# Performing arts – 200-hour sample scope and sequence

This example is provided as a guide only. Schools will operate their department approved electives based on school and student needs and local context.

Table 1 – Performing arts 200-hour sample scope and sequence (Year 9)

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| --- | --- | --- | --- |
| Topic | Timing | Outcomes | Assessment |
| Core 1 – Performing arts essentials30 hours | Terms 1 to 2 – Year 912 weeks | **PA5-1**, **PA5-2**, **PA5-3**, **PA5-4**, **PA5-6**, **PA5-7**, **PA5-9**, **PA5-10** | Analysing and exploring essential performing arts conceptsTerm 2 Week 2 |
| Option 1 – A matter of perspective20 hours | Term 2 – Year 98 weeks | **PA5-1**, **PA5-4**, **PA5-5**, **PA5-6**, **PA5-7** | Audience-centred research taskTerm 2 Week 10 |
| Option 2 – Fail better25 hours | Term 3 – Year 910 weeks | **PA5-1**, **PA5-3**, **PA5-7** | Process log taskTerm 3 Week 10 |
| Option 3 – Taking inspiration25 hours | Term 4 – Year 910 weeks | **PA5-1**, **PA5-5**, **PA5-6**, **PA5-7**, **PA5-9** | Adaptation performanceTerm 4 Week 8 |

Table 2 – Performing arts 200-hour sample scope and sequence (Year 10)

|  |  |  |  |
| --- | --- | --- | --- |
| Topic | Timing | Outcomes | Assessment |
| Option 5 – Sum of its parts25 hours | Term 1 – Year 1010 weeks | **PA5-1**, **PA5-6**, **PA5-8**, **PA5-9** | Ensemble performance and showreel/portfolio submissionTerm 1 Week 10 |
| Option 6 – Behind the scenes25 hours | Term 3 – Year 1010 weeks | **PA5-1**, **PA5-2**, **PA5-3**, **PA5-6**, **PA5-8** | Technical production planTerm 2 Week 10 |
| Option 7 – Agents of change20 hours | Term 3 – Year 108 weeks | **PA5-1**, **PA5-5**, **PA5-6**, **PA5-7**, **PA5-8**, **PA5-9**, **PA5-10** | Research and performance taskTerm 3 Week 8 |
| Core 2 – Performing arts event30 hours | Terms 3 to 4 – Year 1012 weeks | **PA5-1**, **PA5-4**, **PA5-5**, **PA5-6**, **PA5-7**, **PA5-8**, **PA5-9**, **PA5-10** | Performing arts event presentation and final portfolioTerm 4 Week 8 |

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