**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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|  | **Curriculum Area** | **Dance** | **Drama** | **Music** |
|  **Strand** | **Explore and Express Ideas** | **Dance Practices** | **Present and Perform** | **Respond and Interpret** | **Explore and Express Ideas** | **Drama Practices** | **Present and Perform** | **Respond and Interpret** | **Explore and Express Ideas** | **Music Practices** | **Present and Perform** | **Respond and Interpret** |
| **Content Description** | 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 dance[(VCADAR024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR024) | Explore roles, characters and dramatic action in dramatic play, improvisation and process drama[(VCADRE021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE021) | Use voice, facial expression, movement and space to imagine and establish role and situation[(VCADRD022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD022) | Present drama that communicates ideas, including stories from their community, to an audience[(VCADRP023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP023) | Respond to drama, expressing what they enjoy and why, and why people make and perform drama[(VCADRR024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR024) | Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion [(VCAMUE021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE021) | Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community [(VCAMUM022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM022) | Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience[(VCAMUP023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP023) | Respond to music, communicating their preferences and discussing where and why people make and perform music [(VCAMUR024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR024) |
| **Sequence of lessons / Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievementstandard # | 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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| **Dance - Foundation Level Achievement Standard**  | **Dance - Levels 1 and 2 Achievement Standard** Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  | **Dance - Levels 3 and 4 Achievement Standard** |
| By the end of Foundation* Students make and perform dance sequences and demonstrate safe dance practice.
* Students describe what happens in dance they make, perform and view.
 | 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. (1)
* Students communicate about dances they make, perform and view, and discuss where and why people dance. (2)
 | 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.
* They make dances and perform safely with control, accuracy, projection and focus.
* Students describe and discuss similarities and differences between dances they make, perform and view.
* They discuss how they and others organise the elements of dance to communicate ideas and intentions.
 |
| **Drama - Foundation Level Achievement Standard**  | **Drama - Levels 1 and 2 Achievement Standard** | **Drama - Levels 3 and 4 Achievement Standard** |
| By the end of Foundation* Students make and perform drama that communicates ideas and stories.
* Students discuss characters and situations in drama they make, perform and view.
 | By the end of Level 2* Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. (3)
* Students describe what happens in drama they make, perform and view. (4)
* They identify some elements in drama and describe where and why there is drama. (5)
 | By the end of Level 4* Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama.
* They use performance skills to communicate ideas and create a sense of time and place in their drama.
* Students describe and discuss similarities and differences between drama they make, perform and view.
* They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience.
 |
| **Music - Foundation Level Achievement Standard**  | **Music - Levels 1 and 2 Achievement Standard** | **Music - Levels 3 and 4 Achievement Standard** |
| By the end of Foundation* Students sing and play instruments to communicate their experiences and ideas.
* They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns.
* Students describe the music to which they listen, identifying what they enjoy and why.
 | By the end of Level 2* Students use imagination, their voices and instruments to improvise, compose, arrange and perform music. (6)
* They explore and make decisions about ways of organising sounds to communicate ideas. (7)
* They achieve intended effects and demonstrate accuracy when performing and composing. (8)
* They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts. (9)
 | By the end of Level 4* Students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences.
* They document their compositions.
* Students describe and discuss similarities and differences between music they listen to, compose and perform.
* They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition.
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| **Assessments** |  |  |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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