

Student Description Sheet

School: _____

Stage 1/Stage 2 (circle) Subject: Research Project: modified

Describe 3 students (e.g. student background, accommodations required and learning needs) and identify personal goals that align with evidence of learning you are providing.

Student 1	
Description	<ul style="list-style-type: none"> Student is in a unit for students with an intellectual disability. She also has Down Syndrome and is autistic. She is mostly non-verbal and has hearing problems (Hearing aids worn). She requires one on one support
Personal Learning Goal(s)	<ul style="list-style-type: none"> To work as independently as possible To communicate clearly to an audience <div style="background-color: yellow; padding: 5px; margin-top: 10px;">The annotations on the following pages support a completed assessment decision.</div>
Assessment Decision (please circle)	Completed / Borderline not completed / Not completed
Student 2	
Description	
Personal Learning Goal(s):	
Assessment Decision (please circle)	Completed / Borderline not completed / Not completed

Based on the subject outline assessment design criteria and the student's personal learning goals we are seeking evidence of:

- Further development of *learning* and *communication* capabilities (these two capabilities are identified in the learning and assessment plan)
- Further identification and exploration of learning needs and abilities, including development of skills in literacy, numeracy, and use of information and communication technologies.
- Identification and further development of personal learning goals:
 - PLG 1 - To work as independently as possible
 - PLG 2 - To communicate clearly to an audience.

STAGE 2 RESEARCH PROJECT: MODIFIED – SCHOOL PLANNER

This planner is available as a tool for schools to plan and manage the Research Project: Modified. Schools may adapt this form to suit their specific needs, and are not required to submit the planner to the SACE Board for approval. The planner provides a useful context to accompany evidence of learning presented at clarifying and confirming forums.

School:

Teacher(s):

Intended program completion: **Semester 2**

STUDENT/CONTEXT DESCRIPTION

This should:

- describe the like cohort or individual student(s) (e.g. student learning needs and pathways, accommodations required)

THE CLASS CONSISTS OF TWO YEAR 12 GIRLS FROM [REDACTED] FOR INTELLECTUALLY DISABLED STUDENTS – ONE AUTISTIC; BOTH DOWN SYNDROME; BOTH OTHER HEALTH PROBLEMS. THE AUTISTIC GIRL PREFERS NOT TO TALK. SHE USUALLY COMMUNICATES THROUGH GRUNTS, NODS and FACIAL EXPRESSIONS.

THE GIRLS CAN BOTH READ, WRITE and TYPE (TO A LOW-PRIMARY LEVEL) AND ARE CAPABLE OF COMPLETING TASKS IN A ONE-TO-ONE SUPPORTED ENVIRONMENT.

THEIR AFTER-SCHOOL PATHWAYS ARE LIMITED. ONE IS CURRENTLY INVOLVED IN TRANSITION EDUCATION SO MAY BE ABLE TO CONSIDER A LOW-SKILLED RETAIL PLACEMENT.

- identify the personal learning goals (number each goal 1, 2, 3,). Goals should reflect the key areas from the content of the subject and include the 2-3 personal goals that the student, with support, develops for their project. The goals should be a further development of those undertaken at Stage 1.

PERSONAL LEARNING GOALS:

1. (relatively) INDEPENDENT RESEARCH

2. PRESENTATION TO AN AUDIENCE

(Note: Adjustments to personal learning goals for specific students within a like cohort are required. Details of adjustments are maintained at a school level. Teachers may choose to include details in the 'List of students with individual intended learning and assessment details' on the following page.)

PROGRAM DESIGN (OPTIONAL)

This should describe:

- how the learning program has been designed to engage the student, or range of students in the like cohort described above
- the intended delivery of the learning program (e.g. students undertake elements of the program off-campus, program delivered over a full year)
- how the intended assessment design addresses the four key areas.

THE TWO STUDENTS ATTEND MAINSTREAM CLASSES OF MIXED STAGE 2 SUBJECTS (COMMUNITY STUDIES, RESEARCH PROJECT and WORKPLACE PRACTICES) FOR 2 x 90 MINUTES PER WEEK TO COMPLETE TASKS IN THE TEACHER'S PRESENCE, TO ENGAGE IN DISCUSSION/S, and TO RECEIVE FEEDBACK or NEW INFORMATION. THEY ALSO WORK WITH THEIR SUPPORT PERSON IN THE [REDACTED] UNIT. THIS HAS CONTINUED FOR THE WHOLE YEAR ALTHOUGH EACH GIRL HAS HAD SIGNIFICANT NUMBERS OF ABSENCES.

