

NSW SYLLABUS STAGE 1	AUSTRALIAN CURRICULUM	DRUMCORP
PDHPE		
PD1-4 Performs movement skills in a variety of sequences and situations	Perform fundamental movement skills in a variety of movement sequences and situations (ACPMPO25) - creating, following, repeating and altering movement sequences and games in response to rhythm, music or words	✓
PD1-5 Proposes a range of alternatives to solve movement challenges through participation in a range of activities	Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMPO31) - reflecting on their performance and identifying and demonstrating ways they can perform a skill more successfully	✓
PD1-8 participates in a range of opportunities that promote physical activity	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPSO18) -exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community	✓
PD1-9 Demonstrates self-management skills in taking responsibility for their own actions	Identify and practise emotional responses that account for own and others' feelings (ACPPSO20) -recognising own emotions and demonstrating positive ways to react in different situations	✓
PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong	Describe ways to include others to make them feel they belong (ACPPSO19) - expressing appreciation and offering encouragement using a variety of communication techniques	✓
PD1-11 Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMPO29) - comparing different types of movements and identifying which ones are easier and harder and why this might be the case	✓
MUSIC		
MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080) -exploring and varying instrumental timbres in isolation and combination, for example, playing softer or louder, faster or slower, repeating phrases	✓
MUS1.2 Explores, creates, selects and organises sound in simple structures.	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081) - practising and performing music, reading from notation (invented and learnt symbols)	✓
MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083) - identifying the roles of an active performer and a reflective listener	✓
DANCE		
DAS1.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.	Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002) - practices, for example, being aware of self and others in the dance space, moving with care, respecting others dancing in the space; awareness of the boundaries of the dance space; awareness of their bodies' needs, for example, getting a drink after dance activities for hydration	✓
DAS1.2 Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods	Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001) - experimenting with the elements of space, time, dynamics and relationships through movement, for example, considering levels, tempo and dynamics	✓
SOCIAL EMOTIONAL LEARNING		
<i>"Through the process of social-emotional learning (SEL) students develop self-awareness, self-control, and interpersonal skills that are important for school, work and life outcomes. Social-emotional competence helps students cope with everyday challenges and improves learning and wellbeing."</i> https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/positive-behaviour/pro-social-behaviour/social-emotional-learning	General Capabilities Personal and Social Capability: <ul style="list-style-type: none"> • Self-awareness • Self-management • Social management • Social awareness 	✓
NUMERACY		
<i>"Music involves students engaging in duration through patterns of beat, rhythm and metre, structure and layers of sound, graduation of dynamics, and changes in pitch degrees."</i> https://numeracyskills.com.au/numeracy-k-6-in-creative-arts MA1-8NA creates, represents and continues a variety of patterns with numbers and objects MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained	General Capabilities Numeracy Recognise and use patterns and relationships identify and describe trends in everyday patterns	✓