

Performing Arts

Performing Arts

**Course
Framework**

For courses accredited from 2011



PERFORMING ARTS

COURSE FRAMEWORK

INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

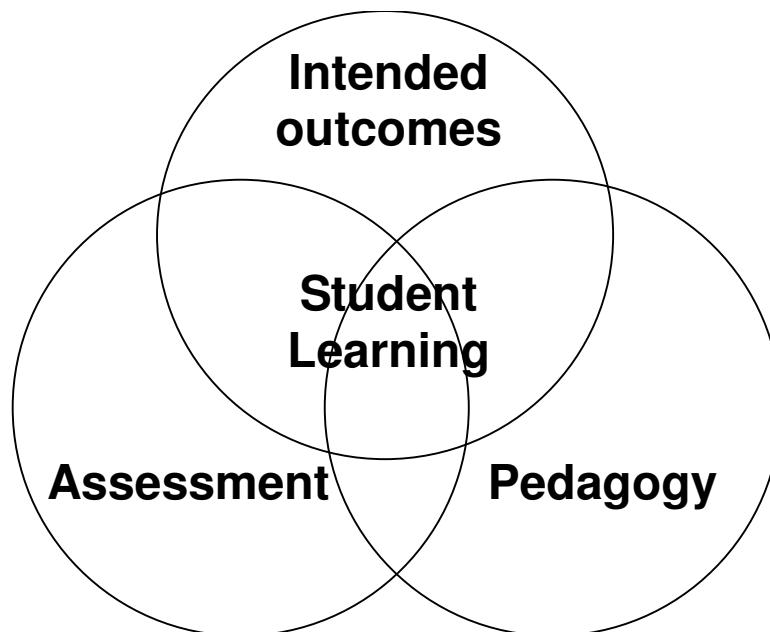
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

*Examples of these student capabilities are provided at **Appendix B**.*

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.

(Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.

(Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.

(Metacognition)

4. Learners' sense of self and motivation to learn affects learning.

(Self-concept)

5. Learning needs to take place in a context of high expectations.

(High expectations)

6. Learners learn in different ways and at different rates.

(Individual differences)

7. Different cultural environments, including the use of language, shape learner' understandings and the way they learn.

(Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.

(Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.

(Explicit expectations and feedback)

Music is a Performing Art but currently has its own framework.

RATIONALE

Performing Arts

Performing Arts is a fundamental mode of expression which is grounded in ancient traditions. Through its ever evolving new forms, the Performing Arts will continue to be an essential form of behaviour in all cultures because the resource it draws upon is human experience.

The study of courses in Performing Arts connects the individual with intellectual, physical, creative and emotional learning. Such studies help students become holistic people in relation to others, their environment and the world. Performing Arts empowers students to challenge contemporary thinking and apply self-knowledge to the world around them.

Performing Arts is an ongoing learning process which enables students to participate in leisure activities, work in the Arts Industry and appreciate the practice of art forms. Studies in Dance and Drama can prepare students for tertiary courses and exciting careers in Performing Arts and related fields. Students explore and develop a range of abilities and skills that help them in their future work and life paths. Students are educated to be informed consumers and critics of the arts and contribute to the growth and development of the arts within their communities.

The study of Performing Arts is based on three interrelated components: Creating, Presenting and Evaluating. Problem-solving abilities and creativity are fostered through research, synthesis and communication of ideas, images and narratives in historical and contemporary context.

Dance

Dance is the language of movement. It is an art form that uses the body as an instrument of communication and creativity. It has its own specific language, processes and techniques that are explored through creation, performance and evaluation of dance, demanding intellectual and physical rigour.

When *creating* dance, students explore ideas through developing an understanding of the elements of dance, stylistic conventions and choreographic tools. They learn to problem solve, collaborate and make creative judgements as they select and structure those elements and conventions to create and shape choreographic sequences.

When *presenting* dance, students use expressive techniques to convey the choreographer's intent to an audience. They develop an understanding of the nature and function of dance; a practical knowledge of various forms and styles and a range of technical and performance skills to entertain, evoke and challenge an audience.

When *evaluating* dance, students use a range of processes to communicate their interpretation, critical analysis and evaluation of dance. The deconstruction of dance forms allows students to demonstrate their understanding and knowledge of dance as a performer, a choreographer and an observer.

Dance offers opportunities for students to derive a sense of wellbeing, self-esteem and the necessary social skills to work effectively, both individually and collaboratively. Through Dance, students have the opportunity to develop a range of life skills that will enhance their careers and personal growth.

Drama

Drama is a unique form of artistic expression through which people construct, explore and convey meaning. It has the potential to bring together all other art forms. By blending intellectual and emotional experience, drama offers a unique means of enquiry that contributes to an understanding and knowledge of the world.

When *creating* drama, students actively explore ideas through developing an understanding of the elements of drama and dramatic conventions. They learn to hypothesise, experiment and make judgements as they select and structure those elements and conventions to create and shape dramatic action.

When *presenting* drama, students use expressive communication processes to convey meaning effectively to an audience. Students develop an understanding of the nature and function of drama; a practical knowledge of dramatic form and style and a range of acting and performance skills and techniques with application to stage, screen and everyday social contexts.

When *evaluating* drama, students use a range of processes to communicate their interpretation, critical analysis and evaluation of drama. In responding, students demonstrate their understanding and knowledge of dramatic action both as a drama critic and as an actor.