THE TEACHING PROGRAM WAS DESIGNED AROUND THE 4 KEY AREAS AND EACH AREA WAS ASSESSED USING THE ASSESSMENT DESIGN CRITERIA:

- (1) DEVELOPMENT OF CAPABILITIES (LEARNING and COMMUNICATION), and
- (2) ACHIEVEMENT AGAINST PERSONAL LEARNING GOALS (ABOVE).

List of students with individual intended learning and assessment details

Teachers can use the table below to record details of individual student research projects, including any specific learning and assessment considerations.

Student	Topic of interest or identified need	Learning and assessment considerations. For example: <ul style="list-style-type: none"> • safety and ethical considerations – parental consent sought, risk assessment undertaken, etc. • time and resource implications • chosen capability • adjustments to the personal learning goals for specific students • adjustments to assessments to meet the specific needs of individual students
	<p>DANCE COMPANY – a powerpoint presentation</p>	<p>is less mobile, very slow in her movements, and usually does not speak. Her typing is laborious and needs dictation or written assistance. She will have to be rehearsed often in order to present her work. She does perform for <i>Dance Company</i> but is usually the static centre of action on stage.</p> <hr/> <p>Both girls have significant absences due to ill-health and their longer-term memories are poor, so tasks are designed to be completed over a few lessons.</p> <p>Both girls completed the Stage 1 Personal Learning Plan: Modified. The capabilities, Learning and Communication, were chosen to build on this base but also to enhance their skills for life after school.</p>

ASSESSMENT OVERVIEW

Complete the table below to demonstrate how the set of assessments addresses the personal learning goals and the capabilities. The assessment names have been extracted from the content section of the Modified Subjects Subject Outline; teachers may choose to change these to best meet student needs.

Name of Assessment (as described in Assessment Details following) NB One assessment may enable the student(s) to demonstrate achievement of more than one goal.	Assessment Design Criteria					Achievement against personal learning goals (Number each goal as written on page 1)
	Development of capabilities (Tick focus capabilities further to those indicated)					
	Communication	Citizenship	Learning	Personal Development	Work	
Planning the Project • including discussion with teacher	√		√			1, 2
Carrying out the Project • working with support person	√		√			1
Communicating the Project Outcome • folder and presentation	√		√			1, 2
Reflecting on the Project • discussion, draft and final copy	√		√			1, 2

Three to five assessments for a 10-credit subject. Please refer to the *Modified Subjects Subject Outline*.

ASSESSMENT DETAILS (OPTIONAL)

Use the table below to provide details of the planned assessments designed to provide opportunities for the student, or like cohort of students, to show evidence of their learning against the identified personal learning goals (in reference to the Subject Outline).

Name of Assessment	Description of Assessment (describe the assessment activity and the assessment conditions as appropriate (e.g. support, time allocated, assessor, etc.), and how it enables the student to demonstrate development of capabilities and achievement of personal learning goals)	Evidence of Learning (i.e. evidence the student uses to demonstrate their personal learning goals and relevant capabilities)
Planning the Project	After 2-3 weeks of planning work supervised by the teacher and overseen by the support person, students will complete a <u>Proposal Summary</u> sheet. The teacher will <u>discuss</u> with each one the information provided by the students and their next activities.	<u>Proposal Summary Sheet and Discussion</u> . Evidence provided of: (1) Research Planning and (2) Communication.
Carrying out the Project	In 4-week periods, students work in their mainstream lessons and with their support person to complete their <u>Research</u> and begin the <u>Project Outcome</u> . Original timelines may be amended.	Every 4 weeks a <u>discussion</u> about progress and <u>display</u> of work completed occurs. Evidence provided of: (1) Research Planning and Execution
Communicating the Project Outcome	Preparation for and <u>Presentation of the Project Outcome</u> to an audience of the students' choosing. Audience members can also look through the students' folders then complete feedback sheets.	<u>Oral presentation with visual support</u> to an audience (photographed or filmed) and <u>feedback</u> from audience. Evidence provided of: (1) Project Outcome (2) Presentation to an Audience and (3) Communication.
Reflecting on the Project	<u>Reflection</u> in the format and length chosen by the students. Teacher discussion about content and feedback on a draft.	Draft and final copies of <u>Reflection</u> . Evidence provided of: (1) Learning and (2) Communication.

