

<b>Title</b>	<b>Demonstrate knowledge of techniques and theory for performing arts teaching</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	People credited with this unit standard are able to demonstrate knowledge of techniques and theory for performing arts teaching.
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<b>Classification</b>	Performing Arts General > Performing Arts Teaching
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 All learning and assessment leading to this unit standard must be carried out in accordance with the following as relevant:
  - legislation including Health and Safety at Work Act 2015 and subsequent amendments;
  - current industry best practice and industry guidelines;
  - organisational policies and procedures.
  
- 2 Definitions
 

*Industry best practice* means the range of actions, methodologies and approaches currently accepted as high quality within the performing arts sector.

*Organisational policies and procedures* are instructions to staff that may be documented and available for reference in the form of an operations manual and/or policy and procedures manual. They include, as relevant, health and safety plan, the use of personal protective equipment (PPE), and normal company operating policy and procedures.

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### Outcomes and performance criteria

#### Outcome 1

Demonstrate knowledge of techniques and theory for performing arts teaching.

#### Performance criteria

- 1.1 Describe principles and theories of learning in relation to how people learn at different life stages in own performing arts teaching context.
 

Range            children, teenagers, young adults, adults, older people.

1.2 Describe teaching methods, learning styles, and factors that influence learning in a performing arts environment and what these mean for performing arts teaching.

1.3 Describe different learner-centred teaching and learning approaches, and examples of when and how they can be applied for effective performing arts teaching.

Range includes – demonstration, direct instruction, task, reciprocal, guided practice, problem solving, individual, specific feedback, understanding checks, progressions, linking to historical context.

1.4 Describe potential barriers to learning and participation for performing arts learners, and ways to overcome these as a performing arts teacher.

Range barriers include but are not limited to – age, expectations, physical development, skill level, learning styles, aptitude.

1.5 Explain assessment methods and approaches that support effective performing arts teaching.

Range formative assessment, summative assessment.

1.6 Identify hazards and associated risks that may impact on the teaching of performing arts and describe strategies for minimising these.

<b>Planned review date</b>	31 December 2026
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 July 2021	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0099
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

#### Comments on this unit standard

Please contact Skills Active Aotearoa [info@skillsactive.org.nz](mailto:info@skillsactive.org.nz) if you wish to suggest changes to the content of this unit standard.