The individual and collaborative nature of the art form enables students to understand that their own self awareness and sense of identity is the source of expression and communication.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- understand and apply a range of forms appropriate to the Performing Arts
- demonstrate the ability to work and learn individually and with others
- communicate effectively through performance and/or production skills for a variety of audiences
- apply skills and creative expression through physical awareness
- communicate an understanding of the Performing Arts in its artistic, cultural, historical, technical and spiritual contexts
- use a range of technologies and mediums to support learning and performance
- acquire a physical and verbal understanding of Performing Arts terminology
- demonstrate empathy and understanding about life and the human condition
- demonstrate an understanding of Occupational Health and Safety (OH&S) in the Performing Arts.

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M, including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential Concepts and Skills

All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.

Concepts

The essential concepts of Performing Arts include:

- creativity, including the creation of original works, the reconstruction of historical works, contemporary insights, innovation and design
- dimensions of performance, ranging from the use of specific techniques to the use of complex symbols to communicate meaning
- history and traditions of Performing Arts, including an appreciation of Dance and Drama as unique forms of thinking and knowing, an understanding of the function of these arts in the aesthetic, intellectual, artistic and political life of communities.
- understanding of Occupational Health and Safety in all aspects of the Performing Arts

The essential skills of Dance are:

Creating

- effective communication of ideas, emotions, concepts and themes through dance
- knowledge of dance elements, skills and processes
- application of elements of composition and improvisation
- effective problem solving and imaginative thinking
- ability to work individually and collaboratively
- application of safe dance practices
- application of effective rehearsal strategies through the management of time and resources.

Presenting

- confident application of specific dance techniques
- ability to communicate the technical and thematic intent of the choreographer
- application of a range of performance skills appropriate to a variety of audiences
- effective rehearsal strategies in preparation for performances
- knowledge and application of safe dance practices.

Evaluating

- ability to analyse, interpret and evaluate dance
- ability to select, sequence, organise and synthesise information about a specific topic
- critical reflection of students' own work and the work of others
- knowledge of past and present pioneers of dance
- knowledge of aesthetic, cultural, contemporary and historical aspects of dance
- ability to use specific dance terminology in its appropriate context
- ability to research and document using a wide range of resources.

The essential skills of Drama are:

Creating

- selection and management of the elements of drama and dramatic conventions
- use of group work for collaborative learning and task management
- use of spontaneous and dramatic play, improvisation, role play, process drama, play building and play writing
- integration of content and context in shaping dramatic expression.

Presenting

- the performance and communication of dramatic action and meaning to an audience
- use of elements of drama and dramatic convention in performances
- successful planning, organisation and completion of drama projects on pre-determined deadlines
- incorporation of etiquettes appropriate to the style and form of dramatic presentation
- appropriate selection and manipulation of design elements to heighten dramatic elements.

Evaluating

- ability to acknowledge, understand and value dramatic conventions, forms and styles
- ability to analyse, synthesise and evaluate dramatic contents and contexts
- appreciation of the benefits of working independently for autonomous learning and self management
- ability to value themselves, their own works and those from different cultures and contexts
- awareness of career pathways, employment opportunities and working to industry standard work practices.

Recommended Content

In Drama courses it is expected that, within individual units, the use of a variety of mediums be allowed, for example: multimedia, video, sound-scapes, new technologies, alternative performance spaces.

Within Drama units, there are opportunities for students to pursue a variety of paths in technical theatre.

Vocational Courses

Colleges with Registered Training Organization status (RTO) are eligible to deliver units of competence from the Entertainment Training Package (CUE03), or alternatively, they may develop vocational courses, classified as A or T based on the Training Packages, under the relevant Course Framework.

PEDAGOGY

Teaching and learning strategies that are particularly relevant and effective in the Performing Arts are those that will engage all students in their learning. Teaching strategies that are particularly relevant and effective in performing arts courses based on this framework are those that:

- Provide opportunities to explore and improvise for personal expression, leading to the development of individual styles, approaches and methods. It is important to provide experiences to support the relationship between creating and evaluating. This relationship should encourage critical thinking and discourse about students' work, acknowledging a range of responses. Students should be encouraged to continually and critically reflect on their own works by defining context, intent and response to stimulus. Teachers should encourage a variety of approaches to creating works that can be retained, discarded or manipulated.
- Include experiences that aim to develop the technical and expressive skills of each student. Although replication is essential to many performances, it is important to encourage individual expression, and acknowledge the individual nature of the performer and the unique impact this will have on her/his interpretation of the work. The teacher should encourage and demonstrate safe work practices to help students understand the nature of their bodies and their environment.
- Provide opportunities for students to experience and appreciate the evolution of Performing Arts. Students should be given the opportunity to develop responses and value their own work and those of others. The teacher needs to develop in students the skills of analysis, interpretation, evaluation and communication.

Teaching Strategies

Teaching strategies that are particularly relevant and effective in the Performing Arts can include:

Creating/Presenting

Drama	Dance
In-class play building	Construction of movement sequences
Improvising around text or themes	Improvisation
Responding to a stimuli	Responding to a stimuli
Creation of tableaux	Workshops with professional artists
Spatial concepts/awareness	Individual or group work
Vocal workshops	Learning repertoire
Structured rehearsals/blocking/ choreographing	Structured rehearsals
Viewing own and others work	Viewing own and others work
Physical theatre	Teacher/student demonstration
Peer teaching	Peer teaching
Physical warm ups/games/theatre sports	Physical warm ups

Evaluation

Reviewing theatrical performances	Viewing own and others work
Attending live drama performances	Attending live dance performances
Student seminars	Student seminars
Research (e.g. internet, oral, text)	Research (e.g. internet, oral, text)
Studying theatre reviews	Studying dance reviews
Process journals	Process journals
Constructive feedback	Constructive feedback

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum that indicates levels of student performance against each criterion.

