was removed by the Wurundjeri and Woiwurrung Peoples to make shields and coolamons (carrying vessels)
			VC2S2H01	viewing examples of observations, for example recorded in rock paintings, bark drawings, age-appropriate written reports, labelled drawings or photographs, to explore ways that people make and record observations
DEC	Totem	Land totem Sea totem Bird totem Name/ Clan Totem	VC2HH4K06	discussing Aboriginal kinship systems, such as moiety, totems and skin names, and explaining how these shape roles, responsibilities, rights and relationships between individuals, groups and Country
			VC2HP6P10	discussing and understanding how kinship and extended family structures for Aboriginal and Torres Strait Islander Peoples support and enhance their health, safety and wellbeing
			VC2HH2K01	identifying the members of a family and close connections, such as parent(s), caregiver(s), sibling(s), grandparent(s), aunty, uncle or cousin, and varieties of kinship structure that may be represented in the cultural backgrounds of students,