



ROYAL SOUTH STREET SOCIETY
BALLARAT EISTEDDFOD

Stages for All Victorians

School Partnership Proposal

*Enhancing Curriculum Through Authentic
Performing Arts Experiences*



Introduction

The Royal South Street Society (RSSS) invites primary and secondary schools to partner with us by participating in the annual RSSS Ballarat Eisteddfod – Australia’s largest and longest-running performing arts eisteddfod. This vibrant annual season of events provides primary and secondary students with a platform to showcase their talents in Speech, Drama and Comedy, Debating, Instrumental & Bands, Pianoforte, Choral, Vocal, Dance and All Abilities.

By engaging in the Eisteddfod, students gain rich, authentic learning experiences that align closely with the Australian Curriculum and contribute to key learning outcomes across multiple subject areas.

The RSSS Ballarat Eisteddfod attracts over 20,000 participants each year and is supported by over 150 local and national individuals, businesses and organisations to provide sponsorship, prize money and scholarship opportunities to performers. Participants receive critiques and encouragement from professional adjudicators in approx. 700 sections on offer.

Document Purpose

The purpose of this document is to highlight the curriculum, assessment and learning opportunities provided by RSSS to school Learning & Education Directors, Leaders and Principals.

To assist performing arts teaching and support staff to plan and include RSSS performances into annual timetables and curriculum planning.



Why partner with the Royal South Street Society for your students?

The Royal South Street Society has offered schools and individuals participation and learning opportunities via our eisteddfod platform for over 135 years.

Over this time, the disciplines and sections have continuously adapted and changed to meet contemporary performing arts and curriculum needs. We realise that a competitive environment is not always a requirement, especially in more recent times, and we have adapted the competitive and performance opportunities to meet these emerging needs.

Our current eisteddfod opportunities align with the Australian Curriculum and can help your school in the following ways:

1. Curriculum Integration

All Eisteddfod disciplines can be directly mapped to the Australian Curriculum, providing genuine educational value. Participation in our eisteddfod supports:

- **The Arts** (Dance, Drama, Music)
- **English, Legal Studies** (Oral presentations, text interpretation, persuasive writing)
- **Humanities and Social Sciences (HASS)** (Civics, ethical reasoning, debate)
- **General Capabilities** (Creative thinking, personal and social skills, intercultural understanding)

Each activity contributes to achieving content descriptions and achievement standards and can help schools meet curriculum goals in engaging and innovative ways.

2. Skill Development

Students build valuable transferable skills such as:

- **Confidence and Communication** through public speaking, acting, and debating
- **Teamwork and Collaboration** in group performances and ensembles
- **Critical Thinking and Creativity** in choreographing, composing, or crafting arguments
- **Cultural Awareness and Empathy** through exploring diverse themes and performance genres

3. Enrichment and Extension

Participation offers high-achieving and passionate students an opportunity to:

- Deepen their knowledge and performance techniques
- Receive expert adjudicator feedback
- Benefit and learn from watching peers perform
- Celebrate team performance, improvement and achievement
- Compete at a regional and national level
- Contribute to school culture and pride

Support for Schools

Schools may enter student individuals, small groups, or full ensembles in a range of disciplines for **both competitive and some non-competitive (professional adjudicator feedback only)** - including:

Discipline	Suitable For	Examples of Sections
Speech, Drama & Comedy	Primary & Secondary	Monologues, Group Skits, Humorous Pieces, Recitations
Debating	Upper Primary & Secondary	Junior and Senior Team Debates
Instrumental & Bands	Primary & Secondary	Solo Instrumental, School Band/Ensemble
Pianoforte	Primary & Secondary	Solo Classical or Modern Piano Pieces, Duets, Trios
Choral & Vocal	Primary & Secondary	School Choirs, Solo Singing
Dance	Primary & Secondary	Solo, Duet/Trio, Troupe Choreography
All Abilities	Primary & Secondary	All solo, small and large group performing arts options available. Tailored showcase performances for talents

We welcome schools of all sizes and experience levels – whether new to performance or seasoned competitors.

Opportunities for Schools/Student Involvement?

