**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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  | Achievementstandard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **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.
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessments** |  |  |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |