



# Chapel Hill State School

## Additional Learning Areas Curriculum and Assessment Yearly Overview 2024



### YEAR 3

	Term 1	Term 2	Term 3	Term 4	
<b>THE ARTS</b>		<b>Visual Art - Unit 2 Inspiring Artists</b> <i>Multimodal</i> <ul style="list-style-type: none"> <li>View and make artworks that are inspired by artworks experienced.</li> <li>Use visual conventions, techniques and processes to communicate ideas</li> </ul>	<b>Dance – Unit 1 Celebrating Dance</b> <i>Performance</i> Choreograph, perform and respond to dance.		
		<b>Assessment:</b> Teacher checklist and Marking Guide	<b>Assessment:</b> Teacher checklist and Marking Guide	<b>Assessment:</b> Teacher checklist and Marking Guide	
	<b>Music</b> Participate in beat and rhythm work, solfa sounds, hand signs, sign notation and elements of music	<b>Music – Unit 1 Let’s Celebrate, Let’s Remember</b> <i>Performance</i> Instruments of the Orchestra-Woodwind, Brass and Percussion families	<b>Music</b> Develop understandings of beat and rhythm work, solfa sounds, hand signs, canon work and staff notation.	<b>Music</b> Consolidate elements of music - beat and rhythm work, solfa sounds, hand signs, canon work and staff notation.	
	<b>Assessment:</b> Observations checklist	<b>Assessment:</b> Observations checklist, Marking Guide	<b>Assessment:</b> Observations checklist	<b>Assessment:</b> Observations checklist	
<b>TECHNOLOGIES</b>	<b>Design and Technologies - Unit 1 Repurpose it</b> <i>Project and Short Written Response</i> Repurpose an item to create another useful item <ul style="list-style-type: none"> <li>Investigating properties of materials and technologies</li> <li>Investigating and generating designed solutions</li> <li>Evaluating design</li> </ul>		<b>Digital Technologies - Unit 1 (Part A) What Digital System do you use?</b> <i>Written</i> <ul style="list-style-type: none"> <li>Explore and use a range of digital systems including peripheral devices</li> <li>Explore and describe how digital systems are used and meet the needs at home, in school and in the local community</li> <li>Define problems and identify needs</li> </ul>		
	<b>Assessment:</b> Folio of Work including Work Booklet and Marking Guide		<b>Assessment:</b> Marking Guide		
<b>HPE</b>	<b>Positive Behaviour for Learning (PBL)</b> Developing and maintaining a safe and supportive school environment				
	<b>Health - Unit 1 Good Friends</b> <i>Written</i> <ul style="list-style-type: none"> <li>Recognise strategies for managing change and identify influences that strengthen identities</li> <li>Investigate how emotional responses vary and understand how to interact positively with others.</li> </ul>	<b>Health - Unit 4 I Am Healthy and Active</b> <i>Written</i> <ul style="list-style-type: none"> <li>Use decision-making skills to select and demonstrate strategies that help them stay healthy and active.</li> <li>Understand the benefits of being healthy and physically active.</li> </ul>	<b>Health - Life Education Program (Friends and Feelings)</b> <ul style="list-style-type: none"> <li>Broadening and developing emotional literacy</li> <li>Identifying and practicing assertive communications skills</li> <li>Practising emotional regulation skills such as mindful breathing</li> </ul>	<b>Grow Your Mind – Social Emotional Program</b> <ul style="list-style-type: none"> <li>Compassion</li> <li>Gratitude</li> <li>Mindfulness</li> <li>Brain Awareness</li> <li>Courage</li> <li>Resilience</li> </ul>	
	<b>Assessment:</b> Short Answer Test – Marking Guide	<b>Assessment:</b> Short Answer Test – Marking Guide			
	<b>Physical Education - Fitness and Ball Skills</b> <i>Practical</i> <ul style="list-style-type: none"> <li>Develop the skills of passing (chest, bouncing, dribbling, shooting) and kicking (passing, controlling, striking, dribbling) using various-sized balls</li> <li>Participate in physical routines to participate in the cross-country (locomotive skills e.g. run, jump)</li> </ul>	<b>Physical Education - Ball Skills &amp; Athletics</b> <i>Practical</i> <ul style="list-style-type: none"> <li>Continue to develop the skills of passing (chest, bouncing, dribbling, shooting) and kicking (passing, controlling, striking, dribbling) using various-sized balls</li> <li>Participate in team games to promote health and wellbeing</li> </ul>	<b>Physical Education - Athletics</b> <i>Practical</i> <ul style="list-style-type: none"> <li>Introduction to athletics skills</li> </ul>	<b>Physical Education - Aquatics</b> <i>Practical</i> <ul style="list-style-type: none"> <li>Apply appropriate techniques to swim freestyle, backstroke, breast stroke using kickboards</li> <li>Stroke correction and diving is a focus for the unit.</li> <li>Participate in the school swimming carnival and time trials</li> </ul>	
<b>Assessment:</b> Observations/checklists	<b>Assessment:</b> Observations/ checklists	<b>Assessment:</b> Observations/ checklists	<b>Assessment:</b> Observations/checklists		

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