To ease participation, RSSS offers:

- **Entry guidance and section selection advice**
- **Curriculum mapping support** for internal reporting and planning
- **Certificates, awards, and feedback reports** for student portfolios
- **Presentation, workshops & teacher professional learning & links** (on curriculum integration and performance development)

Entries Open for all disciplines 01 March each year via the RSSS website
www.royalsouthstreet.com.au

Dates and venues for each year vary depending on the discipline: As general guide:

- June - Vocal, Pianoforte, Aria, Chopin, Instrumental Solos
- July / August - Debating, Speech, Drama & Comedy, All Abilities Performing Arts
- July / August / September - Instrumental Bands , Choral - *dates change in 2026 due to large number of statewide instrumental clashes in September -TBC*
- October: Dance, Calisthenics



Our performing arts eisteddfod can align with and support the Australian Curriculum in several meaningful and structured ways. The alignment occurs across multiple learning areas, general capabilities, and cross-curriculum priorities, particularly within The Arts, English, and Humanities and Social Sciences.

1. The Arts Curriculum (Foundation – Year 10, VCE, & VCE VM)

Subjects: Dance, Drama, Media Arts, Music, Visual Arts

The eisteddfod directly supports:

- **Achievement Standards:** Students develop skills in performance, interpretation, and appreciation of the arts.
- **Content Descriptions:** Through participation, students:
 - Explore and express ideas (ACADAM005 – Dance, ACADRM035 – Drama, ACAMUM085 – Music, etc.)
 - Use performance and expressive skills
 - Present and respond to arts works
 - Work collaboratively and reflectively

Specific Links:

- **Dance:** Aligns with choreography, performance, and analysis components.
- **Drama/Comedy:** Aligns with improvisation, characterisation, and understanding of dramatic elements.
- **Music (Instrumental, Vocal, Pianoforte):** Develops technical and expressive music skills.
- **Performance Opportunities:** Reinforce classroom learning through real-world contexts.

2. English Curriculum

Strands: Language, Literature, Literacy

Speech, Drama, and Debating develop:

- **Speaking and Listening Skills:** Active engagement in public speaking enhances oral language capabilities.
- **Reading and Comprehension:** Preparing scripts or debates involves analysis of texts and critical thinking.
- **Writing Skills:** Students may craft persuasive, narrative, or informative pieces for performance.

Specific Outcomes Supported:

- ACELY1689 (Plan, rehearse and deliver presentations)
- ACELT1618 (Responding to literature)
- ACELA1551 (Purpose and audience)

3. General Capabilities

The eisteddfod fosters:

- Critical and Creative Thinking: Devising, rehearsing, and performing material requires innovation and problem-solving.
- Personal and Social Capability: Builds confidence, resilience, teamwork, and interpersonal skills.
- Ethical Understanding: Engaging with diverse narratives encourages empathy and ethical reasoning.
- Intercultural Understanding: Exposure to varied cultural expressions through performance.

4. Cross-Curriculum Priorities

- Aboriginal and Torres Strait Islander Histories and Cultures: Performances can include or explore Indigenous stories and perspectives.
- Asia and Australia's Engagement with Asia: Music, dance, or drama performances might incorporate Asian cultural traditions.
- Sustainability: Themes of performances can explore sustainability and environmental stewardship.

5. Senior Secondary Pathways

For Years 11–12, eisteddfod participation can align with:

- VCE & VCE Vocational Major units
- VCE pathway subjects such as Music Performance, Theatre Studies, or English Oral Components

Participation can also:

- Support portfolios or performance logs
- Serve as evidence in external assessments or moderation

Summary of Benefits to Curriculum

Area	Contribution
Curriculum Alignment	Reinforces learning in The Arts, English, and Humanities and Social Sciences.
Skill Development	Builds literacy, creativity, collaboration, and critical thinking
Assessment Support	Enables formative and summative assessment opportunities
Engagement & Motivation	Provides authentic contexts for student learning and confidence-building

Mapping Document:

Alignment of Eisteddfod Activities with the Australian Curriculum

This document maps specific performing arts eisteddfod activities to the Australian Curriculum, highlighting alignment with content descriptions and achievement standards across primary and secondary schooling.

General Capabilities and Cross-Curriculum Priorities (applies across all activities):

- **Critical & Creative Thinking:** Through preparation, performance, and critique.
- **Personal & Social Capability:** Collaboration, self-management, empathy.
- **Ethical Understanding:** Respect for diverse perspectives in performance content.
- **Intercultural Understanding:** Inclusion of cultural themes or traditional works.

1. Speech, Drama & Comedy

Learning Areas: The Arts (Drama), English

Eisteddfod Activity	Curriculum Area	Content Description(s)	Achievement Standard Alignment
Monologue Performance	Drama	ACADRM035 (Yr 5/6): Rehearse and perform devised and scripted drama ...	Students perform dramatic actions and use expressive skills to convey meaning.
Group Skit	Drama	ACADRM036 (Yr 5/6): Develop roles and relationships consistent with situation, dramatic	Students collaborate in performance, contributing to shared dramatic meaning.
Comedy Routine	English	ACELY1710 (Yr 9): Plan, rehearse and deliver presentations ...	Students effectively structure and deliver spoken texts for audience impact.



