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| Title | Evaluate teaching and assessment strategies for performing arts learners in a range of industry contexts | | |
| Level | 6 | Credits | 10 |

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| Purpose | People credited with this unit standard are able to evaluate teaching and assessment strategies for performing arts learners in a range of industry contexts. |
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| Classification | Performing Arts General > Performing Arts Teaching |
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| Available grade | 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.
- 3 Recommended for entry: Unit 32786, *Demonstrate knowledge of techniques and theory for performing arts teaching*.

Outcomes and performance criteria

Outcome 1

Evaluate teaching and assessment strategies for performing arts learners in a range of industry contexts.

Range industry contexts may include but are not limited to – teaching studio, school-based setting, theatre, film studio, concert hall, cultural setting (e.g. marae), community setting;
evidence of three industry contexts for one performing arts discipline (e.g. dance, drama, music) is required.

Performance criteria

1.1 Analyse the similarities and differences between performing arts teaching industry contexts.

Range similarities and differences may include but are not limited to those related to – physical environment, internal values and culture, people involved, organisation structure, age and stage of learners, logistics, barriers to inclusion for learners, availability of resources; evidence of similarities and differences for six areas across the three industry contexts is required.

1.2 Evaluate teaching strategies to improve skill acquisition in terms of their suitability and effectiveness for learners in performing arts teaching industry contexts.

Range strategies may include but are not limited to – demonstration, direct instruction, task, reciprocal, guided practice, problem solving, individual and specific feedback, understanding checks, progressions, team teaching, linking to historical context; evidence of three strategies across the three industry contexts is required.

1.3 Evaluate assessment practices in terms of their suitability and effectiveness for learners in performing arts teaching industry contexts.

Range assessment may be – formative, summative; practices may include but are not limited to – integrated assessment, learner self-assessment, online and/or virtual assessment, skills recognition, embedded assessment, single standard and/or outcome assessment, external qualifications via industry body; evidence of three practices across the three industry contexts is required.

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| Planned review date | 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 |

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| Consent and Moderation Requirements (CMR) reference | 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 if you wish to suggest changes to the content of this unit standard.