RESEARCH
PROJECT
(MODIFIED)

KEY AREA 1

PLANNING

THE

PROJECT

RESEARCH PROJECT: MODIFIED

PLANNING THE PROJECT

NAME _____

PROPOSAL SUMMARY

HOME CLASS 12

1. Name of topic Theatre Company
2. Why does this interest you? because it was created for people with and without disabilities and I love to dance.
3. What do you already know about this topic? I have already danced in productions so I know all the people and dancers.
4. What do you plan to create at the end of the topic? Power Point.
5. How will you get your information?
 - (a) questionnaires
 - (b) dancing in the production
 - (c) internet
 - (d) interviewing people
6. Are you recording progress in a Journal? YES / NO
7. What other evidence of your research will you keep?
 - (a) photos
 - (b) Theatre programs
 - (c) internet information
8. Have you created a timeline to make sure everything will fit into the time available? YES / NO
9. Will you be ready to discuss your progress near the end of Term 1? YES / NO
10. Your GOALS are – Independent Research and Presentation to an Audience
11. The CAPABILITIES are Learning and Communication

Further identification and exploration of learning needs and abilities.

Please complete this and return to Mrs

KEY AREA 2

CARRYING

OUT THE

PROJECT

RESEARCH PROJECT: MODIFIED

ASSESSMENT TYPE 1: FOLIO

NAME K

HOME CLASS 12

DUE DATE /

KEY AREA 2: CARRYING OUT THE PROJECT

CARRYING OUT THE PROJECT – Research Development and Discussion

3. Maintaining a record

- Create a **Journal** (hand-written or electronic)
- Use it to explain, respond to, reflect on and **provide evidence** of your research

4. Developing research skills

- **information** collected, selected, annotated and analysed
- **evidence of steps taken** (e.g. notes, drafts, letters, sketches, plans, models, interview notes, observations, trials, reflections, data from experiments, records of visits or fieldwork, photographs, feedback, translations, and interpretations)
- **responses to feedback** (e.g. interactions, opportunities, questions, and problem-solving during the research process)
- **reflection on the research processes**, including progress made and actions taken (e.g. major activities, insights, turning points, problems encountered).

5. Discussion

- This provides you with an opportunity to **discuss the progress of your research** with your teacher and **receive feedback**.
- You **negotiate** a time(s) with your teacher for one or two formal discussions. For example, you may discuss:
 - how the research is developing; your views about the research processes chosen to locate and collect your information. How appropriate/effective are the research processes you selected in helping you locate and collect the information you seek. Have you **changed** or adapted the selected processes as opportunities have arisen? If so, how and why?
 - the sorts of **interactions** you have had with others and how helpful these have been in helping you develop your research.
 - the ways in which your understanding of the chosen **capability/capabilities** is developing.
 - ideas you are developing through the research, and the ideas and knowledge you have gained so far about your topic.
 - the knowledge and skills you are developing, and how you are applying the skills and knowledge specifically related to your topic.

You are encouraged to bring along a **number of questions to ask your teacher** regarding the above matters, in order to engage in a two-way discussion. The **discussion(s) are recorded** and can be either digitally captured or provided in the form of your notes (taken before, during and/or after the discussion).

ASSESSMENT

Assessment Design Criteria are

(1) development of capabilities

(2) achievement against personal learning goals

(both apply to the demonstration of skills, abilities, goals beyond those learnt at SACE Stage 1).

*I have decided to give my questionnaire to more people.

RESEARCH PROJECT MODIFIED

① I got 20 more questionnaires filled out.

Questionnaire Results Sheet

I asked 6 people to fill in my Questionnaire.

Question 1. 5 people said yes and 1 said no.

Question 2. 5 people said yes and 1 said no.

Question 3. 6 people said yes.

Question 4. Confidence, New friends, Exploring Talents and Abilities, Enjoyment, Fun.

Question 5. 6 people said yes.

RESEARCH PROJECT QUESTIONNAIRE

Theatre Company exists to highlight people artistic and creative abilities and embrace dancers with and without a disability is known for bringing "unexpectedly real" theatre for its audience making its performance both entertaining and challenging.

