**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 dance ideas that use safe fundamental movement patterns  [(VCADAE009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE009) | | Explore dance movements to communicate ideas  [(VCADAD010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD010) | | Perform movement sequences to express ideas, feelings and/or observations  [(VCADAP011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAP011) | | Respond to own and others’ dance and explore where and why people dance  [(VCADAR012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR012) | | Explore ideas for characters in dramatic play  [(VCADRE009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE009) | | Use voice, facial expression and/or movement to imagine a role and situation  [(VCADRD010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD010) | | Present drama that communicates ideas, feelings and/or experiences  [(VCADRP011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP011) | | Share responses to drama by answering yes/no questions and explore where and why people make drama  [(VCADRR012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR012) | | Explore and imitate sounds and patterns using voice, movement, body percussion and/or instruments  [(VCAMUE009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE009) | | Sing, use body percussion and/or play instruments to practise chants, songs and rhymes  [(VCAMUM010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM010) | | Perform a short piece of music they have learnt  [(VCAMUP011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP011) | | Respond to music and explore why people make and listen to music  [(VCAMUR012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR012) | |
| **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 – Level B Achievement Standard** | **Dance – Level C Achievement Standard**  Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template. | **Dance - Level D Achievement Standard** |
| By the end of Level B   * Students follow safe practice when moving body parts and performing dance sequences. * Students communicate responses to dances they make, perform and view. | By the end of Level C   * Students follow safe dance practice to make and share dance sequences and movement patterns. (1) * Students communicate ideas and feelings about aspects of their own and others’ dance. (2) | By the end of Level D   * Students make and share a simple dance sequence and demonstrate safe dance practice. * Students provide a simple explanation about the features and purpose of their own dance. |
| **Drama – Level B Achievement Standard** | **Drama – Level C Achievement Standard** | **Drama – Level D Achievement Standard** |
| By the end Level B   * Students make and share drama through dramatic play and improvisation. * Students communicate likes and dislikes in response to elements of drama they make, perform and view. | By the end of Level C   * Students make and share simple drama that communicates an idea, feeling and/or experience. (3) * Students communicate ideas about drama and reasons why people share drama by answering yes/no questions. (4) | By the end of Level D   * Students make and share drama that communicates major elements of stories or experiences. * Students provide a simple explanation about the characteristics of drama they make, perform and view. |
| **Music – Level B Achievement Standard** | **Music – Level C Achievement Standard** | **Music - Levels D Achievement Standard** |
| By the end Level B   * Students make and perform music using voice and/or instruments. * Students communicate responses to music they listen to, create and perform. | By the end of Level C   * Students make and perform music. (5) * Students communicate ideas and feelings about aspects of music they create and perform and reasons why people make and listen to music. (6) | By the end of Level D   * Students compose and perform music to communicate ideas. * Students explore sounds through singing. * They demonstrate rhythm skills by listening to and imitating simple musical beat and patterns. * They describe the music they like and dislike. |

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