

## Tip Sheet: Supervised Performance

### Description

Supervised performance assessments involve students presenting original or interpretive work in a **live or recorded, supervised environment**. These tasks focus on expressive, creative, or aesthetic dimensions of learning and are typically assessed based on the execution of a process and/or final product.

Common formats include:

- **Artistic expression:** Performance-based work in visual art, creative writing, drama, or film.
- **Design creation:** Presentation and defence of a design prototype, architectural model, or digital artefact.
- **Musical recital:** Performance of composed or improvised musical works, either solo or ensemble.
- **Dramatic performance:** Live or recorded theatrical scenes or solo performance work.

These assessments are often high-stakes and presented publicly or in a studio/performance environment with faculty supervision and/or audience engagement.

### Best Suited Learning Outcomes

Supervised performance assessments are particularly suited to outcomes that require students to:

- Demonstrate **creative, expressive or technical competence** in their discipline
- Apply **conceptual and aesthetic knowledge** to produce original work
- Perform or present work under **live conditions or time constraints**
- Integrate **critical reflection, intention, and iteration** into their practice
- Communicate **meaning, perspective, or artistic interpretation** through chosen media
- Engage in **discipline-specific performance conventions**, including professionalism and presentation

### Learning Design Considerations

Performance-based assessments require careful planning to support student success, uphold validity, and ensure fairness.

- **Validity:**
  - Ensure that what's being assessed (e.g. originality, technique, aesthetic judgment) aligns directly with learning outcomes.
  - Define what "performance" entails in your discipline — is it about execution, creativity, collaboration, communication, or reflection?
- **Scaffolding:**
  - Build rehearsal opportunities into the unit, including peer critique, formative showings, or work-in-progress feedback.
  - Provide criteria, exemplars, and discussion of discipline-specific standards and expectations.
  - Use journal or studio logs to support process-focused reflection in the lead-up to the final performance.

- **Transparency:**
  - Share marking rubrics that define dimensions of quality (e.g. technical proficiency, concept development, audience engagement).
  - Clarify expectations about duration, media, documentation, and any supplementary materials (e.g. artist statements, design briefs).
- **Equity and inclusion:**
  - Consider barriers related to cultural forms, performance anxiety, disability, and access to materials or rehearsal space.
  - Offer flexible performance settings (e.g. recorded vs. live; one-on-one vs. group showcase) where possible.
- **Reliability:**
  - Use a panel or second marker where feasible, particularly for high-stakes or capstone work.
  - Consider recording performances (with consent) for moderation or appeals.

### Integrating Generative AI into the Task

AI can play a meaningful and creative role in the **development and critique** of performance-based work. The key is to require students to reflect on and justify how they use AI tools as part of their creative or design process.

Examples include:

- A **music student** uses AI to generate harmonisation or accompaniment and then adapts or reinterprets it in a live recital, explaining these choices during the assessment.
- A **design student** uses a generative AI tool to create initial concepts or visual assets, then develops and refines a final piece through manual iteration, demonstrating critical engagement.
- A **creative writing student** incorporates AI-generated prompts or passages and then discusses how they manipulated or edited them to shape narrative voice or tone.
- A **media arts student** uses AI to animate or remix visual components and includes a process statement detailing the technical and ethical implications of the tool's use.

Students should be expected to explain:

- What role AI played in their ideation or production process
- How they edited, refined, or responded to AI-generated elements
- Their ethical, artistic, or technical reasoning in choosing to use (or not use) AI

These tasks foster AI literacy as well as creativity, discipline-specific critique, and independent thinking.

### Resourcing Considerations

- **Facilities:**
  - Performances may require access to studios, rehearsal rooms, stages, instruments, recording equipment, or fabrication labs.
  - Scheduling of venues or supervision may be needed for rehearsals and final assessments.
- **Technology:**
  - Use of audio-visual capture for moderation or public presentation.

- Access to digital design tools, DAWs (digital audio workstations), or AI-integrated software platforms may be necessary.
- **Staffing:**
  - Live performance assessments may require multiple assessors, time for rehearsal supervision, and provision of detailed feedback.
  - Staff may need familiarity with new AI-assisted creative platforms if students are encouraged or required to use them.
- **Accessibility:**
  - Ensure that assessments can be modified to support diverse abilities and modes of creative expression.
  - Provide guidance on safe, ethical, and inclusive use of creative technologies and media.