

NSW SYLLABUS STAGE 3	AUSTRALIAN CURRICULUM	DRUMCORP
PDHPE		
PD3-4 adapts movement skills in a variety of physical activity contexts	Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMPO61) - experimenting with different music genres such as Indian bhangra music when performing creative dances	✓
PD3-5 Proposes, applies and assesses solutions to movement challenges	Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMPO68) - devising strategies and formulating plans to assist in successfully performing new movement skills	✓
PD3-8 Creates and participates in physical activities to promote healthy and active lifestyles	Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMPO64) - participating in a range of physical activities and exploring their health, skill and fitness benefits	✓
PD3-9 Applies and adapts self-management skills to respond to personal and group situations.	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMPO67) - exploring and performing the duties and responsibilities of different roles for a range of physical activities	✓
PD3-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMPO67) - understanding the contribution of different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants	✓
PD3-11 Selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences (ACPMPO65) - creating a movement sequence that demonstrates variations in flow and levels and involves individuals moving together in time	✓
MUSIC		
MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts	Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088) - experimenting with elements of music by improvising patterns, phrases and melodies	✓
MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts.	Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090) - improvising and experimenting with combinations of sounds and technologies to create moods and atmospheres - organising, developing and refining ideas by experimenting with structure	✓
MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.	Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089) - rehearsing a range of unison and part music individually and in ensemble to develop contrast in music they sing and play - practising their singing and playing to explore and develop technical skills in solo and ensemble music, for example, practising to accurately interpret rhythm and pitch	✓
DANCE		
DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.	Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010) - rehearsing a range of learnt and devised dances with an awareness and appreciation of their body - practising and refining technical skills in movements in response to teacher's and peers' feedback	✓
DAS3.2 Explores, selects, organises and refines movement using the elements of dance to communicate intent	Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009) - selecting, combining, arranging and refining movement using choreographic devices such as canon and unison	✓
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: • 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 MA3-1WM describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions MA3-3WM gives a valid reason for supporting one possible solution over another	General Capabilities Numeracy Recognise and use patterns and relationships Students apply their understanding of patterns and relationships when solving problems in authentic contexts.	✓