**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** | Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas [(VCADAE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE017) | Use choreographic devices to organise movement ideas and create dance sequences [(VCADAD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD018) | Use simple technical and expressive skills when presenting dance that communicates ideas to an audience [VCADAP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAP019%22%20%5Co%20%22View%20elaborations%20and%20additional%20details%20of%20VCADAP019) | Respond to dance, expressing what they enjoy and why [(VCADAR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR020) | Explore ideas for characters and situations through dramatic play [(VCADRE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE017) | Use voice, facial expression, movement and space to imagine and improvise characters and situations[(VCADRD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD018) | Present drama that communicates ideas and stories[(VCADRP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP019) | Respond to drama, expressing what they enjoy and why [(VCADRR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR020) | Explore sound and silence and ways of using their voices, movement and instruments to express ideas[(VCAMUE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE017) | Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community [(VCAMUM018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM018) | Rehearse and perform songs and short instrumental pieces which they have learnt and composed[(VCAMUP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP019) | Respond to music, expressing what they enjoy and why [(VCAMUR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR020) |
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| **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 - Foundation Level Achievement Standard** Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  | **Dance - Levels 1 and 2 Achievement Standard** |
| By the end of Foundation* Students make and perform dance sequences and demonstrate safe dance practice.(1)
* Students describe what happens in dance they make, perform and view.(2)
 | By the end of Level 2* Students use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.
* Students communicate about dances they make, perform and view, and discuss where and why people dance.
 |
| **Drama - Foundation Level Achievement Standard**  | **Drama - Levels 1 and 2 Achievement Standard** |
| By the end of Foundation* Students make and perform drama that communicates ideas and stories.(3)
* Students discuss characters and situations in drama they make, perform and view.(4)
 | By the end of Level 2* Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.
* Students describe what happens in drama they make, perform and view.
* They identify some elements in drama and describe where and why there is drama.
 |
| **Music - Foundation Level Achievement Standard**  | **Music - Levels 1 and 2 Achievement Standard** |
| By the end of Foundation* Students sing and play instruments to communicate their experiences and ideas. (5)
* They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns.(6)
* Students describe the music to which they listen, identifying what they enjoy and why.(7)
 | By the end of Level 2* Students use imagination, their voices and instruments to improvise, compose, arrange and perform music.
* They explore and make decisions about ways of organising sounds to communicate ideas.
* They achieve intended effects and demonstrate accuracy when performing and composing.
* They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts.
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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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