



# Chapel Hill State School

## Additional Learning Areas Curriculum and Assessment Overview 2025

### YEAR 1



		Term 1	Term 2	Term 3	Term 4
<b>THE ARTS</b>			<b>Visual Art - Unit 3 What Are You Thinking</b> Explore the representation of emotions in portraiture through experimentation with a range of materials and processes. Create, display and respond to artworks.	<b>Dance - Unit 2 Shape Dance</b> Learn basic movement skills that explore rhythmical patterns, locomotor and non-locomotor movements, repetition and coordination.	
			<b>Assessment:</b> Teacher checklist, Marking Guide	<b>Assessment:</b> Teacher checklist, Marking Guide	
	<b>Music</b> Participate in Beat and Rhythm work Elements of music	<b>Music - Unit 1 Let's Sing and Play Together</b> Compose, perform and respond to music using elements of music and discuss where and why people make music.	<b>Music</b> Further develop rhythm work, solfa sounds and hand signs	<b>Music</b> Consolidate rhythm work, solfa sounds and hand signs	
	<b>Assessment:</b> Monitoring Checklist	Monitoring Checklist	Monitoring Checklist	Monitoring Checklist	
<b>TECHNOLOGIES</b>	<b>Design and Technologies</b> Students explore the characteristics and properties of materials  Apply processes and production skills, in: <ul style="list-style-type: none"> <li>• investigating materials, technologies for shaping and joining</li> <li>• generating and developing design ideas</li> <li>• producing an object that meets the design brief</li> <li>• evaluating their design and production processes</li> <li>• collaborating and managing by working with others; following sequenced steps and sequencing the steps for the object.</li> </ul>				
	Not assessed in Year 1				
<b>HPE</b>	<b>Positive Behaviour for Learning (PBL)</b> Developing and maintaining a safe and supportive school environment				
	<b>Health – Unit 1: A Little Bit of Independence</b> Identifying similarities and differences, and recognise how diversity contributes to identities.		<b>Health - Unit 2: My Safety, My Responsibility</b> Selecting and applying strategies to keep themselves safe and are able to ask for help with tasks and problems		
	<b>Assessment: - Collection of Work</b>		<b>Assessment: - Collection of Work</b>		
	<b>Physical Education -   Unit 1: Catch Me If You Can</b> Fundamental movement skills of running and dodging to evade others and objects in tagging and Indigenous games. Exploring positive ways to interact with others and play fairly during these games.	<b>Physical Education - Unit 2: Playing with Balls</b> Object-control skills of rolling, throwing (two & one handed) and catching while participating in activities, games and movement challenges. Students apply rules and fair play practices while being active.	<b>Physical Education - Unit 3: I'm a 'Balliever'</b> Object-control skills of dribbling (with hands and feet) and kicking, using balls of different shapes and sizes. Students test alternatives to solve ball challenges, and identify how the heart reacts to various physical activities.	<b>Physical Education - Unit 4: Swim &amp; Survive</b> Swimming skills and survival knowledge for when in, on and around the water. Head Out of Water classroom program to compliment practical lesson.	
<b>Assessment:</b> Practical Observations	<b>Assessment:</b> Practical Observations	<b>Assessment:</b> Practical Observations	<b>Assessment:</b> Practical Observations		

**Disclaimer:** Please use this Curriculum Map as a guide. Due to circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment.