



Chapel Hill State School

Additional Learning Areas Curriculum and Assessment Overview 2024

YEAR 1



		Term 1	Term 2	Term 3	Term 4
THE ARTS			Visual Art - Unit 3 What Are You Thinking Explore the representation of emotions in portraiture through experimentation with a range of materials and processes. Create, display and respond to artworks.	Dance - Unit 2 Shape Dance Learn basic movement skills that explore rhythmical patterns, locomotor and non-locomotor movements, repetition and coordination.	
			Assessment: Teacher checklist, Marking Guide	Assessment: Teacher checklist, Marking Guide	
	Music	Participate in Beat and Rhythm work Elements of music	Music - Unit 1 Let's Sing and Play Together Compose, perform and respond to music using elements of music and discuss where and why people make music.	Music Further develop rhythm work, solfa sounds and hand signs	Music Consolidate rhythm work, solfa sounds and hand signs
		Assessment: Teacher observations and checklist • Reading/ writing/ performing playing rhythms of known songs	Assessment: Teacher checklist and Marking Guide	Assessment: Teacher observations • Reading/ writing/ performing rhythms of known songs • Reading, writing and performing solfa sounds	Assessment: Teacher observations • Reading/writing/performing rhythms • Reading, writing and performing solfa sounds
TECHNOLOGIES	Design and Technologies – Unit 3 Materials Explore the characteristics and properties of materials and components that are used to produce a hand puppet. Apply processes and production skills, in: <ul style="list-style-type: none"> • investigating materials, technologies for shaping and joining • generating and developing design ideas • producing an object that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the object. (Linked to U2 English)				
			Assessment: Teacher observations, Work Sample and Marking Guide		
HPE	Positive Behaviour for Learning (PBL) Developing and maintaining a safe and supportive school environment				
		Health – Unit 1 Good Choices, Healthy Me Students examine messages related to health decisions how to keep themselves and others healthy and physically active.	Health - Life Education Program (Harold's Friendship) Explore the qualities of a good friend, feelings and emotions, early warning signs, and safe and unsafe situations.	Health – Unit 4 My Safety, My Responsibility Students select and apply strategies to keep themselves safe and are able to ask for help with tasks and problems.	
		Assessment: Observations, checklists & Marking Guide		Assessment: Observations, checklists & Marking Guide	
	Physical Education - Introduction to PE <ul style="list-style-type: none"> • Understand the basic principles of throwing and catching and demonstrate these skills in simple combinations • Basic fitness activities in preparation for Fun Run • Students engage in perceptual motor activities 	Physical Education - Athletics <ul style="list-style-type: none"> • Engage in gross motor activities (running, jumping) in preparation for Sports Day 	Physical Education - Ball Skills & Perceptual Motor Skills <ul style="list-style-type: none"> • Engage in perceptual motor activities to develop gross and fine motor skills Participate in basic ball skills (small and large) 	Physical Education - Aquatics <ul style="list-style-type: none"> • Learn to swim as per Austswim 	
	Assessment: Observations/checklists	Assessment: Observations/ checklists	Assessment: Observations/ checklists	Assessment: Observations/checklists	

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.