



# **Shape of ACT Senior Secondary Curriculum**

## **Live Production and Services A/M/V**

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## 1. PURPOSE

- 1.1 The *Shape of ACT Senior Secondary Curriculum: Live Production and Services* will guide the writing of the revised *Live Production and Services A/M/V* course.
- 1.2 This paper has been prepared following the deliberations of the *Live Production and Services A/M/V* writing team and also in consultation with Christopher Maher, Training Co-ordinator, The Canberra Theatre.
- 1.3 The paper should be read in conjunction with *The Shape of the ACT Senior Secondary Curriculum* located at: [http://www.bsss.act.edu.au/curriculum/bsss\\_course\\_development\\_consultation](http://www.bsss.act.edu.au/curriculum/bsss_course_development_consultation)

## 2. INTRODUCTION

- 2.1 The *Live Production and Services A/M/V* course will be the basis of planning, teaching, learning and assessment in ACT senior secondary schools.
- 2.2 The Shape Papers recognise that each subject features discrete knowledge, symbols, language, processes, and skills
- 2.3 The Shape Paper will guide the course development process. These courses will be the basis of planning, teaching, learning, and assessment in ACT senior secondary colleges.
- 2.4 The course makes provision for qualifications or a Statement of Attainment from the Creative Arts and Culture Training Package Training Package. Refer to training.gov.au <https://training.gov.au/Training/Details/CUA>

## 3. BACKGROUND

- 3.1 The ACT Board of Senior Secondary Studies is developing the *Live Production and Services* curriculum as part of the Final Recommendations of the *Review of C and E Course Classifications Final Report*.
- 3.2 *Live Production and Services A/M/V* is a discreet subject that develops skills, knowledge, and understandings for working in the Live Production industry, as well as a range of general capabilities to pursue a range of future occupations and life aspirations. In its developed form, this course will be contemporary and relevant to senior secondary students in the 21<sup>st</sup> century.
- 3.3 All courses under development are required to meet Board design specifications and to align with Board requirements for senior secondary curriculum. These specifications align with ACARA course design specifications and provide teachers with flexibility to plan, teach and assess according to the needs and interests of their students.
- 3.4 The *Live Production and Services A/M/V* course is a highly practical course, and to facilitate delivery, it is to be developed under the *Industry and Services Framework*, which prioritises practical applications. The Framework is located at:

[http://www.bsss.act.edu.au/data/assets/pdf\\_file/0010/411022/Industry\\_and\\_Services\\_Framework.pdf](http://www.bsss.act.edu.au/data/assets/pdf_file/0010/411022/Industry_and_Services_Framework.pdf)

The rationale for this framework describes Industry and Services courses as:

*Courses written under this framework provide students with knowledge, understanding and skills relating to areas of work inside the industry & services domains. In broad terms, students learn about industry practices, processes, procedures, and concepts such as technical information, materials, sustainability, equipment, and work health & safety (WHS). Students learn to analyse, problem solve, make decisions, and develop interpersonal and intrapersonal skills suitable for employment and further training.*

- 3.5 All courses based on this framework should enable students to:
  - analyse industry practices, processes, and procedures
  - analyse technical information and specifications
  - understand materials and equipment

- demonstrate industry specific literacy and numeracy skills
- solve problems and use industry specific terminology
- organise resources and material to create quality products and services
- work independently and collaboratively in accordance with WHS principles and industry standards
- communicate in a range of modes and mediums.

Courses developed under this Framework provide details of course content through the component units of the course. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

### 3.6 Concepts, knowledge and skills from the Industry and Services Framework:

#### Concepts and knowledge

- industry practices, processes, concepts, and procedures
- technical information and terminology
- materials and equipment
- Workplace Health and Safety Skills.

#### Skills

- analysing and evaluating
- problem solving
- decision making
- reflecting on own learning
- industry specific literacy and numeracy
- interpersonal and intrapersonal strategies communication

### 3.7 All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. The Australian Curriculum General Capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum.

The General Capabilities of Critical and Creative Thinking will be developed by Live Productions through the creative approach and design solutions associated with productions.

*In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives, and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours, and dispositions such as reason, logic, resourcefulness, imagination, and innovation in all learning areas at school and in their lives beyond school.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/>

The General Capability of Personal and Social Capability will be developed in Live Production and Services through students engaging and working collaboratively to develop and creative implement practices and processes necessary in the implementation of live productions.

*Students develop Personal and Social Capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and Social Capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others, and understanding relationships, establishing, and building positive relationships, making responsible*

*decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.*

The full reference can be found [here](#).

The General Capability of Information and Communication Technology (ICT) will be developed in Live Production and Services through the exploration of new and emerging technologies in the development and production of live performances.