Age 34

Sex: M or F

1. Have you heard about

Theatre Company?

Yes

No

2. Have you ever seen any other productions performed by people with a disability?

Yes

No

3. Would you like to watch my PowerPoint that provides information about

Theatre Company?

Yes

No

4. What would be two positive benefits of being a part of Theatre Company?

and creatively

(1) enabling people to positively express themselves through the arts.

(2) to give all people with or without a disability, the opportunity to educate others about their lives and unique abilities.

5. Would you be interested in finding out more information about the Dance Company? yes.

Thank you for participating



Development of PLG 2: To communicate clearly to an audience.

Journal

My personal reflections

Date: 10/3

I will give out more surveys about ^{uncle} 2 more people. My family and friend. it will be good to see the results.

WEDNESDAY

Today I went to dance with Phil then do some warm up on stage ^{to} my shoes on. I did some practice with the girl. Then having lunch. We did some more practice and my mum picked up me at 4:00. I wrote my Journal.

Thursday

I went to Dad's work to get lots of people to fill out my questionnaires. Then went to dance with Phil then do some warm up on stage. ^{to} my shoes on. I did some practicing with the girl. Then having lunch. I did some more practicing and my Dad picked up me at 5:00. I wrote my Journal.

FRIDAY

Today I got 20 questionnaires in my folder. I went to club stick and I saw ^{uncle} and ^{uncle} at night time. My friend ^{uncle} and ^{uncle} coming to see me. Then I had a drink then we can dance together.



1 me and - Performance.
ers

Journal

Friday

25/3

We went to Dad work and I wrote my journal. I went to Adelaide festival centre with then do some warm up on stage. We put^{my} shoes on. I did some practicing with the girl and we put my costume on. We got a lot of people to watch performance today and do some more practice. My Dad picked up me at 2:30 then having for lunch. I sit with Dad friend. Then we take my Mum and I stayed home. Then having a big rest for little while. It was a big day. I had sausage roll for tea. We came back to Adelaide festival centre then do some warm up on stage. We did some practicing with the girl and I put my costume and my shoes. We got people to watch performance for dance. I saw come to watch^{ed} me. We took some photos of the Banquet Room for my Research project and I had a drink.

Saturday

26/3

I went to for breakfast. We stayed home. Then having a big rest for day. I had chicken strips wrap for lunch. We played my DS game and I had hamburger for tea. We went to Adelaide festival centre with then do some warm up on stage. This is birthday and we eat some cake. I did some practicing with the girl. My Mum and Dad, Grandmas came to watch me at performance for dance. and we came home.

Journal entries clearly communicate the student's daily activities. This demonstrates achievement of:

- PLG 1: To work as independent^{ly} as possible
- PLG 2: To communicate clearly to an audience.
- Further development of learning and communication capabilities.

Journal

Sunday

27/3

I stayed home. We having a big rest for day and I had chicken strip wrap for lunch. We watched on DVD with my Mum in the afternoon. ~~I had~~

Monday

28/3,

I went to flinders university with my Dad then we have a meeting followed by my performance at dance at festivo theatre and my Mum picked up me at 2:30. We came home and I had spaghetti bolognaise for tea.

Tuesday

29/3

at 8:15

I went to Adelaide festival centre then do some warm up on stage. We did some practicing with the girl. Then I put my costume and my shoes on. We got more people came to watch me at performance for dance then having for lunch. We going to do some warm up on stage. I put my costume and my shoes on. We have a lots of children school came to watch me at performance for dance and my Dad picked up me at 2:15. I had 2 drink then we went to Dad work and I wrote my Journal.



My friend
me.

and his family came to see

Journal

Friday

1/4

I went to Dad work and my Dad took me to festival Theatre then going to do some warm up on stage and I did some practicing with the girl. We did my performance in my costume. Dad and Mum picked me up at 1pm and I went to a cafe for lunch and I had a croissant and a drink of Sprite. We came home for rest. I went back to perform at 6pm and my friend, [unclear] and many came to watch me. We had to stay for a forum afterwards.

