**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** | Move body parts and experience safe movement possibilities when learning fundamental dance movements[(VCADAE005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE005) | Explore ways of moving in response to stimulus[(VCADAD006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD006) | Share dance to communicate a given idea[(VCADAP007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAP007) | Respond to own and others’ dance[(VCADAR008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR008) | Use structured dramatic play to explore ideas[(VCADRE005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE005) | Use voice, facial expression, and/or movement to imitate role and situation [(VCADRD006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD006) | Participate in drama performances to communicate a feeling and/or events [(VCADRP007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP007) | Respond to own and others drama [(VCADRR008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR008) | Explore qualities of sounds and pitch and rhythm patterns using voice, movement, body percussion and/or instruments [(VCAMUE005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE005) | Use voice and/or instruments to copy a chant, song and/or rhyme [(VCAMUM006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM006) | Perform music to express a given idea[(VCAMUP007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP007) | Respond to own and others’ music[(VCAMUR008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR008) |
| **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 A Achievement Standard**  | **Dance – Level B Achievement Standard** Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  | **Dance – Level C Achievement Standard** |
| By the end of Level A* Students participate in dance activities.
* They move body parts safely and react to aspects of dance they make, perform and view.
 | By the end of Level B* Students follow safe practice when moving body parts and performing dance sequences. (1)
* Students communicate responses to dances they make, perform and view. (2)
 | 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.
 |
| **Drama – Level A Achievement Standard**  | **Drama – Level B Achievement Standard** | **Drama – Level C Achievement Standard** |
| By the end of Level A* Students participate in dramatic play.
* They react to aspects of drama they make, perform and view.
 | By the end Level B* Students make and share drama through dramatic play and improvisation. (3)
* Students communicate likes and dislikes in response to elements of drama they make, perform and view. (4)
 | 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.
 |
| **Music – Level A Achievement Standard**  | **Music – Level B Achievement Standard** | **Music – Levels C Achievement Standard** |
| By the end of Level A* Students improvise and perform music.
* They explore, as appropriate, the sound and feel of their voices and instruments.
* Students react to music they listen to, make and perform.
 | By the end Level B* Students make and perform music using voice and/or instruments. (5)
* Students communicate responses to music they listen to, create and perform. (6)
 | 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.
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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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