*In the Australian Curriculum, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills, and confidence to make ICT work for them at school, at home, at work and in their communities.*

The full reference can be found [here](#).

- 3.8** The importance of the senior years of schooling as a critical transition point for young people is highlighted in two extracts from the *Alice Springs (Mparntwe) Education Declaration*:

*All Australian Governments and the education community need to support students in their senior years by helping them acquire the cognitive and social skills necessary for life after school and equip students to remain engaged in learning throughout life.*

*Australian Governments commit to working with the education community to provide a senior secondary education that equips young people with the skills, knowledge, values, and capabilities to succeed in employment, personal and civic life.*

<https://docs.education.gov.au/documents/alice-springs-mparntwe-education-declaration>

## **4. THE CONTEXT OF THE ACT**

- 4.1** Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

- 4.2** Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching

- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

**4.3** In consideration of the ACT context, and in response to contemporary research and literature, the *Live Production and Services* curriculum should include:

- a student-centred pedagogical approach
- the educational needs of young people with respect to Live Production skills, knowledge, processes, and industry practices
- procedures to safely undertake work in the Live Production and Services industry
- industry specific literacy and numeracy skills
- working collaboratively and independently
- communicating with others from diverse backgrounds and for a range of purposes
- the Industry and Services Framework and Achievement Standards
- the needs of different schools and sectors (government and non-government)
- awareness of local, national, and global issues
- aesthetic, ethical, environmental and sustainability factors.

## 5. AIMS OF THE LIVE PRODUCTION CURRICULUM

**5.1** *Live Production and Services A/M/V* is a course which develops the knowledge, skills and understanding required to undertake work and further study within the live production and performance industry. It has connections in varied disciplines including Science, Technology, Engineering and Mathematics (STEAM), media, business, design, construction, tourism, events, and The Arts. *Live Production and Services A/M/V* explores knowledge, understandings, and technical skills required to plan, develop, and implement live and technologically blended performances.

Live production has seen unexpected challenges in recent years with the onset of a global pandemic and the forced closure of many components of the industry including theatre, music, sport, and stage events. Despite these challenges live production remains an important part of the performance industry and as such is finding innovation in process and technology to adapt and meet the needs of the post pandemic era.

A *Live Production and Services A/M/V* curriculum considers the transformative shift towards a multi-modal approach in what Auslander (2008) terms 'mediated' and 'unmediated' performances: mediated, referring to performances that have an intermediary component between the performer and audience such as camera, director, or editor. And unmediated, those *live* performances of a theatre actor, stage show or music performance. As Wurtzler (1992) points out, '*a great many performances blend elements of both, blurring the distinction between them*'. Questions posed in a live production and services curriculum examine how live performances continue to be framed in the age of increasing technological influences; 'is there a set of necessary or sufficient conditions that, if met, qualify a performance as live? And what degree of technological mediation is permissible before performances cease to be live?'

*Live Production and Services A/M/V* elicits problem solving, collaboration and creativity throughout systematic planning, development, and implementation of live performances. According to Phillips and Newman (2017) Production and Design courses often find themselves isolated from the other creative disciplines or battle with the perception that their work is in fact not creative but entirely the technical implementation of 'someone else's vision'. This approach dismisses the creative thinking required in the development and orchestration of the design and denies the complexity inherent in anything 'technical' (pp 9). If there are creative decisions that are heavily reliant on technical infrastructure, then there needs to be a synthesis between the creative and the functional (Phillips and Newman, 2017, pp 11).

*Live Production and Services A/M/V* explores a variety of dynamic components and their interdependence in a performance including lighting, sound, audio visual and stage design. It investigates the importance of each component in production and provides opportunities for critical reflection regarding their application. Esekong (2014) notes that a major consideration in the evaluation of designs for the stage is the issue of functionality. A design cannot be successful if it does not function for its purpose.

As such the *Live Production and Services A/M/V* course finds opportunities for understanding where and how, the creative and technical inter-connect and how creativity moves into functionality at a point wherein *this-will-work and this-will-not-work* are established and that for the most part the role is interpretative; the interpretation of the vision of the director, choreographer and/or designer (Phillips and Newman, 2017) are important considerations in a *Live Production and Services A/M/V* curriculum.

Opportunities to develop collaborative approaches to design solutions for problems in *Live Production and Services A/M/V* exist through cross disciplinary learning. It is important to consider the reciprocal relationship/collaborative process, such as where a 'good' director might suggest "I want something," with the emphasis on *something* leaving open the opportunity for a dialogue between director and designer. This collaborative approach breeds a sense of trust in working toward a shared vision. (Phillips and Newman 2017)

As theatre is fast becoming a technical affair, considering the wide use of technology in both indoor and outdoor theatre, greater attention is drawn to the technical design components. Consequently, there is a higher tendency to scrutinize the quality of the technical design product (Esekong, 2014) and as such the *Live Production and Services A/M/V* course builds essential capabilities for the continued growth of the live performance industry.

