**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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Foundation** | | | | | | | | **1 and 2** | | | | | | | |
| **Strand** | **Explore and Express Ideas** | | **Drama Practices** | | **Present and Perform** | | **Respond and Interpret** | | **Explore and Express Ideas** | | **Drama Practices** | | **Present and Perform** | | **Respond and Interpret** | |
| **Content Description** | 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 roles, characters and dramatic action in dramatic play, improvisation and process drama  [(VCADRE021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE021) | | Use voice, facial expression, movement and space to imagine and establish role and situation  [(VCADRD022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD022) | | Present drama that communicates ideas, including stories from their community, to an audience  [(VCADRP023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP023) | | Respond to drama, expressing what they enjoy and why, and why people in their local area make and perform drama including drama of Aboriginal and Torres Strait Islander Peoples  [(VCADRR024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR024) | |
| **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 # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **3 and 4** | | | | | | | | **5 and 6** | | | | | | | |
| **Strand** | **Explore and Express Ideas** | | **Drama Practices** | | **Present and Perform** | | **Respond and Interpret** | | **Explore and Express Ideas** | | **Drama Practices** | | **Present and Perform** | | **Respond and Interpret** | |
| **Content Description** | 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, including the drama of Aboriginal and Torres Strait Islander Peoples [(VCADRR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR028) | | Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations  [(VCADRE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE029) | | Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action  [(VCADRD030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD030) | | Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience  [(VCADRP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP031) | | Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts including in the drama of Aboriginal and Torres Strait Islander Peoples [(VCADRR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR032) | |
| **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 # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Foundation Level Achievement Standard** | **Levels 1 and 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** |
| By the end of Foundation   * Students make and perform drama that communicates ideas and stories. (1) * Students discuss characters and situations in drama they make, perform and view. (2) | By the end of Level 2   * Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. (3) * Students describe what happens in drama they make, perform and view. (4) * They identify some elements in drama and describe where and why there is drama. (5) | By the end of Level 4   * Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. (6) * They use performance skills to communicate ideas and create a sense of time and place in their drama.(7) * Students describe and discuss similarities and differences between drama they make, perform and view. (8) * They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience. (9) | 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. (10) * Students explain how dramatic action and meaning is communicated in drama they make, perform and view. (11) * They explain how drama from different cultures, times and places influences their own drama making. (12) |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessments** | | |  |  | | |  |  | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |