# 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 essentials  30 hours | Terms 1 to 2 – Year 9  12 weeks | **PA5-1**, **PA5-2**, **PA5-3**, **PA5-4**, **PA5-6**, **PA5-7**, **PA5-9**, **PA5-10** | Analysing and exploring essential performing arts concepts  Term 2 Week 2 |
| Option 1 – A matter of perspective  20 hours | Term 2 – Year 9  8 weeks | **PA5-1**, **PA5-4**, **PA5-5**, **PA5-6**, **PA5-7** | Audience-centred research task  Term 2 Week 10 |
| Option 2 – Fail better  25 hours | Term 3 – Year 9  10 weeks | **PA5-1**, **PA5-3**, **PA5-7** | Process log task  Term 3 Week 10 |
| Option 3 – Taking inspiration  25 hours | Term 4 – Year 9  10 weeks | **PA5-1**, **PA5-5**, **PA5-6**, **PA5-7**, **PA5-9** | Adaptation performance  Term 4 Week 8 |

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

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| Topic | Timing | Outcomes | Assessment |
| Option 5 – Sum of its parts  25 hours | Term 1 – Year 10  10 weeks | **PA5-1**, **PA5-6**, **PA5-8**, **PA5-9** | Ensemble performance and showreel/portfolio submission  Term 1 Week 10 |
| Option 6 – Behind the scenes  25 hours | Term 3 – Year 10  10 weeks | **PA5-1**, **PA5-2**, **PA5-3**, **PA5-6**, **PA5-8** | Technical production plan  Term 2 Week 10 |
| Option 7 – Agents of change  20 hours | Term 3 – Year 10  8 weeks | **PA5-1**, **PA5-5**, **PA5-6**, **PA5-7**, **PA5-8**, **PA5-9**, **PA5-10** | Research and performance task  Term 3 Week 8 |
| Core 2 – Performing arts event  30 hours | Terms 3 to 4 – Year 10  12 weeks | **PA5-1**, **PA5-4**, **PA5-5**, **PA5-6**, **PA5-7**, **PA5-8**, **PA5-9**, **PA5-10** | Performing arts event presentation and final portfolio  Term 4 Week 8 |

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