Saturday

2/4

I had a big sleep in till 6am. We had a shower then my Dad dropped me off at the festival Theatre at 6pm then going to do some warm up on stage. I did some practicing with the girl. Then we put my shoes and my costume on. My Mum and Auntie and Mum's friend, [unclear] came to watch me. Then I went to the cabaret opening night party with my Mum and had a drink of Sprite and talked to everyone. We ride Mum's car. We came home. It was a fabulous week of dancing.

4/6/1

I did some work on the computer for my research project at school today. I showed my purple folder for my power-point. I looked at home for any of my costumes or props that I could use for my research project. We could use my pyjamas from "Bedroom Dancing" and the plaque that stood in front of my set. I went to dance at night and did some warm up on stage and we did our dance rehearsal.

The student's dance activities beyond the school and preparation of costumes and props demonstrates PLG 1: To work as independently as possible.

16/6

I did typing on the computer for my power-point. Then we went to dance tonight and do some dancing on stage. I can dance with the group and ~~the~~ say

30/6

I had some work for my research project with today. Then we did a Lemonade in Art.

KEY AREA 3

COMMUNICATING

THE

OUTCOME

RESEARCH PROJECT: MODIFIED
ASSESSMENT TYPE 2: OUTCOME

NAME _____
HOME CLASS ____
DUE DATE _____

KEY AREA 3: COMMUNICATING THE PROJECT OUTCOME

THE PROJECT OUTCOME – Presentation

6. Presentation

- with appropriate support, communicate the outcome of your project in a **presentation to others**
- the audience is of your choosing but must include the **teacher, support person** and, if possible, your **mentor**
- the presentation should include **evidence** of the **Research Planning, Collection of Information, and Creation of the Outcome**
- you should also identify the **goals** to be achieved
 - (1) verified independent research
 - (2) presentation to an audience
- and identify the **capabilities**
 - (1) learning
 - (2) communication
- the **format** of the presentation can be **written, oral** (with transcript), **visual** or **multimodal**, or a combination of these
- ask the audience to give **feedback** using prepared questionnaires.

ASSESSMENT

Assessment Design Criteria are

- (1) development of capabilities
- (2) achievement against personal learning goals

(both apply to the demonstration of skills, abilities, goals beyond those learnt at SACE Stage 1).

Research Project Presentation for

When: Friday 26th of August

Where: Classroom 2.

Time of day: 9:30am

Who: P from dance, Mum and

Dad, D, L, R, S, Ms F,

Ms L, Ms vv Senior Students

How: PowerPoint.

What: bring in some Costumes. Provide Morning tea or Afternoon tea.

What do you need: Computer, Printed Booklets and Working Folder.