2. Debating

Learning Areas: English, Humanities & Social Science, Legal Studies

Eisteddfod Activity	Curriculum Area	Content Description(s)	Achievement Standard Alignment
Junior Debate	English	ACELY1689 (Yr 5): Plan, rehearse and deliver presentations ...	Students present structured arguments and respond to questions appropriately.
Senior Debate	HASS / Civics / Legal	ACHCS084 (Yr 8): Identify different points of view on a contemporary issue and the reasons for these	Students analyse issues, develop reasoned arguments, and engage in respectful discussion.



3. Instrumental & Bands / Pianoforte

Learning Areas: The Arts (Music)

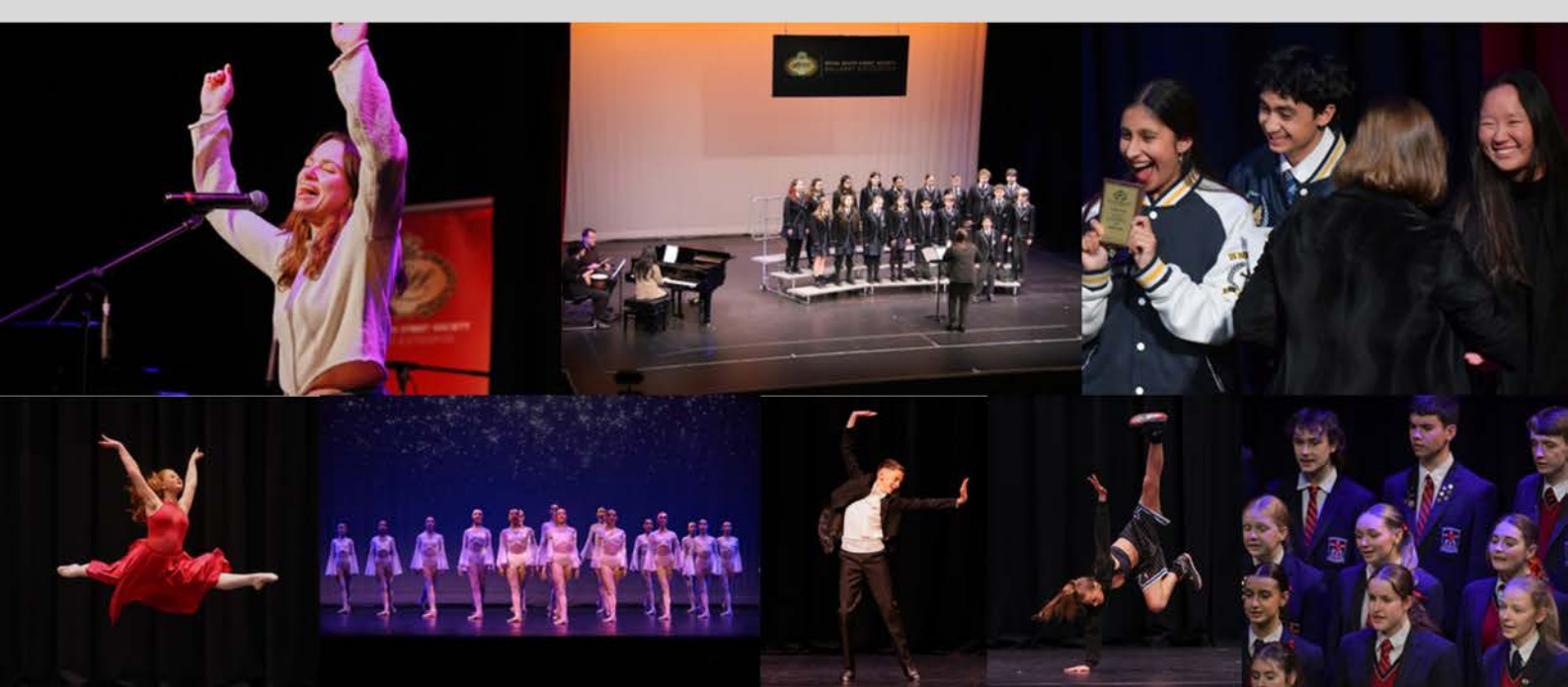
Eisteddfod Activity	Curriculum Area	Curriculum Area	Achievement Standard Alignment
Solo Instrumental Piece	Music	ACAMUM085 (Yr 5/6): Develop technical and	Students demonstrate technical control and
School Band Ensemble	Music	ACAMUM088 (Yr 7/8): Practise and rehearse a	Students perform ensemble music with
Solo / Ensemble / Band	VCE Music	(Applies to VCE Music Performance / Music Inquiry / Music Repertoire Performance / Music Contemporary Performance streams depending on school choice.) Unit 1 & 2 (Year 11) - Area of Study: Performance – Solo and group performances in eisteddfods align with outcome requirements. - Area of Study: Preparing for Performance – Rehearsal, stagecraft, and presentation at competitions link directly to this. - Area of Study: Music Language – Students apply expressive techniques, articulation, and interpretation in live contexts. Unit 3 & 4 (Year 12) - Unit 3: Performance – Eisteddfod programs can contribute directly to required assessed performances. - Unit 3 & 4: Preparing for Performance – Public adjudication offers authentic external feedback beyond the classroom. - Unit 4: Performance and Analysis – Students analyse and refine works through performance, linking to critical reflection requirements.	Unit 1 & 2 (Year 11) <i>Performance</i> – Solo and group performances in eisteddfods align with outcome requirements. <i>Preparing for Performance</i> – Rehearsal, stagecraft, and presentation at competitions link directly to this. <i>Music Language</i> – Students apply expressive techniques, articulation, and interpretation in live contexts. Unit 3 & 4 (Year 12) <i>Unit 3: Performance</i> – Eisteddfod programs can contribute directly to required assessed performances. <i>Unit 3 & 4: Preparing for Performance</i> – Public adjudication offers authentic external feedback beyond the classroom. <i>Unit 4: Performance and Analysis</i> – Students analyse and refine works through performance, linking to critical reflection requirements.
Solo / Duo / Trio Piano Performance	Solo Piano Performance	ACAMUM090 (Yr 9/10): Rehearse and refine performances ...	Students refine and present technically proficient and expressive performances.



