**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  |  | **Foundation** | | | | | | | | **1 and 2** | | | | | | | |
| **Strand** | **Explore and Express Ideas** | | **Dance Practices** | | **Present and Perform** | | **Respond and Interpret** | | **Explore and Express Ideas** | | **Dance Practices** | | **Present and Perform** | | **Respond and Interpret** | |
| **Content Description** | Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas [(VCADAE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE017) | | Use choreographic devices to organise movement ideas and create dance sequences  [(VCADAD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD018) | | Use simple technical and expressive skills when presenting dance that communicates ideas to an audience  [VCADAP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAP019) | | Respond to dance, expressing what they enjoy and why  [(VCADAR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR020) | | Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance [(VCADAE021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE021) | | Use choreographic devices to select and organise movement ideas and create and practise dance sequences  [(VCADAD022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD022) | | Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience  [(VCADAP023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAP023) | | Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander Peoples [(VCADAR024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR024) | |
| **Sequence of lessons / Unit** | **Semester/Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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|  |  | **3 and 4** | | | | | | | | **5 and 6** | | | | | | | |
| **Strand** | **Explore and Express Ideas** | | **Dance Practices** | | **Present and Perform** | | **Respond and Interpret** | | **Explore and Express Ideas** | | **Dance Practices** | | **Present and Perform** | | **Respond and Interpret** | |
| **Content Description** | Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices  [(VCADAE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE025) | | Use choreographic devices to organise dance sequences, and practise body actions and technical skills  [(VCADAD026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD026) | | Perform dances using technical and expressive skills to communicate ideas and intentions to an audience  [(VCADAP027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAP027) | | Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander Peoples [(VCADAR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR028) | | Explore movement possibilities and choreographic devices using safe dance practice, the elements of dance to create movement ideas, sequences and phrases  [(VCADAE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE029) | | Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences  [(VCADAD030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD030) | | Perform dance with technical competence, using expressive skills to communicate a choreographer’s ideas  [(VCADAP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAP031) | | Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander Peoples [(VCADAR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR032) | |
| **Sequence of lessons / Unit** | **Semester/Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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| **Foundation Level Achievement Standard** | **Levels 1 and 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** |
| By the end of Foundation   * Students make and perform dance sequences and demonstrate safe dance practice.(1) * Students describe what happens in dance they make, perform and view. (2) | By the end of Level 2   * Students use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas. (3) * Students communicate about dances they make, perform and view, and discuss where and why people dance. (4) | By the end of Level 4   * Students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. (5) * They make dances and perform safely with control, accuracy, projection and focus. (6) * Students describe and discuss similarities and differences between dances they make, perform and view. (7) * They discuss how they and others organise the elements of dance to communicate ideas and intentions. (8) | By the end of Level 6   * Students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. (9) * They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice. (10) * Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. (11) * They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making. (12) |

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| **Assessments** | | |  |  | | |  |  | | |
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