

**Stage 1 Integrated Learning**  
 Practical Exploration

Program Focus: School Musical Production

**Capability – Critical and Creative Thinking / Personal and Social**

**TASK:** You have been separated into groups to develop an element of the musical production ‘Dragon Days. The elements the class is broken up into are as follows:

Costumes  
Set/Props

Marketing

You will then create a design folio for your group to be presented to the musical committee.

**Assessment Conditions:**

**Part 1 - Presentation of Ideas to Musical Committee (Group Submission) – 5 minutes**

This needs to be presented in a multi-modal format. Tasks highlighted in blue must be a part of your presentation.

* Outline the problem/task that needs to be solved for your group.
* Collect information of what this entails from appropriate staff
* Brainstorm ideas
* Get feedback from peers and teachers on these ideas
* Allocate tasks for all members of the group
* Based on your brainstorming and feedback, develop your final design ideas this should include the following:
* What it looks like (this will include sketches, pictures, diagrams, measurements etc)
* How you’re going to do it and skills needing to be developed to achieve
* Timelines of the process/completion of tasks
* Get informal feedback from relevant musical committee members on these ideas
* Finalise changes based on feedback and assemble all group members work ready for presentation to the committee.

**Part 2 – Reflection (Individual Submission) – 300 words (this does not include peer and self-assessment sheets)**

* Complete the peer and self-assessment sheets provided
* Based on this feedback and what you have learnt throughout your ideas development and presentation, use the following questions to guide your reflection
* To what extent have I learned about teamwork?
* What have I learned about the design process and the importance of feedback?
* How can I further develop my teamwork skills?

**Integrated Learning Stage 1 Performance Standards**

| - | Application and Development | Inquiry and Reflection | Collaboration and Communication |
| --- | --- | --- | --- |
| A | In-depth development of knowledge, concepts, and/or skills in relation to the program focus.  Thoughtful and consistent application of a range of knowledge, concepts, and skills for a purpose.  Effective development and insightful application of a chosen capability/or chosen capabilities. | In-depth exploration of relevant information, concepts, and ideas using a variety of sources.  In-depth reflection of the student’s own learning through self-assessment and feedback from others. | Sustained and productive collaboration with others.  Perceptive communication of ideas and opinions. |
| B | Some depth in development of knowledge, concepts, and/or skills in relation to the program focus.  Considered application of a range of knowledge, concepts, and skills for a purpose.  Focused development and some insightfulness in the application of a chosen capability/or chosen capabilities. | Some depth in exploration of relevant information, concepts, and ideas using a variety of sources.  Some depth in reflection of the student’s own learning through self‑assessment and feedback from others. | Effective collaboration with others.  Some perceptive communication of ideas and opinions. |
| C | Competent development of knowledge, concepts, and/or skills in relation to the program focus.  Competent application of knowledge, concepts, and/or skills for a purpose.  Competent development and application of a chosen capability/or chosen capabilities. | Competent exploration of relevant information, concepts, and ideas using a variety of sources.  Reflection of the student’s own learning through self-assessment and feedback from others. | Some effective collaboration with others.  Generally considered communication of ideas and opinions. |
| D | Partial development of some knowledge and/or skills in relation to the program focus.  Some basic application of knowledge and/or skills, with some relationship to a purpose.  Partial development and some basic application of a chosen capability/or chosen capabilities. | Identification and gathering of some relevant information from more than one source.  Some acknowledgment of the student’s own learning through  self-assessment and feedback  from others. | Occasional collaboration with others.  Some description of ideas and/or opinions. |
| E | Attempted development of some knowledge and/or a skill in relation to the program focus.  Attempted application of knowledge and/or skill with some attempted link to a purpose.  Emerging development and attempted application of a chosen capability/or chosen capabilities. | Identification of information in one or more source, which may have some relevance.  Emerging recognition of the  student’s own learning through  self-assessment and feedback  from others. | Some attempt to work collaboratively with others.  Brief description of an idea and/or opinion. |