**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** | 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  [(VCADAR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR032) | | Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations  [(VCADRE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE029) | | Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action  [(VCADRD030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD030) | | Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience  [(VCADRP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP031) | | Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts  [(VCADRR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR032) | | Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects  [(VCAMUE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE029) | | Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing  [(VCAMUM030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM030) | | Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience  [(VCAMUP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP031) | | Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations  [(VCAMUR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR032) | |
| **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 # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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| **Dance - Levels 3 and 4 Achievement Standard** | **Dance - Levels 5 and 6 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template. | **Dance - Levels 7 and 8 Achievement Standard** |
| 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. | 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. (1) * They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.(2) * Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. (3) * They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making. (4) | By the end of Level 8   * Students choreograph and perform dances to communicate ideas and intentions. * They improvise movement and select and organise the elements of dance, choreographic devices and form to communicate choreographic intent. * Students learn, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the dance style and safe dance practice. * Students identify and analyse the elements of dance, choreographic devices and production elements of dances in different styles and apply this knowledge to dances they make and perform. * They evaluate how they and other dance practitioners from different cultures, times and locations, communicate ideas and intentions through dance. |
| **Drama - Levels 3 and 4 Achievement Standard** | **Drama - Levels 5 and 6 Achievement Standard** | **Drama - Levels 7 and 8 Achievement Standard** |
| 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. | By the end of Level 6   * Students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences. (5) * Students explain how dramatic action and meaning is communicated in drama they make, perform and view. (6) * They explain how drama from different cultures, times and places influences their own drama making. (7) | By the end of Level 8   * Students devise, interpret and perform drama. * They manipulate the elements of drama, narrative and structure to control and communicate meaning. * They apply different performance styles and conventions to convey status, relationships and intentions. * They use performance skills, stagecraft and design elements to shape and focus relationships with an audience. * Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. * They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama. |
| **Music - Levels 3 and 4 Achievement Standard** | **Music - Levels 5 and 6 Achievement Standard** | **Music - Levels 7 and 8 Achievement Standard** |
| 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. | By the end of Level 6   * Students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. (8) * They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences. (9) * Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. (10) * They describe how their music making is influenced by music from different cultures, times and locations, using music terminology. (11) | By the end of Level 8   * Students manipulate the elements of music and stylistic conventions to improvise, compose and perform music. * They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. * They use music terminology and symbols to recognise, describe and notate selected features of music. * Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. * They evaluate musical choices they and others have made to communicate ideas and intentions as performers and composers of music from different cultures, times and locations. |

*See following page for Assessment Task section*

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| **Assessment** | | |  |  | | |  |  | | |
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