

Camberwell Showtime and the Victorian Essential Learning Standards

Camberwell Showtime is great fun and a terrific learning experience. Showtimers learn about time management, teamwork, creative thinking, communication and music theatre skills and conventions. These are the sort of skills that are central to the state's new school curriculum system – the Victorian Essential Learning Standards (VELS). The VELS present learning in three 'strands': Discipline Based Learning (traditional subjects including English, Maths etc.), Interdisciplinary Learning (skills that learners need in all subjects) and Physical, Personal & Social Learning (skills that students need to be effective learners and participants in society). This new curriculum includes a lot of things that Scouting and Guiding – and Showtime in particular – have been teaching for years. Here's how participation in Showtime can help your child with some of the key standards, supporting and enhancing what they are learning at school.

The Victorian Essential Learning Standards			How Showtime helps...
Level 4 (Years 5 & 6)	Level 5 (Years 6 & 7)	Level 6 (Years 9 & 10)	
Physical Personal & Social Learning			
Personal Learning			
<p>Managing personal learning At Level 4, students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources. They undertake some set tasks independently, identifying stages for completion. They describe task progress and achievements, suggesting how outcomes may have been improved. They persist when experiencing difficulty with learning tasks. They seek and use learning support when needed from peers, teachers and other adults. They practise positive self talk. They demonstrate a positive attitude to learning within and outside the classroom.</p>	<p>At Level 5, students set realistic short-term and long-term learning goals within a variety of tasks and describe their progress towards achieving these. They complete competing short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation. They initiate and undertake some tasks independently, within negotiated timeframes. They review the effectiveness of the management of tasks, identifying successes and suggesting strategies that would improve outcomes. They develop and use criteria to evaluate their work, and use these criteria to make appropriate refinements. They demonstrate a positive and structured approach to learning, identifying and using effective strategies that assist with study, both at school and at home.</p>	<p>At Level 6, students initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them. Students allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set timeframes. They initiate and negotiate a range of independent activities with their teachers, providing progress and summative reports for teachers and stakeholders. They monitor and evaluate the effectiveness of their task and resource management skills, reflecting on their progress and suggesting and implementing appropriate management strategies for improvement. They take responsibility for their learning environments, both at school and at home, anticipating the consequences of their actions. They demonstrate control of impulses and mood modulation. Students review and modify the criteria they use to check that their work is relevant, accurate and meets task objectives and make appropriate changes to completed tasks using these criteria. They identify and refine the strategies they use to study, organise and revise their work, both at school and at home.</p>	<p>Showtime members need to learn a lot of new skills and information. In between rehearsals, cast members have to work independently to learn and practise lines and routines. They learn to demonstrate persistence and a positive attitude, as well as knowing when to seek the help of production team members or fellow cast. They also learn to manage competing demands of school, Scouting and Showtime, particularly during the busy theatre season, and are helped in this by PLs, Personnel and Production team. Older Showtimers take responsibility as PLs and production and technical team members. They work more independently but are held accountable for the progress of their tasks and are supported in developing task and resource management skills. They are required to exercise leadership, modelling impulse control, responsibility for the learning environment and an appropriate task focus.</p>

Interpersonal Development			
Building social relationships At Level 4, students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups. Students describe the impact of bullying. They accept and display empathy for the points of view and feelings of their peers and others. They identify and use a variety of strategies to manage and resolve conflict.	At Level 5, students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals. They recognise and describe peer influence on their behaviour. Students select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.	At Level 6, students demonstrate awareness of complex social conventions, behaving appropriately when interacting with others. They describe how local and global values and beliefs determine their own and others' social relationships. They evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.	Showtimers work in small groups (patrols). Personnel and PLs help younger cast members to resolve conflicts effectively. Showtime is an inclusive and accepting environment in which empathy and respect are both modelled and expected.
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.	At Level 5, students accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic timeframe. They reflect on individual and team outcomes and act to improve their own and the team's performance.	At Level 6, students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. Working with the strengths of a team they achieve agreed goals within set timeframes. Students describe how they respect and build on the ideas and opinions of team members and clearly articulate or record their reflections on the effectiveness of learning in a team. They develop and implement strategies for improving their contributions to achieving the team goals.	The Scout/Guide patrol system is the basis of the Showtime experience. Patrols work together on activities, led by more experienced cast members. Showtimers learn to work as part of the larger team, as well-large musical items only work when everyone is working collaboratively towards a common goal,. In the writing production teams, Showtimers learn how to respect and build on the ideas of other teams members
Interdisciplinary Learning			
Communication			
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.	At Level 5, students use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience. They provide and use constructive feedback and reflection to develop effective communication skills.	At Level 6, students demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate. They use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information. They provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.	All Showtimers are eligible to be part of the writing team which meets to write and develop the script. Under the guidance of more experienced writers, team members learn the conventions of scriptwriting and present, evaluate and adapt scripts
Thinking Processes			
Creativity At Level 4, students use creative thinking strategies to generate imaginative solutions when solving problems. They demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others.	At Level 5, students apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. They demonstrate creativity, in the ways they engage with and explore ideas in a range of contexts.	At Level 6, students experiment with innovative possibilities within the parameters of a task. They take calculated risks when defining tasks and generating solutions. They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas.	Writing team members learn to generate creative solutions to script problems and how to integrate a wide range of ideas into a successful script.

Discipline Based Learning

The Arts

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.

At Level 5, students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making arts works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

At Level 6, within and across areas of specialisation, students 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. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures. They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

The creation of a Showtime performance is a collaborative effort. In the Writing Team, Showtimers learn how to generate ideas and develop them within the conventions and restrictions of a music theatre context. Showtime is distinctive for trying to engage contemporary youth culture and suburban life – incorporating Showtimers' understandings about themselves and their culture.