**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 | 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 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** | | |  |  | | |  |  | | |
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