Assessment Task Types

Task Type	Creating	Presenting	Evaluating
Examples of Assessment Types	Improvisation Design of production elements Composition Response to stimuli Development of original works Response to texts	Performances (e.g. plays, exercises/ dance sequences) Minor (in-class) performances Major performance/s (with an audience)	Analytical/research essay ◦ T 800 - 1200 words ◦ A 500 - 800 words Seminar presentation (e.g. PowerPoint, oral) of research material Performance review ◦ approx 300 words Journal/log book In-class essay ◦ 600 -1000 words
A courses	30% - 50%	30% - 50%	20% - 30%
T courses	30% - 40%	30% - 40%	30% - 40%
0.5 units A/T	60% - 65%		35% - 40%

The Board recommends 3 - 5 assessment items per standard unit and 2 - 3 items per half standard unit

For a standard unit (1.0) select at least one task from each task type.

For a half standard unit (0.5) select a task from each task type, or Creating and Presenting may be combined into the one assessment item.

Drama

Presenting group performances should be a minimum of 10 minutes, with an approximate guide of 5 minutes per person

Dance

Creating

Each student must be individually responsible for choreographing a minimum of one minute in a group piece or two minutes as a solo.

Presenting

Performances should be a minimum of 2 minutes.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- Understanding and analysis of key concepts and content
- Creativity in forming their own works
- Acquisition and communication of practical skills
- Communication through performance
- Working individually and collaboratively

Assessment Rubrics have been developed for all of the Task Types in the **T** courses. At this stage **A** course rubrics have not been developed. It is envisaged that teachers would use these rubrics as the basis for their assessment amending them where appropriate. These are included at **Appendix A** and will be available electronically on the BSSS website.

Additional Assessment Advice

It is expected that students develop and demonstrate an understanding of OH & S policies and practices in all aspects of the Performing Arts. Safety guidelines for the entertainment industry which have been developed by the Media Entertainment and Arts Alliance are available via the following website:

<http://www.aeia.org.au/pdf/SafetyGuidelines.doc>

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organised on an A – E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

UNIT GRADE DESCRIPTORS for DANCE A COURSES

	CREATING	PRESENTING	EVALUATING
	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content • Creativity in forming their own works • Communication through performance • Working individually and collaboratively 	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content • Acquisition and communication of practical skills • Communication through performance 	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content
A student who achieves an A grade typically	<ul style="list-style-type: none"> • applies the elements of dance and compositional processes with confidence • creates dance communicating the stated choreographic intent with clarity • applies extensive problem solving techniques and rehearsal strategies when working individually and collaboratively 	<ul style="list-style-type: none"> • displays clear and consistent awareness of the stylistic conventions of the genre presented • displays performance skills which incorporate accuracy, technical control, fluency and strength • communicates the choreographer's intent through performance with clarity 	<ul style="list-style-type: none"> • communicates analysis and interpretation with evaluation and justification of specific dance context • provides evidence of research through use of a wide range of mediums • demonstrates a comprehensive use of appropriate dance terminology and produces coherent and task appropriate responses
A student who achieves a B grade typically	<ul style="list-style-type: none"> • applies the elements of dance and compositional processes soundly • creates dance communicating the stated choreographic intent with some clarity • applies effective problem solving techniques and rehearsal strategies when working individually and collaboratively 	<ul style="list-style-type: none"> • displays awareness of the stylistic conventions of the genre presented • displays performance skills which incorporate recall, accuracy and technical control • communicates the choreographer's intent with some clarity 	<ul style="list-style-type: none"> • communicates analysis and interpretation with some evaluation and justification of specific dance context • provides evidence of research through use of a range of mediums • demonstrates use of appropriate dance terminology and produces task appropriate responses
A student who achieves a C grade typically	<ul style="list-style-type: none"> • applies the elements of dance and compositional processes satisfactorily • creates dance communicating a basic understanding of the choreographic intent • applies satisfactory problem solving techniques and rehearsal strategies when working individually and collaboratively 	<ul style="list-style-type: none"> • displays some awareness of the stylistic conventions of the genre presented • displays satisfactory performance skills including recall and technical control • communicates the choreographer's intent to some degree 	<ul style="list-style-type: none"> • communicates basic analysis and interpretation with some evaluation or justification of specific dance context • provides some evidence of research • demonstrates some use of appropriate dance terminology and produces task appropriate responses
A student who achieves a D grade typically	<ul style="list-style-type: none"> • applies the elements of dance and compositional processes superficially • creates dance with limited communication of stated choreographic intent • applies limited problem solving techniques and rehearsal strategies when working individually and collaboratively 	<ul style="list-style-type: none"> • displays limited awareness of the stylistic conventions of the genre presented • displays basic performance skills with limited recall and technical control • displays limited communication of the choreographer's intent 	<ul style="list-style-type: none"> • communicates limited analysis and interpretation with little or no justification of specific dance context • provides limited evidence of research • demonstrates limited use of dance terminology and produces responses which may not be appropriate to the task
A student who achieves an E grade typically	<ul style="list-style-type: none"> • applies very limited use of the elements of dance and compositional processes • creates dance with very limited communication of stated choreographic intent • depends on others in applying problem solving techniques and rehearsal strategies 	<ul style="list-style-type: none"> • displays very limited awareness of the stylistic conventions of the genre presented • displays basic performance skills with very limited recall and/or technical control • displays very limited communication of the choreographer's intent 	<ul style="list-style-type: none"> • communicates little or no analysis, interpretation, evaluation or justification of specific dance context • provides little or no evidence of research • demonstrates little or no use of dance terminology and produces very limited responses

