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