**5.2** The *Live Production and Services A/M/V* course enables students to:

- demonstrate technical skills
- develop live performance knowledge and understandings
- implement and undertake sustainable work practices
- plan, adapt and implement live production events
- appraise design and implementation processes to make considered improvements
- develop skills in the selection of materials for live productions
- develop skills in the selection and use of Live Production technology and resources
- demonstrate critical thinking and problem-solving ability
- evaluate industry practices, and process
- explain and apply Workplace Health and Safety legislation, rules, and procedures in live production contexts
- demonstrate personal and interpersonal skills, including teamwork and communication skills

## 6. STRUCTURE OF THE LIVE PRODUCTION AND SERVICES CURRICULUM

### RATIONALE

*Live Production and Services* focuses on the design processes and technical industry skills required to design, create, and produce live and blended performances in an increasingly technological industry. Students develop knowledge and understanding in concepts of sound, light, audio visual elements, stage management, design, and construction. They develop the technical skills and knowledge for the creative application of traditional and emerging technologies of the live production industry. They examine the challenges that exist in the live production industry and explore potential solutions and opportunities.

Students examine industry practices and processes for a variety of purposes. These are explored and applied across a range of subsets within the industry and as such allow for investigation in a diverse range of occupations contained within. They investigate the purpose of live production, occupations, future directions, and trends.

Through both individual and collaborative learning experiences, students learn to meet employer expectations and establish productive and appropriate work habits. Participating in industry specific tasks promotes development of adaptable, competent, self-motivated individuals who incorporate safety and collaboration into their work habits.

Students develop skills in communicating orally, and in written and graphical modes to develop and deliver technical and design specifications.

They plan, select, and organize materials to achieve desired live performance outcomes to meet design and client briefs, implementing sustainable practices. Students interpret results and data from own investigations to draw justified conclusions.

Students develop relevant technical, vocational, and interpersonal competencies suitable for employment and further training in the live production industry. It also provides for the development of employability skills such as communication, critical and creative thinking, problem solving, and teamwork, which are transferable to other industry areas. Through the study of this subject, students will gain experiences that can be applied in a range of contexts, including work, study, and recreation, assisting them to make informed choices.

The course provides opportunities to complete VET qualifications or a Statement of Attainment from the Creative Arts and Culture Training Package (CUA).

### UNITS

(May be studied in any order)

#### **Live Production Industry**

Students investigate the nature of live events and the production elements required for their implementation. They analyse creative and technical principles which impact live productions in varying contexts. Students investigate technical specifications of live production equipment and resources and analyse their use in the production of a range of effects to communicate meaning. They analyse the purposes, processes, and responsibilities, of different sections of live production events throughout production stages. Students apply skills within live production elements with adherence to WHS requirements.

#### **Technical Production**

Students analyse the aesthetic principles of technical elements of productions and their impact on audience response. They investigate the knowledge, skills, and understanding necessary for developing and implementing technical staging elements of live productions. Students investigate existing and emerging analogue and digital technologies in productions and apply those skills to enhance live events and productions. They develop the interpersonal and communication skills to work collaboratively throughout all stages of production. Students develop and apply communication skills for planning, implementing, and reflecting on productions and events.

### **Event Operations**

Students explore the knowledge and skills required for the collaborative development and implementation of live events. They investigate live production careers and plan for their own opportunities within the industry. Students analyse the impact of leading and supporting roles that contribute to the planning and facilitation of live performances. Students examine and solve problems typically experienced in these roles. They apply communication skills specific to operational roles

### **Design for Production**

Students investigate design principles and practices used in the development and implementation of live productions. They analyse productions and events to understand the elements of successful production design. Students interpret design and technical guidelines to understand form and purpose of the production. They investigate existing and emerging technologies used in live productions and how they can be applied for creative purposes. Students apply design processes, elements, and technical production knowledge necessary for developing and implementing live events. They analyse, evaluate, and reflect on productions and consider improvements for future events.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

*Please note:* Training Package requirements for students seeking VET qualifications through the Creative Arts and Culture Training Package (CUA) must still be met.