UNIT GRADE DESCRIPTORS for DANCE T COURSES

	CREATING	PRESENTING	EVALUATING
	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content • Creativity in forming their own works • Communication through performance • Working individually and collaboratively 	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content • Acquisition and communication of practical skills • Communication through performance 	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content
A student who achieves an A grade typically	<ul style="list-style-type: none"> • applies the elements of dance and compositional processes with artistry and expertise • creates dance communicating the stated choreographic intent with clarity, originality and expressiveness • applies mature and extensive problem solving techniques and rehearsal strategies when working individually and collaboratively 	<ul style="list-style-type: none"> • displays outstanding awareness of the stylistic conventions of the genre presented • displays outstanding performance skills incorporating heightened accuracy, technical control, fluency, strength and artistry • communicates the choreographer's intent with sensitivity and maturity 	<ul style="list-style-type: none"> • communicates insightful analysis and interpretation with astute evaluation and thorough justification of specific dance context • provides evidence of research rigour through a wide range of mediums used expressively • demonstrates an extensive use of appropriate dance terminology and produces articulate and task appropriate responses
A student who achieves a B grade typically	<ul style="list-style-type: none"> • applies the elements of dance and compositional processes with proficiency • creates dance communicating the stated choreographic intent with clarity and originality • applies effective problem solving techniques and rehearsal strategies when working individually and collaboratively 	<ul style="list-style-type: none"> • displays awareness of the stylistic conventions of the genre presented • displays accomplished performance skills maintaining accuracy, technical control, fluency, strength and artistry • communicates the choreographer's intent with maturity 	<ul style="list-style-type: none"> • communicates effective analysis and interpretation with valid evaluation and justification of specific dance context • provides evidence of research rigour through a range of mediums • demonstrates a comprehensive use of appropriate dance terminology and produces coherent and task appropriate responses
A student who achieves a C grade typically	<ul style="list-style-type: none"> • applies the elements of dance and compositional processes satisfactorily • creates dance communicating the stated choreographic intent • applies satisfactory problem solving techniques and rehearsal strategies when working individually and collaboratively 	<ul style="list-style-type: none"> • displays some awareness of the stylistic conventions of the genre presented • displays satisfactory performance skills including accuracy, technical control, fluency, strength and artistry • communicates the choreographer's intent 	<ul style="list-style-type: none"> • communicates satisfactory analysis and interpretation with some evaluation and justification of specific dance context • provides some evidence of research rigour through a range of mediums • demonstrates some use of appropriate dance terminology and produces task appropriate responses
A student who achieves a D grade typically	<ul style="list-style-type: none"> • applies the elements of dance and compositional processes superficially • creates dance with some communication of stated choreographic intent • applies limited problem solving techniques and rehearsal strategies when working individually and collaboratively 	<ul style="list-style-type: none"> • displays limited awareness of the stylistic conventions of the genre presented • displays basic performance skills with limited accuracy, technical control, fluency, strength and artistry • communicates the choreographer's intent to some degree 	<ul style="list-style-type: none"> • communicates limited analysis and interpretation with little evaluation and justification of specific dance context • provides limited evidence of research skills • demonstrates limited use of appropriate dance terminology and produces limited responses
A student who achieves an E grade typically	<ul style="list-style-type: none"> • applies very limited use of the elements of dance and compositional processes • creates dance with very limited communication of stated choreographic intent • depends on others in applying problem solving techniques and rehearsal strategies 	<ul style="list-style-type: none"> • displays very limited awareness of the stylistic conventions of the genre presented • displays basic performance skills with very limited accuracy and/or technical control • displays very limited communication of the choreographer's intent 	<ul style="list-style-type: none"> • communicates little or no analysis, interpretation, evaluation or justification of specific dance context • provides little or no evidence of research skills • demonstrates little or no use of appropriate dance terminology and produces very limited responses

