**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** | Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices  [(VCADAE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE025) | | Use choreographic devices to organise dance sequences, and practise body actions and technical skills  [(VCADAD026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD026) | | Perform dances using technical and expressive skills to communicate ideas and intentions to an audience  [(VCADAP027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAP027) | | Identify how the elements of dance and production elements express ideas in dance they make, perform and view  [(VCADAR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR028) | | Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama  [(VCADRE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE025) | | Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place  [(VCADRD026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD026) | | Shape and perform dramatic action using narrative structures and tension in devised and scripted drama  [(VCADRP027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP027) | | Identify intended purposes and meaning of drama, using the elements of drama to make comparisons  [(VCADRR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR028) | | Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments  [(VCAMUE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE025) | | Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms  [(VCAMUM026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM026) | | Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience  [(VCAMUP027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP027) | | Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for using music terminology  [(VCAMUR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR028) | |
| **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 - Levels 1 and 2 Achievement Standard** | **Dance - Levels 3 and 4 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template. | **Dance - Levels 5 and 6 Achievement Standard** |
| 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. | By the end of Level 4   * Students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. (1) * They make dances and perform safely with control, accuracy, projection and focus. (2) * Students describe and discuss similarities and differences between dances they make, perform and view. (3) * They discuss how they and others organise the elements of dance to communicate ideas and intentions. (4) | By the end of Level 6   * Students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. * They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice. * Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. * They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making. |
| **Drama - Levels 1 and 2 Achievement Standard** | **Drama - Levels 3 and 4 Achievement Standard** | **Drama - Levels 5 and 6 Achievement Standard** |
| 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. | By the end of Level 4   * Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. (5) * They use performance skills to communicate ideas and create a sense of time and place in their drama. (6) * Students describe and discuss similarities and differences between drama they make, perform and view. (7) * They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience. (8) | By the end of Level 6   * Students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences. * Students explain how dramatic action and meaning is communicated in drama they make, perform and view. * They explain how drama from different cultures, times and places influences their own drama making. |
| **Music - Levels 1 and 2 Achievement Standard** | **Music - Levels 3 and 4 Achievement Standard** | **Music - Levels 5 and 6 Achievement Standard** |
| 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. | By the end of Level 4   * Students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. (9) * They document their compositions. (10) * Students describe and discuss similarities and differences between music they listen to, compose and perform. (11) * They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition. (12) | By the end of Level 6   * Students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. * They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences. * Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. * They describe how their music making is influenced by music from different cultures, times and locations, using music terminology. |

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