## **7. CONSIDERATIONS**

### **7.1 Incorporating a futures orientation**

*The Future of Education and Skills Education 2030* stresses the importance of being future focused in the development of curriculum for schools. The *Live Production* course has a futures orientation in addressing the growing need for young people to be innovative, responsible, and aware:

*To prepare for 2030, people should be able to think creatively, develop new products and services, new jobs, new processes and methods, new ways of thinking and living, new enterprises, new sectors, new business models and new social models. Increasingly, innovation springs not from individuals thinking and working alone, but through cooperation and collaboration with others to draw on existing knowledge to create new knowledge. The constructs that underpin the competency include adaptability, creativity, curiosity, and open-mindedness.*

[http://www.oecd.org/education/2030-project/contact/E2030\\_Position\\_Paper\\_\(05.04.2018\).pdf](http://www.oecd.org/education/2030-project/contact/E2030_Position_Paper_(05.04.2018).pdf)

The course does more than prepare students for the world of work. It enables students to develop the essential capabilities for twenty-first century learners:

*Education has a vital role to play in developing the knowledge, skills, attitudes, and values that enable people to contribute to and benefit from an inclusive and sustainable future. Learning to form clear and purposeful goals, work with others with different perspectives, find untapped opportunities and identify multiple solutions to big problems will be essential in the coming years. Education needs to aim to do more than prepare young people for the world of work; it*

*needs to equip students with the skills they need to become active, responsible, and engaged citizens.*

[http://www.oecd.org/education/2030-project/contact/E2030\\_Position\\_Paper\\_\(05.04.2018\).pdf](http://www.oecd.org/education/2030-project/contact/E2030_Position_Paper_(05.04.2018).pdf)

## **7.2 Live Production and Services curriculum**

*Live Production and Services* has an important place in the ACT senior secondary curriculum. The curriculum promotes problem-solving and decision-making, and in studying *Live Production and Services* students are active participants in their own learning. Students are challenged to think about and respond to their environment and work practices. Their personal and social development is fostered through working independently and collaboratively, and in the development of communication skills and intercultural awareness.

## **7.3 Equity and opportunity**

The *Live Production and Services* curriculum is inclusive of students' needs and interests. It provides flexibility and choice for teachers and students. The factors that influence this choice include school and community contexts, local community learning opportunities, contemporary and local issues, and available learning resources.

## **7.4 Role of digital technologies**

Students and teachers integrate a growing range of online information, tools, and applications. These include digitised online materials such as historical documents, books, newspapers, images, and items from museum collections, as well as other online resources including databases, reference works and indexes to library holdings.

## **7.5 Clarity of curriculum**

The curriculum is substantial and flexible. It is sufficiently rich and descriptive to guide teachers with limited experience but avoids excessive prescription that would hamper experienced teachers from exercising their skills. The curriculum document is expressed clearly in terms that are accessible to a new teacher, while allowing all teachers to enhance it with their interests and expertise.

## **7.6 Breadth and depth of study**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions.

A program of learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals providing that it does not duplicate content in other units.

## **7.7 The nature of the learner**

The courses address the needs of diverse learners and caters for Accredited (A) and Modified (M) levels of study.

## **7.8 General capabilities**

Skills and understanding related to numeracy, literacy and ICT are further developed and used in *Live Production*, as are problem solving and creativity. Critical and creative thinking are developed when students explore problems, develop innovative ideas, generate solutions, and evaluate and refine their ideas. They develop personal and social capability while working collaboratively and independently and build on self-management skills.

## **7.9 Cross curriculum perspectives**

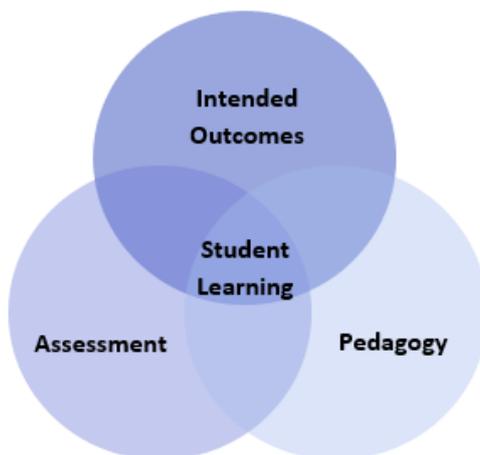
Each of the perspectives, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability are represented in ways that are appropriate to in the course.

## 8. PEDAGOGY AND ASSESSMENT

The underpinning beliefs and learning principles for the development of the ACT Board of Senior Secondary School curriculum as are follows:

### 8.1 Underpinning beliefs

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



### 8.2 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 learners' 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).*

## 9. CONCLUSION

The *Live Production and Services A/M/V* course is to be developed under the *Industry and Services Framework*. Students develop an understanding of the live production industry. They learn to analyse, problem solve, and create solutions. The course equips students to engage confidently with appropriate technologies and to communicate appropriately to different audiences in a range of mediums. Students work both independently and collaboratively and develop interpersonal and intrapersonal skills suitable for employment and further training.

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