Need to do: Invitations, setting up displays. Feedback Forms,

Dear: _____

*You are invited to Kathryn and
Project Presentation.*

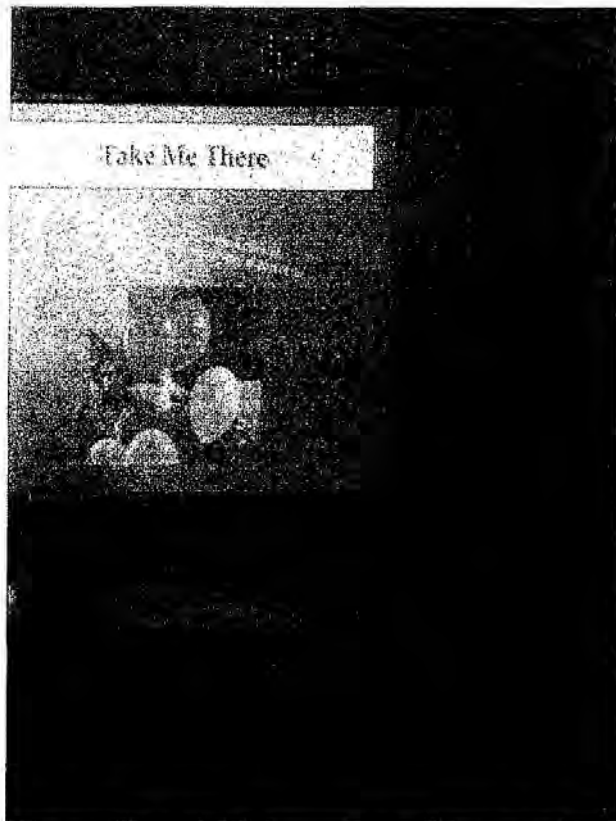
Research

On Friday the 26th of August at 9:30am in the

Unit at

The presentations will be on Dance



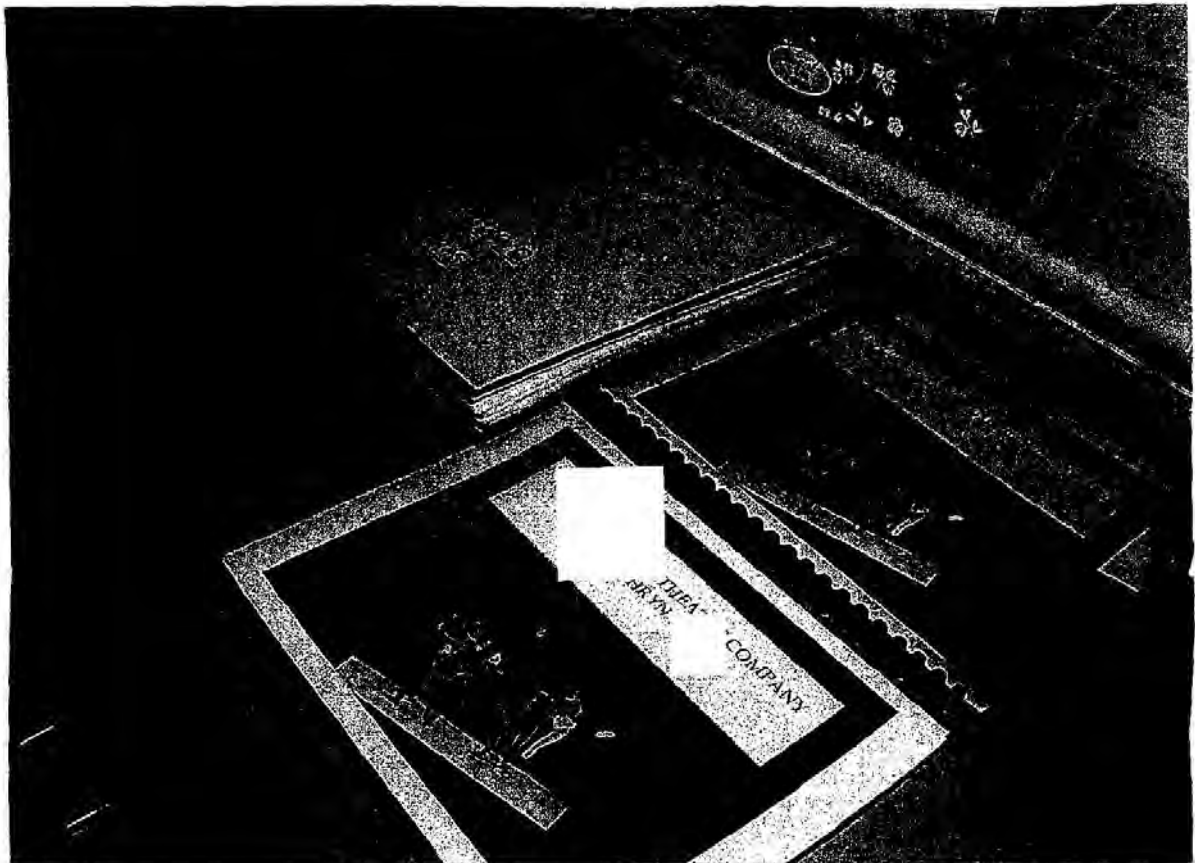


This is me doing my presentation on Dance. On Friday the 26th of August and I did our Research Project Presentations. I used a headset to talk to everyone and on the computer I showed my PowerPoint. After we watched a DVD called Take me There which is a performance I was in 20



My mum and Dad came to watch me and before we started I felt nervous and my body was shaking. When I finished I felt happy to see everyone clapping.

On the day of my Presentation I put my
dance folder on the table so everyone
could look at it.



Presentation – Feedback sheet.

