**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** | Develop safe fundamental movements and technical skills when exploring dance ideas [(VCADAE013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE013) | Improvise and sequence dance movements to communicate moods and feelings[(VCADAD014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD014) | Perform dance that communicates ideas, feelings, observations and/or experiences to an audience[(VCADAP015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAP015) | Respond to dance and describe some of the characteristics they observe [(VCADAR016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR016) | Explore how characters express ideas in dramatic play [(VCADRE013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE013) | Use voice, facial expression, movement and/or space to express ideas and feelings about their world[(VCADRD014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD014) | Present drama that communicates major elements of stories and/or experiences [(VCADRP015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP015) | Respond to drama and describe some of the characteristics they observe [(VCADRR016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR016) | Explore and imitate sounds, pitch and rhythm patterns using, voice, movement, body percussion and/or instruments [(VCAMUE013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE013) | Sing, use body percussion and/or play instruments to improvise patterns and practise chants, songs and rhymes [(VCAMUM014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM014) | Perform a piece of music they have learnt or perform a piece of music to communicate an idea[(VCAMUP015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP015) | Respond to music and describe features they observe, including likes and dislikes [(VCAMUR016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR016) |
| **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 – Level C Achievement Standard**  | **Dance – Level D Achievement Standard** Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  | **Dance – Foundation Achievement Standard** |
| By the end of Level C* Students follow safe dance practice to make and share dance sequences and movement patterns.
* Students communicate ideas and feelings about aspects of their own and others’ dance.
 | By the end of Level D* Students make and share a simple dance sequence and demonstrate safe dance practice. (1)
* Students provide a simple explanation about the features and purpose of their own dance. (2)
 | 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.
 |
| **Drama – Level C Achievement Standard**  | **Drama – Level D Achievement Standard** | **Drama – Foundation Achievement Standard** |
| By the end of Level C* Students make and share simple drama that communicates an idea, feeling and/or experience.
* Students communicate ideas about drama and reasons why people share drama by answering yes/no questions.
 | By the end of Level D* Students make and share drama that communicates major elements of stories or experiences. (3)
* Students provide a simple explanation about the characteristics of drama they make, perform and view. (4)
 | 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.
 |
| **Music – Level C Achievement Standard**  | **Music – Level D Achievement Standard** | **Music – Foundation Achievement Standard** |
| By the end of Level C* Students make and perform music.
* Students communicate ideas and feelings about aspects of music they create and perform and reasons why people make and listen to music.
 | By the end of Level D* Students compose and perform music to communicate ideas. (5)
* Students explore sounds through singing. (6)
* They demonstrate rhythm skills by listening to and imitating simple musical beat and patterns. (7)
* They describe the music they like and dislike. (8)
 | 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.
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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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