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| QCIA learning goals — mapping overview  Leisure and recreation (LR) |

List the subjects that the student will be enrolled in. Select goals according to student communication skills, interests, strengths and weaknesses. Check the boxes to show that all goals are covered across subjects.

This template is provided to assist schools and may be reused and adapted.

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| Leisure and recreation (LR) | | | | | | | | | | | | | | | | | | | | |
|  | QCIA curriculum plan learning goals | | | | | Subjects | | | | | | | | | | | | | | |
| Learning focus | | Subcategory | | Goal | [Subject] | [Subject] | | [Subject] | | [Subject] | | [Subject] | | [Subject] | | [Subject] | | [Subject] | |
| Physical activities for leisure and recreation (LR1) | | Movement skills and challenges (LR1.1) | | Position and move different parts of the body to maintain flexibility and health |  |  | |  | |  | |  | |  | |  | |  | |
| Perform fundamental movement skills |  |  | |  | |  | |  | |  | |  | |  | |
| Perform and practice fundamental movement skills:   * using different parts of the body * in response to stimuli, such as equipment, rhythm, music and words |  |  | |  | |  | |  | |  | |  | |  | |
| Demonstrate how the body can move in relation to other objects and people |  |  | |  | |  | |  | |  | |  | |  | |
| Participate in gross motor activities |  |  | |  | |  | |  | |  | |  | |  | |
| Participate in games with equipment |  |  | |  | |  | |  | |  | |  | |  | |
| Participate in games without equipment |  |  | |  | |  | |  | |  | |  | |  | |
| Identify movement challenges |  |  | |  | |  | |  | |  | |  | |  | |
| Safely operate electric mobility devices |  |  | |  | |  | |  | |  | |  | |  | |
| Test possible solutions to movement challenges through trial and error |  |  | |  | |  | |  | |  | |  | |  | |
| Identify and describe how own body can move in relation to effort, space, time, objects and people |  |  | |  | |  | |  | |  | |  | |  | |
| Perform fundamental movement skills to sequence and perform simple movement patterns |  |  | |  | |  | |  | |  | |  | |  | |
| Perform simple movement sequences incorporating elements of effort, space, time, objects and people |  |  | |  | |  | |  | |  | |  | |  | |
| Propose a range of alternatives and test their effectiveness when solving movement challenges |  |  | |  | |  | |  | |  | |  | |  | |
| Apply innovative and creative thinking in solving movement challenges |  |  | |  | |  | |  | |  | |  | |  | |
| Construct and perform imaginative and original movement sequences in response to stimuli |  |  | |  | |  | |  | |  | |  | |  | |
| Practise and apply movement concepts and strategies |  |  | |  | |  | |  | |  | |  | |  | |
| Group activities and fair play (LR1.2) | | Cooperate with others when participating in physical activities |  |  | |  | |  | |  | |  | |  | |  | |
| Follow rules when participating in physical activities |  |  | |  | |  | |  | |  | |  | |  | |
| Use strategies to work in group situations when participating in physical activities |  |  | |  | |  | |  | |  | |  | |  | |
| Identify rules and play fairly when participating in physical activities |  |  | |  | |  | |  | |  | |  | |  | |
| Adopt inclusive practices when participating in physical activities |  |  | |  | |  | |  | |  | |  | |  | |
| Participate safely in simple games with and without equipment, such as moving safely in space, respecting others’ space and passing to other players |  |  | |  | |  | |  | |  | |  | |  | |
| Apply basic rules and scoring systems |  |  | |  | |  | |  | |  | |  | |  | |
| Demonstrate fair play when participating |  |  | |  | |  | |  | |  | |  | |  | |
| Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities |  |  | |  | |  | |  | |  | |  | |  | |
| Demonstrate ethical behaviour and fair play when participating in physical activities |  |  | |  | |  | |  | |  | |  | |  | |
| Understand the contribution of different roles and responsibilities, such as coach, official, manager, instructor and leader, in physical activities that promote enjoyment, safety and positive outcomes for participants |  |  | |  | |  | |  | |  | |  | |  | |
| Adopt rules and responsibilities that support and enhance team cohesion and lead to successful movement outcomes |  |  | |  | |  | |  | |  | |  | |  | |
| The importance of lifelong physical activity (LR2) | |  | | Show awareness of participating in an activity, e.g. smiling |  |  | |  | |  | |  | |  | |  | |  | |
| Describe feeling before, during and after participating in physical activities |  |  | |  | |  | |  | |  | |  | |  | |
| Explore how regular physical activity keeps individuals healthy and well |  |  | |  | |  | |  | |  | |  | |  | |
| Identify the body’s reactions to participating in physical activities |  |  | |  | |  | |  | |  | |  | |  | |
| Examine the benefits of physical activity and physical fitness to health and wellbeing |  |  | |  | |  | |  | |  | |  | |  | |
| Participate in physical activities designed to enhance fitness |  |  | |  | |  | |  | |  | |  | |  | |
| Discuss the impact that regular participation can have on health and wellbeing |  |  | |  | |  | |  | |  | |  | |  | |
| Compare and contrast the effect of regular and non-regular participation in physical activities on own health and wellbeing |  |  | |  | |  | |  | |  | |  | |  | |
| Preferred leisure and recreation activities (LR3) | | Identifying preferences (LR3.1) | | Use behaviours that indicate preference for particular activities |  |  | |  | |  | |  | |  | |  | |  | |
| Identify interests in particular physical, artistic and cultural activities |  |  | |  | |  | |  | |  | |  | |  | |
| Make choices based on personal preferences for particular activities |  |  | |  | |  | |  | |  | |  | |  | |
| Explain reasons for personal interest in particular physical, artistic and cultural activities |  |  | |  | |  | |  | |  | |  | |  | |
| Identify and explain which physical, artistic and cultural activities meet own needs and interests |  |  | |  | |  | |  | |  | |  | |  | |
| Describe the features that make different physical. Artistic and cultural activities enjoyable |  |  | |  | |  | |  | |  | |  | |  | |