Name:

Presentation:

Theatre Company

1. Did you find it Interesting?

Yes, as I didn't know anything
about Theatre Company

2. Did the speaker speak clearly?

Yes very clear

3. Did you learn something new?

Yes - a great informative
presentation

4. Was the presentation well organized?

Very well organised Power Point

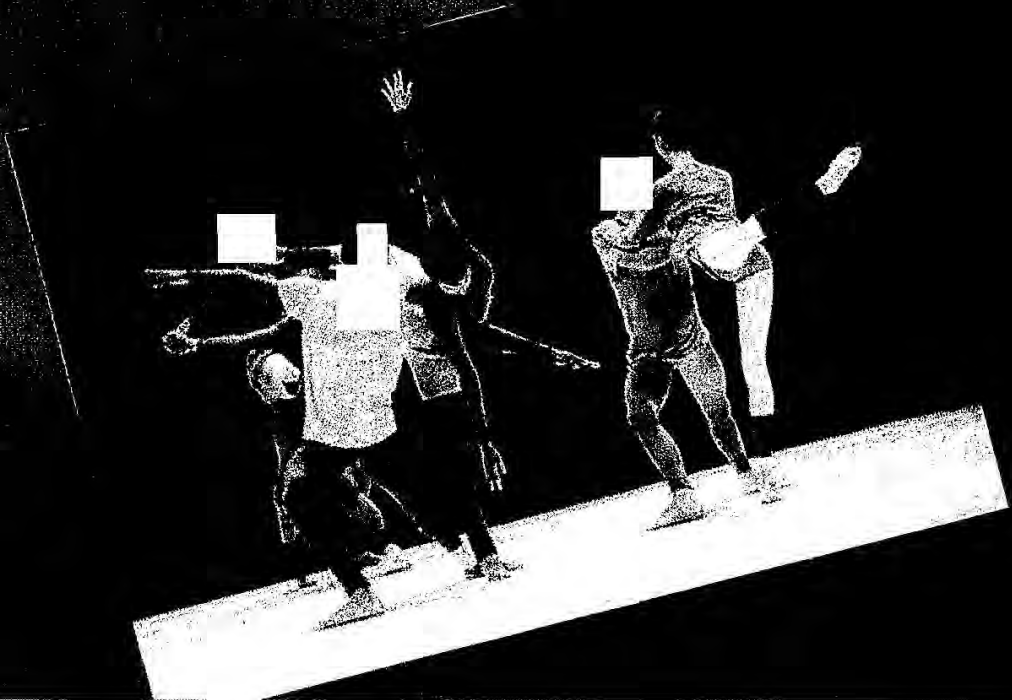
5. Do you have any other comments?

A wonderful presentation

The feedback sheet demonstrates PLG2 To communicate clearly to an audience.

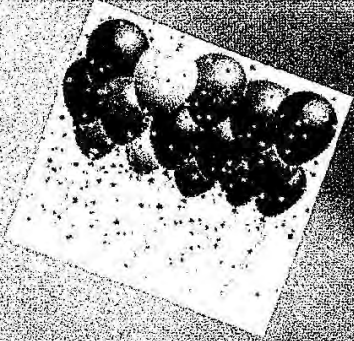
THEATRE COMPANY

BY :



Who are The Dance Company?

- ❑ [redacted] Dance is a Theatre Company with performers who are disabled and also non-disabled.
- ❑ [redacted] dance performers are between the ages of 15 and 27 years old.
- ❑ [redacted] Dance performances are staged within the CBD of Adelaide at different theatres.



☐ The following slides will give you an insight to some of the performances that I have been involved in -



'Picture of Bedroom Dancing'

- I performed in the play. My role was to say The Lord's Prayer in 'Bedroom Dancing'. Then I laid down on my bed with a microphone and sang two ABBA songs called 'Dancing Queen' and 'Take a chance on me' from Toy Story also 'Take a chance on me'. I also read the book called 'Pinocchio'. I also jumped up and down on the bed, threw the pillow in the air and happily danced.



Take Me There

is looking up at the 8 colorful balloons that she is carrying, as part of the play.



Rehearsals

Dance Performers on
a Thursday night for 2 hours from 6 – 8pm.

• When a performance is approaching dancers must also practise on a Sunday from 10am – 5pm and eventually all week for a couple of weeks.

The information provided in the PowerPoint demonstrates:

- PLG2 To communicate clearly to an audience is clearly communicated
- Further identification and exploration of learning needs and abilities, including development of skills in literacy, numeracy, and use of information and communication technologies

Acknowledgments of Research

Real time Arts- magazine, issue 103- Transported: between memory &
Design- Real time Arts - Australia | Media Arts | performance | hybrid Arts
| the world/ Magazine- issue 103. web. 28 July 2011
<http://realttimearts.net/article/02/10301>.