UNIT GRADE DESCRIPTORS for DRAMA A COURSES

	CREATING	PRESENTING	EVALUATING
	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content • Creativity in forming their own works • Communication through performance • Working individually and collaboratively 	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content • Acquisition and communication of practical skills • Communication through performance 	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content
A student who achieves an A grade typically	<ul style="list-style-type: none"> • creates stylistically correct and genre appropriate pieces for specific audiences • makes unified, original, imaginative dramatic statements; takes risks and explores freely • displays empathy, intuition and vision through the creative process • prepares effectively, both individually and collaboratively, in the creation of performance pieces 	<ul style="list-style-type: none"> • presents complete, coherent dramatic statements showing understanding within a given style or genre; interprets text and character effectively • performs with technical control and fluency and uses stagecraft and technical resources effectively to support form, style, intention and interpretation • performs effectively and appropriately in response to audience; sustains truth in roles 	<ul style="list-style-type: none"> • reflects on the nature and purpose of drama in a personal, cultural and historical context • display insight and research skills in responding to subject matter • produces lucid, technically effective and task appropriate responses
A student who achieves a B grade typically	<ul style="list-style-type: none"> • creates genre appropriate and displays glimpses of stylistically correct pieces for specific audiences • makes unified dramatic statements; takes risks and explores freely at times • displays empathy and vision through the creative process. • prepares satisfactorily, both individually and collaboratively, in the creation of performance pieces 	<ul style="list-style-type: none"> • presents complete and mostly coherent dramatic statements showing understanding within a given style or genre; interprets text and character suitably • performs with satisfactory technical control and fluency and uses stagecraft and technical resources appropriately to support form, style, intention and interpretation • performs appropriately in response to audience; exhibits truth in roles 	<ul style="list-style-type: none"> • shows some reflection on the nature and purpose of drama in a personal, cultural and historical context • shows some insight and satisfactory research skills in responding to subject matter • produces descriptive and technically sound and takes appropriate responses • produces technically simple responses
A student who achieves a C grade typically	<ul style="list-style-type: none"> • creates pieces with aspects that are appropriate for specific audiences • creates some dramatic statements; takes some risks and explores freely at times • displays some empathy and vision through the creative process • prepares collaboratively and at times individually in the creation of performance pieces 	<ul style="list-style-type: none"> • presents complete dramatic statements showing some understanding within a given styles or genre; makes choices with texts and characters • performs with adequate technical control and uses some stagecraft and technical resources to support form, style, intention and interpretation • performs in front of an audience; exhibits elements of truth in roles 	<ul style="list-style-type: none"> • reflects on the nature and purpose of drama in a personal context • shows satisfactory research skills in responding to subject matter • produces simple responses appropriate to the task
A student who achieves a D grade typically	<ul style="list-style-type: none"> • creates pieces with few aspects that are appropriate for specific audiences • sometimes completes brief dramatic statements • shows minimal empathy and vision through the creative process • shows limited collaboration in the creation of performance pieces 	<ul style="list-style-type: none"> • needs assistance to present and communicate short dramatic statements within a given style or genre • performs with little technical control and uses stagecraft and technical resources in a very limited way • performs in front of an audience 	<ul style="list-style-type: none"> • shows some reflection on the nature and purpose of drama in a personal context • produces relevant facts in responses with assistance
A student who achieves an E grade typically	<ul style="list-style-type: none"> • creates pieces with very few aspects that are appropriate for specific audiences • completes little or no brief dramatic statements • shows minimal empathy and vision through the creative process • shows little or no collaboration in the creation of performance pieces 	<ul style="list-style-type: none"> • needs assistance to present and communicate short dramatic statements within a given style or genre • performs with very little technical control • performs in front of an audience with support or guidance 	<ul style="list-style-type: none"> • shows very limited reflection on the nature and purpose of drama in a personal context • produces some relevant facts in responses with assistance

UNIT GRADE DESCRIPTORS for DRAMA T COURSES

	CREATING	PRESENTING	EVALUATING
	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content • Creativity in forming their own works • Communication through performance • Working individually and collaboratively 	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content • Acquisition and communication of practical skills • Communication through performance 	<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content
A student who achieves an A grade typically	<ul style="list-style-type: none"> • consistently creates stylistically correct and genre appropriate pieces for specific audiences • makes outstanding, unified, original, imaginative dramatic statements; takes risks and explores freely and with flair • displays a sophisticated level of empathy, intuition and vision through the creative process • prepares perceptively, both individually and collaboratively, in the creation of performance pieces 	<ul style="list-style-type: none"> • presents complete, coherent dramatic statements showing a high level of understanding within a given style or genre; interprets text and character in a sophisticated manner • performs with absolute technical control and fluency and uses stagecraft and technical resources innovatively to support form, style, intention and interpretation • performs effectively and appropriately in response to audience; sustains truth and intensity in roles 	<ul style="list-style-type: none"> • critically and objectively reflects on the nature and purpose of drama in a personal, cultural and historical context • displays highly developed insight, discernment and research skills in responding to subject matter • produces lucid, technically adept and task appropriate responses
A student who achieves a B grade typically	<ul style="list-style-type: none"> • mostly creates stylistically correct and genre appropriate pieces for specific audiences • makes unified, original, imaginative dramatic statements; takes risks and explores freely • displays empathy, intuition and vision through the creative process • prepares effectively, both individually and collaboratively, in the creation of performance pieces 	<ul style="list-style-type: none"> • presents complete, coherent dramatic statements showing understanding within a given style or genre; interprets text and character effectively • performs with technical control and fluency and uses stagecraft and technical resources effectively to support form, style, intention and interpretation • performs effectively and appropriately in response to audience; sustains truth in roles 	<ul style="list-style-type: none"> • objectively reflects on the nature and purpose of drama in a personal, cultural and historical context • displays insight, discernment and research skills in responding to subject matter • produces lucid, technically effective and task appropriate responses
A student who achieves a C grade typically	<ul style="list-style-type: none"> • creates genre appropriate and displays glimpses of stylistically correct pieces for specific audiences • makes unified dramatic statements; takes some risks and explores freely at times • displays empathy and vision through the creative process • prepares satisfactorily, both individually and collaboratively, in the creation of performance pieces 	<ul style="list-style-type: none"> • presents complete and mostly coherent dramatic statements showing understanding within a given style or genre; interprets text and character suitably • performs with satisfactory technical control and fluency and uses stagecraft and technical resources appropriately to support form, style, intention and interpretation • performs appropriately in response to audience; exhibits truth in roles 	<ul style="list-style-type: none"> • reflects on the nature and purpose of drama in a personal, cultural and historical context • shows some insight and satisfactory research skills in responding to subject matter • produces descriptive technically simple and task appropriate responses
A student who achieves a D grade typically	<ul style="list-style-type: none"> • creates pieces with some aspects that are appropriate for specific audiences • creates some dramatic statements • displays some empathy and vision through the creative process • prepares collaboratively in the creation of performance pieces 	<ul style="list-style-type: none"> • presents complete dramatic statements with support showing some understanding within a given styles or genre; makes choices with texts and characters • performs with adequate technical control and uses stagecraft and technical resources in a limited way to support form, style, intention and interpretation • performs in front of an audience; exhibits limited truth in roles 	<ul style="list-style-type: none"> • reflects on the nature and purpose of drama in a personal context • researches information with assistance • produces simple responses
A student who achieves an E grade typically	<ul style="list-style-type: none"> • creates pieces with few aspects that are appropriate for specific audiences • sometimes completes brief dramatic statements • shows minimal empathy and vision through the creative process • shows limited collaboration in the creation of performance pieces 	<ul style="list-style-type: none"> • needs assistance to present and communicate short dramatic statements within a given style or genre • performs with little technical control and uses stagecraft and technical resources in a very limited way 	<ul style="list-style-type: none"> • shows some reflection on the nature and purpose of drama in a personal context • produces relevant facts in responses with assistance