| Identify what makes activities enjoyable and safe and how physical activity keeps you healthy and well, through participating in physical activities |  |  | |  | |  | |  | |  | |  | |  | |
|  |  | | Participating in activities (LR3.2) | Participate as a spectator in a sports event | |  | |  | |  | |  | |  | |  | |  | |  |
|  | Explore ways spectators show their appreciation for games, matches or events | |  | |  | |  | |  | |  | |  | |  | |  |
|  | Explore how fans become involved with a particular sport, team or event. | |  | |  | |  | |  | |  | |  | |  | |  |
|  | Participate as an audience member at a concert or show | |  | |  | |  | |  | |  | |  | |  | |  |
|  | Explore ways audience members show their appreciation for a concert or show | |  | |  | |  | |  | |  | |  | |  | |  |
| Identify and take-up opportunities to access local community resources that support participation in physical and health-related activities | |  | |  | |  | |  | |  | |  | |  | |  |
| Identify and take up opportunities to access local community resources that support participation in artistic and cultural activities | |  | |  | |  | |  | |  | |  | |  | |  |
| Explore how participation in physical, artistic and cultural activities from their own and other cultures can create community connections and intercultural understanding | |  | |  | |  | |  | |  | |  | |  | |  |
| Participate in an organised sporting activity | |  | |  | |  | |  | |  | |  | |  | |  |
| Performing Arts activities — dance, drama, music (LR4) | |  | Show awareness of dramatic play or roleplay | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Experience live and recorded music | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Show awareness of sound and rhythm using voice, body percussion or movement | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Recognise that dance, drama and music can convey emotions, ideas and stories | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Use fundamental movement skills to engage in a dance, dramatic performance or music | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Share dance, drama or music with peers to communicate emotions, experiences, ideas and stories | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Sing, play instruments and move to music, e.g. chants, songs and rhymes | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Rehearse and perform to develop interpersonal and team skills | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Describe how dance movements, dramatic stories or musical compositions communicate emotions, experiences, ideas and stories | |  | |  | |  | |  | |  | |  | |  | |  |
| Identify and imagine emotions, ideas or stories for a dance drama or roleplay | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Identify where and why people dance and engage in dramatic performances | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Use voice, movement or facial expression to imagine or establish roles or situations | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Share personal understanding of what happened in a performance | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Explore how different cultures explore drama, dance and music | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Describe the emotions, ideas or stories conveyed through music that has been listened to and played | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Identify aspects of dance, dramatic or musical performance enjoyed, or not enjoyed | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ |
| Share personal opinions about dance, dramatic performance or piece of music | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Identify and describe personal music preferences | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
|  | Visual and Media Arts activities (LR5) |  | | View their own and others’ artwork | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Show awareness that artworks can convey emotions and stories | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Show awareness of representations of self and others in images, sounds and text | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Explore and experiment with different materials and processes to make artwork | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Make representations of self and others using images, sounds and text | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Use media technology to capture images, sounds and text and edit to convey experiences, emotions and ideas | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Use safe practices when making artworks and using media technology | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Identify and use different forms and styles of visual artwork, including 2D and 3D forms | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Sequence events to create stories using images, sounds and text | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Explore and experiment with techniques to enhance artworks | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Share and explain own artworks to others | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Explore and experiment with creating artworks that:   * convey own feelings * use one’s own experiences, imagination and observations as inspiration * use others’ experiences, imagination and observations as inspiration | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Describe the emotions and stories conveyed in artworks | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Explain reasons for choosing to present and display artworks in particular ways | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Describe the ideas, characters and settings of stories in images, sounds and text | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Identify and share personal opinions about artworks | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Give reasons for personal opinions about artworks | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |
| Identify and describe personal art preferences | | ☐ | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | | ☐ | |