



Chapel Hill State School

Additional Learning Areas Curriculum and Assessment Yearly Overview 2025



YEAR 3

| | Term 1 | Term 2 | Term 3 | Term 4 |
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| THE ARTS | | | Dance – Unit 1 Celebrating Dance <i>Performance</i> Choreograph, perform and respond to dance. | Drama - Unit 1 Retell in Character <i>Performance</i> Use dramatic traditions to devise, perform and respond to a familiar theme (Linked to English Unit 4) |
| | | | Visual Art - Unit 2 Inspiring Artists <i>Multimodal</i> <ul style="list-style-type: none"> View and make artworks that are inspired by artworks experienced. Use visual conventions, techniques and processes to communicate ideas | |
| | | | Assessment: Teacher checklist and Marking Guide | Assessment: Teacher checklist and Marking Guide |
| | Music <ul style="list-style-type: none"> Participate in beat and rhythm work, solfa sounds, hand signs and staff notation Further develop elements of music | Music <ul style="list-style-type: none"> Instruments of the Orchestra – Woodwind, Brass and Percussion families Rhythm work, solfa sounds, hand signs, canon work and staff notation Reading, writing and performing rhythms | Music <ul style="list-style-type: none"> Rhythm work, Ostinati (rhythmic and melodic). Instruments of the Orchestra – the String family, Woodwind, Brass and Percussion families Rhythm work, solfa sounds, hand signs, canon work and staff notation Reading, writing and performing rhythms | Music <ul style="list-style-type: none"> Rhythm work, solfa sounds, hand signs, canon work and staff notation Consolidate elements of music |
| Assessment: Observations checklist | Assessment: Observations checklist, Marking Guide | Assessment: Observations checklist | Assessment: Observations checklist | |
| TECHNOLOGIES | Digital Technologies - Unit 1 (Part A) What Digital System do you use? <i>Written</i> <ul style="list-style-type: none"> Explore and use a range of digital systems including peripheral devices Explore and describe how digital systems are used and meet the needs at home, in school and in the local community Define problems and identify needs | | Design and Technologies - Unit 1 Repurpose it <i>Project and Short Written Response</i> Repurpose an item to create another useful item <ul style="list-style-type: none"> Investigating properties of materials and technologies Investigating and generating designed solutions Evaluating design | |
| | Assessment: Folio of Work and Marking Guide | | Assessment: Marking Guide | |
| HPE | Health - Unit 2 Feeling Safe <i>Project</i> <ul style="list-style-type: none"> Recognise strategies for managing change and identify influences that strengthen identities Investigate how emotional responses vary and understand how to interact positively with others. | | Health - Unit 3 Healthy Futures <i>Research Task</i> <ul style="list-style-type: none"> Explore the concept of sustainable practice and ways that we can contribute to sustainability in the home, classroom and school. | |
| | Assessment: Marking Guide | | Assessment: Marking Guide | |
| | Physical Education - Unit 1 Aussie Hoops <i>Practical</i> <ul style="list-style-type: none"> Specialised movement skills of dribbling, passing, catching and shooting used in the game of <i>Basketball</i>. Introduction to game concepts and strategies for attacking and defending in group/team activities and games. | Physical Education - Unit 2 Take Your Marks, Get Set, Play <i>Practical</i> <ul style="list-style-type: none"> Fundamental movement skills of running, jumping and throwing in Athletics and Traditional Indigenous Games. Application of movement concepts and strategies while participating in group challenges and games. | Physical Education - Unit 3 Having a Ball! <i>Practical</i> <ul style="list-style-type: none"> Fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching to solve movement challenges in mini Volleyball games Applying strategies for working cooperatively and applying rules fairly. | Physical Education - Unit 4 Swim and Survive <i>Practical</i> <ul style="list-style-type: none"> Swimming skills and survival knowledge for when in, on and around the water Head out of the Water program |
| Assessment: Observations Checklist/Marking Guide | Assessment: Observations Checklist/Marking Guide | Assessment: Observations Checklist/Marking Guide | Assessment: Observations Checklist/Marking Guide | |