UNIT GRADE DESCRIPTORS for VOCATIONAL COURSES (TECHNICAL PRODUCTION)

	Creating Technical Practice & Knowledge	Presenting Technical Operation & Implementation	Evaluation Technical Appraisal
A student who achieves an A grade typically	<ul style="list-style-type: none"> shows outstanding independence, initiative, and decision making in a range of situations masters and integrates complex skills including OH&S principles demonstrates highly proficient use of tools and equipment 	<ul style="list-style-type: none"> applies industry related skills and knowledge confidently and precisely with a thorough understanding of roles and functions during the running of a show/event demonstrates outstanding organisation and time skills 	<ul style="list-style-type: none"> writes lucid, technically adept and discerning responses with advanced use of industry and theatre terminology reflects in depth on personal performance; has highly developed research skills methodically plans, collects and organises information
A student who achieves a B grade typically	<ul style="list-style-type: none"> shows a competent level of independence, initiative, understanding, and decision making in a range of situations integrates complex skills within a reasonable time frame, including OH&S principles demonstrates proficient knowledge and use of tools and equipment 	<ul style="list-style-type: none"> applies industry related skills and knowledge with developing confidence and accuracy and a sound understanding of roles and functions during the running of a show/event shows competent organisation and time management skills 	<ul style="list-style-type: none"> writes technically accurate responses with appropriate and some advanced industry and theatre terminology reflects knowledgeably and honestly on personal performance has well-developed research skills; plans, collects and organises information
A student who achieves a C grade typically	<ul style="list-style-type: none"> shows some initiative, independence, understanding, and decision making in some situations and/or with guidance integrates some skills, including OH&S, in a reasonable time frame demonstrates reasonable knowledge and use of tools and equipment 	<ul style="list-style-type: none"> applies industry related skills and knowledge with reasonable accuracy and with some understanding of roles and functions during the running of a show/event shows a reasonable level of organisation and time management 	<ul style="list-style-type: none"> writes task-appropriate responses with relevant industry and theatre terminology reflects with some knowledge and honesty on personal performance has sound research skills; plans and collects information
A student who achieves a D grade typically	<ul style="list-style-type: none"> shows occasional understanding and appropriate decision making in limited situations or under supervision gradually integrates some skills including OH&S principles demonstrates developing knowledge and use of tools and equipment 	<ul style="list-style-type: none"> occasionally applies industry related skills operates with a limited understanding of roles and functions during the running of a show/event shows developing organisation and time management skills 	<ul style="list-style-type: none"> produces simple written responses with basic use of industry and theatre terminology presents a basic list of personal performance tasks displays some research skills with guidance; collects information
A student who achieves an E grade typically	<ul style="list-style-type: none"> under supervision shows understanding and some skill development, including a basic awareness of OH&S demonstrates limited knowledge and use of tools and equipment 	<ul style="list-style-type: none"> applies industry related skills and experiences at times with assistance operates under supervision; manages organisation and time with assistance 	<ul style="list-style-type: none"> with guidance, produces simple written responses, uses appropriate industry and theatre terminology, locates and retrieves information and writes a simple account of actions

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the Act Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

BIBLIOGRAPHY

References for Curriculum Development

Quality Teaching Model

Every chance to learn, Curriculum Framework for ACT schools (Pg 10)

In particular, at the time of publication, the website addresses of the Departments of Education in the various Australian States and Territories are:

<http://www.decs.act.gov.au/>

<http://www.schools.nsw.edu.au/>

<http://www.deet.nt.gov.au/education/>

<http://education.qld.gov.au/>

http://www.decs.sa.gov.au/decs_home.asp

<http://www.education.tas.gov.au/>

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
Liza Laird	Merici College
Ian Walker	Canberra College
Miriam Rosalky	Dickson College
Nigel Palfreman	St Edmunds College

The group gratefully acknowledges the work of previous groups who developed and revised the Performing Arts Course Framework.

Sample of T course DANCE Rubric – PRESENTING Task Type

Contemporary Dance Performance inspired by Merce Cunningham.

Sections in italics or brackets would be customised to suit the specific task.

