

Desirable features

High-quality performance is evidenced by:

- enthusiastic, collaborative, multifaceted and sustained contribution to the creation, production, organisation and performance of an event.
- organisational and entrepreneurial skills (e.g. public relations and marketing).
- display of flair and originality.

Acceptable performance (successful task completion) is evidenced by:

- an identifiable contribution to the staging of a relevant event or performance in the performance and the organisation.

YEARS 4-6
TASK

4



A Celebratory, Festive or Artistic Event or Performance

New Basics referents

Life pathways and social futures

- Collaborating with ... others

Multiliteracies and communications media

- Making creative judgments and engaging in performance
- Mastering literacy and numeracy

Active citizenship

- Interacting within local ... communities

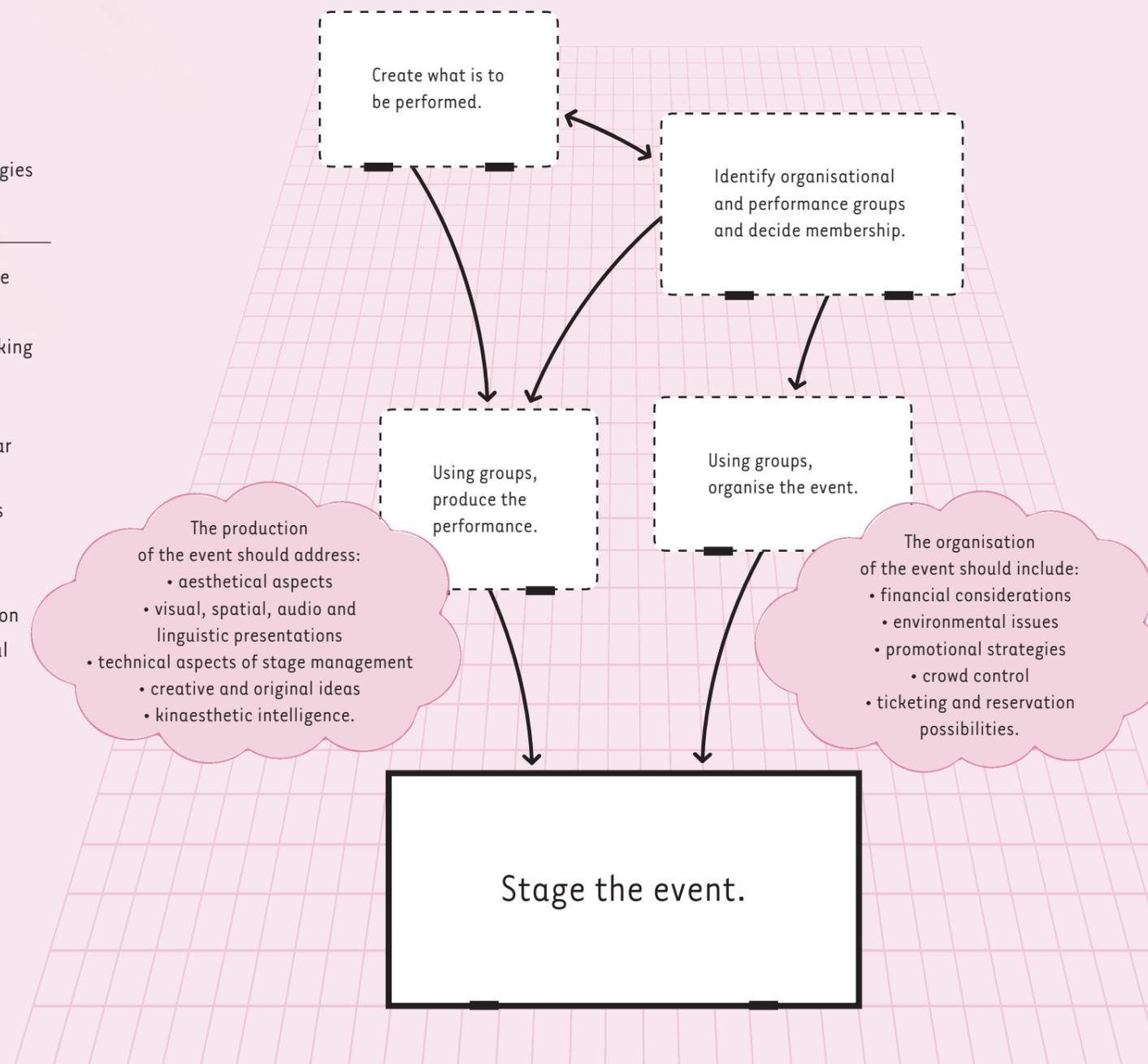
Environment and technologies

- Working with design and engineering technologies

Targeted repertoires of practice

- Applying the personal touch to a group venture
- Appreciating the aesthetics of performance
- Consulting on, researching, analysing and making decisions about aspects of staging an event
- Committing to the culmination of a project
- Creating works to be performed for a particular purpose
- Expressing oneself through one or more modes
- Investigating organisational models
- Justifying decisions
- Making financial decisions based on calculation
- Making suggestions to minimise environmental damage
- Managing one's time effectively
- Negotiating roles and responsibilities

Students will work within teams, in different capacities, in planning, organising, creating and performing in a celebratory, festive or artistic event or performance that takes place at or outside the school.



Ideas, hints and comments

- Performances take various possible forms (e.g. music hall, concert, play, dance, circus act, gymnastics display, magic). An event might even incorporate several of these.
- When student cohorts are smaller, the event may well be shorter. Quality, not quantity, is the goal.
- An organisational group might take on roles such as overall management, venue management, promotion, finance. A performing group might take on roles, depending on the performance, such as acting/directing, music/sound, stage management, lighting, costuming, choreography, animal management.
- A breakdown of roles and responsibilities re event management could be found by researching on the Internet.
- This might be a good opportunity to encourage environmentally friendly practices.

Task parameters

- Task intensity: medium
- Each student must work as a member of two groups — one with an organisational role and one that contributes directly to the performance. No organisational group is to include most of the members of any performance group and vice versa.
- Each group is to diarise the contribution of each student in it, with the students to sign off on the agreement.
- A precondition for the performance is that the students are to have created what is to be performed. (This might involve rearrangement or resequencing of existing works.)
- Available grades: 4