<http://www.comeon.com.au>

<http://www.footnote.com.au>



KEY AREA 4

REFLECTING

ON THE

PROJECT

RESEARCH PROJECT: MODIFIED
ASSESSMENT TYPE 3: EVALUATION

NAME K
HOME CLASS 12
DUE DATE /

KEY AREA 3: REFLECTING ON THE PROJECT

REFLECTING ON THE PROJECT – Evaluation

7. Reflection

This is where you think back over the **whole project** and reflect on your learning.
Some questions to guide your thinking:

1. Why did you choose your particular **topic**?
2. How long did the **planning** take? Did you keep a **Journal**?
3. Where did you get your **information** from?
4. What research **skills and methods** did you use, e.g., interviews, questionnaires, internet, etc?
5. Which of these were most **successful**, and why? Which ones were **difficult**, and why?
6. Did you gain specific **help** from any people? If so, who and what kind of help?
7. What **new** research skills did you learn? How can you use these in the future?
8. Is there clear **evidence** of your planning and researching in your **Folio**?
9. Why did you decide on the particular **Outcome format** you used?
10. Are you happy with the **final product**? Why?
11. What form did your **presentation** take?
12. **Who** was invited? Why?
13. How did you **prepare** for the actual presentation of your project? Did it go well?
14. How did you gain **feedback** from your audience / mentor? Where you happy with that feedback?
15. What suggestions for / ideas about **improvements** were made?
16. To what extent did you achieve your chosen **capabilities**?
17. To what extent did you achieve your project **goals**?
18. Would you **recommend** this Research Project to other students?
19. What did you **enjoy** most?
20. What was the most **interesting** part of the learning?

The answers to the questions above – and any other relevant comments / observations / documented information – should be compiled into one format (written, oral (with transcript), multimodal) as the **FINAL EVALUATION**.

8. Collection of Materials for Assessment

You will hand up

1. the Folio of Evidence
2. the Outcome (and evidence of presentation)
3. the Final Evaluation

ASSESSMENT

Assessment Design Criteria are

- (1) development of capabilities
- (2) achievement against personal learning goals

(both apply to the demonstration of skills, abilities, goals beyond those learnt at SACE Stage 1).

Reflection on the Project

1. I choose to do my Research Project on Dance because it was important to me and I wanted people to know more about Dance.
2. Planning for my Research Project involved me talking to S and Ms W . I kept a journal where I wrote about going to Dance rehearsals.
3. I got all my information from the Internet, the Dance Theatre Company, talking to P about the company and looking through information booklets.

4. The research skills I used were giving out my questionnaires to people and reading through information.
5. The research methods I liked were giving out the questionnaires. The research methods I didn't like very much was using the internet.
6. S , Ms W and K helped me with my Research Project. S helped me with finding information. Ms W helped me with everything. K helped me practice my speech.
7. New skills I learnt were putting together a questionnaire and dance routine.

The reflection demonstrates further development of *learning* and *communication* capabilities (these two capabilities are identified in the learning and assessment plan).

8. In my folder I have the questionnaire I gave out to people, my journal and pictures of me at Dance. I also have information booklets and DVD's about Dance.
9. I decided to present my information as a power point because information could be up on the screen for people to read and look at pictures and watch a DVD.
10. I am happy with my Research Project on Dance.
11. I presented my information as a PowerPoint and I used a microphone to talk about Dance.
12. I invited P from Dance, Mum and Dad, D , L , R ,

S , Ms F , Ms L , Ms
W and Senior Students from the

13. I prepared for my Presentation by making cards for my speech. At home Mum listened to my speech. At School I practiced my speech on the microphone.
14. I gave people a feedback sheet to fill out. I feel very happy about the feedback.
15. There were no ideas made about how I could improve my presentation.
16. I was able to put together a presentation on Dance and present it to people.

17. What I achieved was finding out information on Dance, putting together a questionnaire sheet to give to my friends and working out what information to put my power point. Then I worked on my presentation which was for everybody to learn about Dance.
18. I would recommend this Research Project to other students.
19. What I enjoyed doing the most was putting together my Dance folder.
20. The most interesting part of the learning was being in the productions.

The reflection demonstrates Further development of *learning and communication* capabilities (these two capabilities are identified in the learning and assessment plan).