	A	B	C	D	E
<ul style="list-style-type: none"> • Understanding and analysis of key concepts and content (<i>awareness of the contemporary style</i>) 	Displays outstanding awareness of the <i>contemporary style, including parallel, turn out, alignment, curve, high release and use of the floor</i>	Displays awareness of the stylistic conventions of the <i>contemporary style, including parallel, turn out, alignment, curve, high release and use of the floor</i>	Displays some awareness of the stylistic conventions of the <i>contemporary style, including parallel, turn out, alignment, curve, high release and use of the floor</i>	Displays limited awareness of the stylistic conventions of the <i>contemporary style, including parallel, turn out, alignment, curve, high release and use of the floor</i>	Displays very limited awareness of the <i>contemporary style, including parallel, turn out, alignment, curve, high release and use of the floor</i>
<ul style="list-style-type: none"> • Acquisition and communication of practical skills 	Displays outstanding performance skills incorporating heightened accuracy, control, fluency, strength, elevation, artistry and dynamics <i>including sustained, collapse, swinging and percussive</i>	Displays accomplished performance skills incorporating accuracy, control, fluency, strength, elevation, artistry and dynamics <i>including sustained, collapse, swinging and percussive</i>	Displays satisfactory performance skills including accuracy, control, fluency, strength, elevation, artistry and dynamics	Displays basic performance skills with limited accuracy, control, fluency, strength, elevation and dynamics	Displays basic performance skills with very limited accuracy and/or technical control
<ul style="list-style-type: none"> • Communication through performance 	Communicates the choreographer’s intent (.....) with sensitivity and maturity	Communicates the choreographer’s intent (.....) with maturity	Communicates the choreographer’s intent (.....)	Communicates the choreographer’s intent (.....) to some degree	Displays very limited communication of the choreographer’s intent (.....)

Sample of T course DANCE Rubric – CREATING Task Type

Sections in italics or brackets would be customised to suit the specific task.

	A	B	C	D	E
<ul style="list-style-type: none"> • Understanding and Analysis of key concepts and content 	Applies the elements of dance (<i>time, space and energy</i>) and compositional processes (<i>canon, repetition, retrograde, form</i>) with artistry and expertise	Applies the elements of dance (<i>time, space and energy</i>) and compositional processes (<i>canon, repetition, retrograde, form</i>) with proficiency	Applies the elements of dance (<i>time, space and energy</i>) and compositional processes (<i>canon, repetition, retrograde, form</i>) satisfactorily	Applies the elements of dance (<i>time, space and energy</i>) and compositional processes (canon, repetition, retrograde, form) superficially	Applies very limited use of the elements of dance (<i>time, space and energy</i>) and compositional processes (<i>canon, repetition, retrograde, form</i>)
<ul style="list-style-type: none"> • Creativity in forming their own works • Communication through performance 	Creates dance communicating the stated choreographic intent with clarity, originality and expressiveness	Creates dance communicating the stated choreographic intent with clarity and originality	Creates dance communicating the stated choreographic intent	Creates dance with some communication of stated choreographic intent	Creates dance with very limited communication of stated choreographic intent
<ul style="list-style-type: none"> • Working individually and collaboratively 	Applies mature and extensive problem solving techniques and rehearsal strategies when working individually and collaboratively	Applies effective problem solving techniques and rehearsal strategies when working individually and collaboratively	Applies satisfactory problem solving techniques and rehearsal strategies when working individually and collaboratively	Applies limited problem solving techniques and rehearsal strategies when working individually and collaboratively	Depends on others in applying problem solving techniques and rehearsal strategies

Sample of T course DANCE Rubric – EVALUATING Task Type: Analytical/Research Essay.

Apply the appreciation model to the Dance *Singing in the Rain* from the musical of the same name. Evaluate its effectiveness as a musical theatre dance.

Sections in italics or brackets would be customised to suit the specific task.

	A	B	C	D	E
<ul style="list-style-type: none"> • Understanding and Analysis of Key concepts and content 	Communicates insightful analysis and interpretation of <i>Singing in the Rain</i> with astute evaluation and thorough justification of specific dance context	Communicates effective analysis and interpretation of <i>Singing in the Rain</i> with valid evaluation and justification of specific dance context	Communicates satisfactory analysis and interpretation of <i>Singing in the Rain</i> with some evaluation and justification of specific dance context	Communicates limited analysis and interpretation of <i>Singing in the Rain</i> with little evaluation and justification of specific dance context	Communicates little or no analysis, interpretation, evaluation or justification of specific dance context
	Provides evidence of research rigour through a wide range of mediums used expressively	Provides evidence of research rigour through a range of mediums	Provides some evidence of research rigour through a range of mediums	Provides limited evidence of research skills	Provides little or no evidence of research skills
	Demonstrates an extensive use of appropriate dance terminology and produces an articulate written essay of appropriate length	Demonstrates a comprehensive use of appropriate dance terminology and produces a coherent written essay of appropriate length	Demonstrates some use of appropriate dance terminology and produces a written essay of appropriate length	Demonstrates limited use of appropriate dance terminology and produces limited responses	Demonstrates little or no use of appropriate dance terminology and produces very limited responses

Sample of T course DRAMA Rubric – CREATING Task Type

It is envisaged that teachers will adapt this rubric to include specific concepts and content relevant to the particular task

	A	B	C	D	E
<ul style="list-style-type: none"> Understanding and analysis of key concepts and content 	Consistently creates stylistically correct and genre appropriate pieces for specific audiences	Mostly creates stylistically correct and genre appropriate pieces for specific audiences	Creates genre appropriate and displays glimpses of stylistically correct pieces for specific audiences	Creates pieces with some aspects that are appropriate for specific audiences	Creates pieces with few aspects that are appropriate for specific audiences
<ul style="list-style-type: none"> Creativity in forming their own works 	Makes outstanding, unified, original, imaginative dramatic statements; takes risks and explores freely and with flair	Makes unified, original, imaginative dramatic statements; takes risks and explores freely	Makes unified dramatic statements; takes some risks and explores freely at times	Creates some dramatic statements	Sometimes completes brief dramatic statements
<ul style="list-style-type: none"> Communication through performance 	Displays a sophisticated level of empathy, intuition and vision through the creative process	Displays empathy, intuition and vision through the creative process	Displays empathy and vision through the creative process	Displays some empathy and vision through the creative process	Shows minimal empathy and vision through the creative process
<ul style="list-style-type: none"> Working individually and collaboratively 	Prepares perceptively, both individually and collaboratively, in the creation of performance pieces	Prepares effectively, both individually and collaboratively, in the creation of performance pieces	Prepares satisfactorily, both individually and collaboratively, in the creation of performance pieces	Prepares collaboratively in the creation of performance pieces	Shows limited collaboration in the creation of performance pieces

