

## Plant Magic VELS Guide Levels 1 – 4

### **Strand: Physical, Personal and Social Learning**

The Plant Magic Program is designed primarily for Early Years and is an Arts based interactive program, however it can be adapted. Within the strand Physical and Social Learning the Magic Garden program is able to include criteria in each of the domains with the exception of Health and Physical Education. There is an emphasis in the domain of Interpersonal Development.

#### Domain: **Interpersonal Development**

**The Plant Magic Program allows students to interact with their peers, teachers, adult helpers and presenter whilst completing tasks such as creating visual art works using natural materials, in the style of Andy Goldsworthy. It also allows students to interact with the environment in an imaginative way. There is scope for further development back at school in analysing the dimension, Working in Teams.**

#### **Standards:** Level 1( No dimensions at this level )

They contribute to the development of positive social relationships in a range of contexts.

#### **Standards:** Level 2

##### **Dimension:** Building social relationships

At Level 2, students behave appropriately in a range of social situations. They identify the feelings and needs of other people. Students identify and accept that there are consequences for their actions.

##### **Dimension:** Working in teams

At Level 2, students work in teams in assigned roles, stay on task and complete structured activities within set timeframes. They share resources fairly. With teacher support, they describe their contribution to the activities of the team.

#### **Standards:** Level 3

##### **Dimension:** Building social relationships

At Level 3, students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.

##### **Dimension:** Working in Teams

At Level 3, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.

#### **Standards:** Level 4

##### **Dimension:** Building social relationships

At Level 4, students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups.

##### **Dimension:** Working in Teams

At Level 4, students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. They work cooperatively to allocate tasks and develop timelines. Students accept responsibility for their role and tasks. They explain the benefits of working in a team. They provide feedback to others and evaluate their own and the team's performance.

#### Domain: **Personal Learning**

**In this program students are encouraged to listen, ask questions and clarify understandings. Students are encouraged to take risks with their art and acknowledge that mistakes can be worked upon**

#### **Learning Focus:** Levels 1 & 2

Students reflect on their own learning by responding to prompts such as, 'What do you know now that you didn't know before?'

Students are provided with opportunities to learn with peers and to share their feelings and thoughts about learning with others. They begin to understand that listening to the responses of others can assist them to make sense of new experiences and provide useful cues for their own learning. Students are encouraged to take risks with their learning and begin to understand that mistakes can be a vehicle for further learning.

#### **Standards:** Level 3

##### **Dimension:** The Individual Learner

They seek teacher feedback to develop their content knowledge and understanding

Domain: **Civics and Citizenship**

**Throughout the program the students are immersed in the Gardens using a sensory approach that promotes a sense of awe and wonder and respect for all forms of life. The session focuses on appreciating the beauty in the Royal Botanic Gardens as a place where the community can enjoy and interact. The students explore the beauty of natural materials used in aesthetic ways.**

**Learning Focus: Levels 1&2**

Students explore their responsibilities and rights and those of others in familiar contexts such as the family, the classroom, the school playground and local recreation areas.

Students investigate the ways individuals, families, groups and communities can work to improve their environment.

**Standards: Level 3**

**Dimension:** Civic knowledge and understanding

At Level 3, students demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community.

They explain why protection and care for the natural and built environment is important.

**Strand: Discipline based Learning**

The Plant Magic program is designed for students from Early Years and is an arts based interactive program. Within the strand, **Discipline - Based Learning** our Plant Magic Program is able to include criteria in the domains of The Arts and Science. English is a domain that is also supported through this program. The students use their senses and observations to make generalisations and to explore the material that is provided however it is not specific to this program.

Domain: **The Arts**

**In this program the students use a range of natural materials to create art works in the style of Andy Goldsworthy. The materials are sourced from the gardens by staff or by the students and they are able to select the materials in order to create their own art works. The students work in teams to produce a 3D landscape. The artworks are then left for the enjoyment of visitors to the gardens, giving students access to public viewing spaces although they can be photographed and taken back to school using this media. Artistic features discussed can include shape, texture, line, colour, 2D, 3D, and themes such as cycles. The students also participate in a leaf rubbing activity. There are further possibilities back at school to explore the dimension “exploring and responding” under The Arts domain or to integrate it into the domain of English.**

**Standards:** Level 1

**Dimension:** Creating and making

At Level 1, students make and share performing and visual arts works that communicate observations, personal ideas, feelings and experiences. They explore and, with guidance, use a variety of arts elements (on their own or in combination), skills, techniques and processes, media, materials, equipment and technologies in a range of arts forms.

**Learning Focus:** Level 2

They begin to select, arrange and make choices about ways of using [arts elements, principles and/or conventions](#) from individual [arts disciplines](#) as they investigate the use of [skills, techniques, processes, media, materials, equipment and technologies](#) relevant to the arts disciplines in which they are working.

**Standards:** Level 2

**Dimension:** Creating and making

At Level 2, students create and present performing and visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms. They identify, describe and discuss characteristics of their own and others' arts works.

**Standards: Level 3**

**Dimension: Creating and making**

At Level 3, students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies. They show evidence of arts knowledge when planning arts works for different purposes and audiences and identify techniques and features of other people's works that inform their own arts making. They refine their work in response to feedback and self-evaluation.

