

BODIES AS BUILDINGS (Years 3-6)	
Key Themes	
Exploring choreography, collaboration, the body in public places and the connection between the engineering of a building and human body in Dance, PDHPE and Mathematics	
NSW Curriculum: Outcomes for Stages 2-3	
Creative Arts (Dance)	<ul style="list-style-type: none"> • DAS2.1 Performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance • DAS2.2 Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods • DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities • DAS3.2 Explores, selects, organises and refines movement using the elements of dance to communicate intent • DAS3.3 Discusses and interprets the relationship between content, meaning and context in their own and others' dances.
English	<ul style="list-style-type: none"> • EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning • EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts • EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features • EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts
Mathematics	<ul style="list-style-type: none"> • MA2-17MG uses simple maps and grids to represent position and follow routes, including using compass directions