Sample of T course DRAMA Rubric – PRESENTING Task Type

It is envisaged that teachers will adapt this rubric to include specific concepts and content relevant to the particular task

	A	B	C	D	E
<ul style="list-style-type: none"> Understanding and analysis of key concepts and content 	Presents complete, coherent dramatic statements showing a high level of understanding within a given style or genre; interprets text and character in a sophisticated manner	Presents complete, coherent dramatic statements showing understanding within a given style or genre; interprets text and character effectively	Presents complete and mostly coherent dramatic statements showing understanding within a given style or genre; interprets text and character suitably	Presents complete dramatic statements with support showing some understanding within a given style or genre; makes choices with texts and characters	Needs assistance to present and communicate short dramatic statements within a given style or genre
<ul style="list-style-type: none"> Acquisition and communication of practical skills 	Performs with absolute technical control and fluency and uses stagecraft and technical resources innovatively to support form, style, intention and interpretation	Performs with technical control and fluency and uses stagecraft and technical resources competently to support form, style, intention and interpretation	Performs with satisfactory technical control and fluency and uses stagecraft and technical resources appropriately to support form, style, intention and interpretation	Performs with adequate technical control and uses stagecraft and technical resources in a limited way to support form, style, intention and interpretation	Performs with little technical control and uses stagecraft and technical resources in a very limited way
<ul style="list-style-type: none"> Communication through performance 	Performs effectively and appropriately in response to audience; sustains truth and intensity in roles	Performs effectively and appropriately in response to audience; sustains truth in roles	Performs appropriately in response to audience; exhibits truth in roles	Performs in front of an audience; exhibits limited truth in roles	

Sample of T course DRAMA Rubric – EVALUATING Task Type: Analytical Essay.

It is envisaged that teachers will adapt this rubric to include specific concepts and content relevant to the particular task

	A	B	C	D	E
<ul style="list-style-type: none"> Understanding and analysis of key concepts and content 	<p>Critically and objectively reflects on the nature and purpose of Drama in a personal, cultural and historical context</p> <p>Displays highly developed insight, discernment and research skills in responding to subject matter</p> <p>Produces lucid, technically adept and task appropriate responses</p>	<p>Objectively reflects on the nature and purpose of Drama in a personal, cultural and historical context</p> <p>Displays insight, discernment and research skills in responding through to subject matter</p> <p>Produces lucid, technically effective and task appropriate responses</p>	<p>Reflects on the nature and purpose of Drama in a personal, cultural and historical context</p> <p>Shows some insight and satisfactory research skills in responding through subject matter</p> <p>Produces descriptive technically simple and task appropriate responses</p>	<p>Reflects on the nature and purpose of Drama in a personal context</p> <p>Researches information with assistance</p> <p>Produces simple responses</p>	<p>Shows some reflection on the nature and purpose of Drama in a personal context</p> <p>Produces relevant facts in responses with assistance</p>

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in bold relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting, thinking laterally, generating ideas, inquiring and researching , interrogating, conceptualising, collecting and analysing data and information, classifying , interpreting, formulating hypotheses, generalising, synthesising, reflecting , justifying conclusions, understanding different perspectives, understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques (eg estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing initiative, resourcefulness , resilience, persistence, assessing and taking risks, recognising and seizing opportunities, problem-posing, problem-identification, problem clarification , being practical, being innovative , using mathematical techniques, using appropriate technologies, working independently and/or collaboratively to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	oral and written skills in Standard Australian English, matching communication to audience and purpose , using terminology and style appropriate to particular disciplines, using mathematical language , creating and communicating meaning using multi-modal forms, imagining the feelings and views of others , respecting and valuing diversity
• informed and ethical decision-makers	finding information and using evidence as the basis for judgements and decisions, developing awareness of differing perspectives , having integrity, taking action, exploring and critically reflecting on own values, attitudes and beliefs
• environmentally and culturally aware citizens	understanding <i>the interconnectedness of the natural and constructed world; the multicultural nature of Australian society; Indigenous perspectives;</i> and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions
• confident and capable users of technologies	having a range of IT skills , accessing and evaluating <i>information</i> , designing and making, communicating using technologies, choosing most appropriate technologies for the task , refining processes, willingness to learn new skills
• independent and self-managing learners	e.g. understanding self (including gender), having personal goals, evaluating and monitoring own performance, taking responsibility , flexibility in adapting course of action, openness to new ideas, managing time and resources, planning and organising
• collaborative team members	e.g. contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (including contributions of boys and girls), skills in negotiation and compromise, sustaining commitment to achieve group goals

and provide students with

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, work experience
• a basis for self-directed and lifelong learning	through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for a social and economic environment of greater individual responsibility
• personal attributes enabling effective participation in society	developing social skills and capabilities for citizenship, work experience and recognition of outside learning; through understanding of a globalised knowledge society