**Dimension: Exploring and responding**

At Level 3, students comment on the exploration, development and presentation of their arts works, including the use of specific arts elements, principles and/or conventions, skills, techniques and processes. They identify and describe key features of arts works from their own and other cultures, and use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people's arts works

**Standards: Level 4****Dimension: Creating and making**

At Level 4, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works. They investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas. In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realise intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

**Dimension: Exploring and responding**

At Level 4, students discuss traditional and contemporary arts works using appropriate arts language to describe the content, structure and expressive qualities of their own and other people's works from a range of arts disciplines and forms. They interpret and compare key features of arts works made in a range of times, places and cultures. They identify and describe influences on their own works and discuss the purposes for which arts works are created in different historical and cultural contexts

**Domain: Science**

**Within this program the students use their senses to explore the natural environment using specific arts based language to explore scientific concepts. The students identify and describe structural features of plants and can identify how these features operate together to form systems that support the plant within its environment. Students also explore interactions between humans and the environment and the interplay of natural phenomena such as seasons and life cycles.**

**Learning Focus: Levels 1&2**

As students work towards the achievement of Level 3 standards in Science, they use their senses to explore the world around them; for example, day and night, the seasons, and living and non-living things. They describe their activities and observations using both general and science-specific language; for example, *hard, soft, long, short, big, small, strong and weak*.

As students work towards the achievement of Level 3 standards in Science, they observe and describe phenomena; for example, properties of natural and manufactured materials, insect life cycles...Students expand their simple [scientific vocabulary](#) by using words and terms for concepts such as *temperature, life cycles, light and reflection, sound...*

**Standard: Level 3****Dimension: Science Knowledge and Understanding**

Students identify and describe the structural features of living things, including plants and animals. They identify how these features operate together to form systems which support living things to survive in their environments. They distinguish between biotic and abiotic factors in their environment and describe interactions that occur between them. They describe natural physical and biological conditions, and human influences in the environment, which affect the survival of living things.

**Standard: Level 4****Dimension: Science knowledge and understanding**

Students apply the terms *relationships, models and systems* appropriately as ways of representing complex structures.

**Strand: Interdisciplinary Learning**

The Plant Magic Program is designed primarily for students in Early Years and is an interactive arts based program. Within the strand Interdisciplinary Learning, the Program is able to include criteria in the domains of Communication, Design Creativity and Technology and Thinking Processes. The domain Communication is highlighted in this program as students are encouraged to critically discuss their art works and ask questions of their peers. There is also room for further development of this domain back at school, particularly in the dimension of Presenting.

**Domain: Communication**

**In this program the students are encouraged to be active listeners not only with the presenter but also with their peers and other adults within the group. The students are encouraged to ask and answer questions and use appropriate body language when speaking and listening. The students are encouraged to use specific arts language to explore their art works.**

**Learning Focus: Level 1**

As students work towards the achievement of Level 4 standards in Communication, they begin to identify basic communication conventions in the classroom and playground such as being attentive listeners, facing the speaker, and taking turns. They learn to focus their attention and to listen without interrupting. Students practise retelling what a speaker has said to them and learn to ask questions when appropriate, exploring the interactive nature of communication.

**Learning Focus : Level 2**

As students work towards the achievement of Level 4 standards in Communication, they practise the skills of being attentive listeners and viewers in pairs, small groups and as a whole class. They are encouraged to use questions to clarify meaning and to extend interaction.

When communicating with others, students begin to distinguish between differing contexts, purposes and audiences and they learn to modify their communication accordingly; for example, when playing with friends in the playground and talking to classroom visitors.

**Learning Focus : Level 3**

As students work towards the achievement of Level 4 standards in Communication, they listen attentively when required and learn to respond and interject appropriately. They learn about appropriate body language when reacting to a speaker and use feedback from peers and the teacher on their own body language to improve their reactions.

**Standard: Level 4**

**Dimension: Listening, viewing, responding**

At Level 4, students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations. They describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences.

**Dimension: Presenting**

At Level 4, students summarise and organise ideas and information, logically and clearly in a range of presentations. They identify the features of an effective presentation and adapt elements of their own presentations to reflect them. Using provided criteria, they evaluate the effectiveness of their own and others' presentations

Domain: **Design, Creativity and Technology**

**In this program the students use a sensory approach to explore the Gardens and investigate natural materials and how they are used both within the Garden's environment and in the wider world.**

**Learning Focus: Level 1**

As students work towards the achievement of Level 3 standards in Design, Creativity and Technology, they investigate everyday, familiar [products](#) and recognise the basic characteristics and [materials](#)/ingredients from which they are made and how they are used.

Domain: **Thinking Processes**

**Within this program the students use a sensory approach to make discoveries which they are encouraged to share with their presenter and peers. Questions and wondering are encouraged and shared orally. Where appropriate suggestions are made for further study back at school.**

**Learning Focus: Level 1**

Students practise using all of their senses to develop skills in making observations which they share and record.

Students begin to look for simple patterns in their observations by classifying familiar items and by looking for similarities and differences. In integrating information from their own observations, information from peers, teachers and other adults, and information from print and non-print texts, they begin to develop simple explanations for the phenomena they observe. These explanations – not necessarily complete – are the starting point for further questions and exploration.

**Learning Focus: Level 2**

As students work towards the achievement of Level 3 standards in Thinking Processes, they explore the community and environment around them, and increasingly consider contexts and information which lie beyond their immediate experience. Questions and wondering are encouraged, recorded and shared, and become the basis for further learning.

**Standard: Level 3**

**Dimension: Reasoning, processing and inquiry**

At Level 3, students collect information from a range of sources to answer their own and others' questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions