

40312**Adapt existing lesson plans for a group as a performing arts emerging tutor**

Kaupae Level	2
Whiwhinga Credit	5
Whāinga Purpose	<p>This skill standard is for emerging tutors in the performing arts who want to learn how to adapt existing lesson plans for a performing arts group with assistance from a lead tutor.</p> <p>It is intended for learners/ākonga engaged in the performing arts, either professionally or within a community context, and is suitable for a diverse range of learners regardless of ethnicity, gender, identity, or abilities.</p> <p>This skill standard aligns with the Performing Arts Emerging Tutor (Micro-credential), Level 2 [Ref: 5121].</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Adapt existing lesson plans for a group as a performing arts emerging tutor.	a. Identify the individual learning preferences and abilities of participants.
	b. Adapt existing lesson plans to be suitable for the individual learning preferences and abilities of participants.
	c. Identify and adapt activities to be suitable for the individual preferences and abilities of participants in accordance with the lesson plans.
	d. Identify equipment and/or props required to support the activities for participants in accordance with the lesson plans.
	e. Set-up the learning environment for the learning session in accordance with the lesson plans.
	f. Identify the health and safety requirements for participants in accordance with the lesson plans.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria**Assessment specifications:**

The existing lesson plans will be adapted for delivery in inclusive learning sessions. The learning sessions must include a minimum of five participants (excluding the emerging and lead tutor) and be at least one hour in duration. The learners/ākonga is required to adapt two lesson plans for two separate learning sessions with assistance and guidance from a lead tutor.

This skill standard will be applied in situations that are limited in scope, familiar, and repetitive, where learners/ākonga engage in activities within clearly defined contexts.

Some learners/ākonga, particularly those with disabilities, may require additional learning and practice to develop the necessary skills and knowledge, which could extend beyond 50 hours to achieve the 5 credits.

The learner/ākonga must observe relevant organisational criteria and/or legislation such as the Health and Safety at Work Act (2015) and the Privacy Act (2020).

The lesson plans adapted must be used for real performing arts learning sessions.

Definition:

Emerging tutor is an individual who is in the early stages of developing their teaching skills and knowledge, working under the guidance of a more experienced lead tutor. Emerging tutors are typically building confidence, refining their instructional techniques, and learning to support learners/ākonga effectively. They may have personal experience in the subject matter, such as having participated in the sessions they are now helping to lead and are beginning to take on more responsibility in the teaching or facilitation process. The role of an emerging tutor is often transitional, with the aim of building self-confidence and progressing toward further learning opportunities, community involvement, or employment.

Ngā momo whiwhinga | Grades available

Achieved.

Ihirangi waitohu | Indicative content

- Identifying individual preferences and abilities:
 - Common learning styles, including visual, auditory, kinaesthetic, and collaborative preferences.
 - Factors affecting individual engagement, such as motivation, cultural background, and personal learning needs.
 - Adaptation techniques for diverse abilities, supporting an inclusive learning environment.
- Lesson planning:
 - Elements of a lesson plan specific to performing arts, including objective, timing and activity sequence.
 - Types of activities in performing arts sessions, such as warm-ups, skill-building exercises and group performances.
 - Methods to align lesson content with participants' existing abilities and developmental stages.

- Activity adaption:
 - Types of adaptive tools and resources used in the performing arts, including modified equipment and props.
 - Considerations in adapting activities of accessibility such as sensory, cognitive and physical needs.
 - Approaches to incorporating flexibility into activities, allowing participants to engage at their own pace.
- Learning environment setup:
 - Typical layout options for performing arts spaces, considering visibility, accessibility and movement flow.
 - Requirements for organising equipment and props for smooth transitions between activities.
 - Environmental adjustments to create a safe and inclusive space for all participants. Collaboration with key stakeholders.
- Health and Safety considerations:
 - General safety requirements in performing arts, including warm-up protocols and injury prevention.
 - Guidelines for maintaining a safe environment, such as spacing, equipment inspection, and risk assessment.

Rauemi | Resources

- [Health and Safety at Work Act 2015 | WorkSafe](#)

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toi Mai Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Arts and Crafts > Performing Arts General > Performing Arts Teaching
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0099

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	28 November 2024	N/A
Kōrero whakakapinga Replacement information	N/A		
Rā arotake Planned review date	31 December 2029		

Please contact Toi Mai Workforce Development Council at qualifications@toimai.nz to suggest changes to the content of this skill standard.