5. Vocal / Choral

Learning Areas: The Arts (Music)

Eisteddfod Activity	Curriculum Area	Content Description(s)	Achievement Standard Alignment
Solo Vocal Performance	Music	ACAMUM088 (Yr 7/8): Perform music applying techniques and expression appropriate to style	Students perform with understanding of vocal technique and expressive intent.
Choir/Ensemble	Music	ACAMUM089 (Yr 9/10): Plan, rehearse and perform	Students collaborate to produce musically cohesive ensemble performances.
Solo / Ensemble / Choir	VCE Music	VCE Music Performance / Music Inquiry / Music Repertoire Performance / Music Contemporary Performance streams	Unit 1 & 2 (Year 11) - Area of Study: Performance – Solo and group performances in eisteddfods align with outcome requirements. - Area of Study: Preparing for Performance – Rehearsal, stagecraft, and presentation at competitions link directly to this. - Area of Study: Music Language – Students apply expressive techniques, articulation, and interpretation in live contexts. Unit 3 & 4 (Year 12) - Unit 3: Performance – Eisteddfod programs can contribute directly to required assessed performances. - Unit 3 & 4: Preparing for Performance – Public adjudication offers authentic external feedback beyond the classroom. - Unit 4: Performance and Analysis – Students analyse and refine works through performance, linking to critical reflection requirements.



6. Dance

Learning Areas: The Arts (Dance)

Eisteddfod Activity	Curriculum Area	Content Description(s)	Achievement Standard Alignment
Solo Dance	Dance	ACADAM009 (Yr 5/6): Perform dance using expressive skills to communicate ideas	Students perform choreographed movements that express meaning.
Group Choreography	Dance	ACADAM013 (Yr 7/8): Plan, structure and rehearse dance	Students collaborate in performance with awareness of space, timing and expression.
Solo Dance / Group	VCE Dance	VCE Unit 1 & 2, 3 & 4	Unit 1 & 2 (Year 11) <i>Dance Perspectives</i> – Eisteddfod participation exposes students to a range of styles and choreographic approaches. <i>Dance Skills</i> – Performance at eisteddfods develops technical and expressive skills, and provides opportunities for feedback from adjudicators (mirroring formative assessment). <i>Dance Making</i> – Students preparing solo or group routines for competition align with choreographic tasks in Units 1 & 2. Unit 3 & 4 (Year 12) <i>Unit 3: Choreography, Performance and Dance Making Analysis</i> – Preparing repertoire and original works for eisteddfods supports outcomes in choreographic intent and analysis. <i>Unit 4: Technique, Performance, Dance Analysis</i> – Live public performance experiences at eisteddfods develop confidence, technical precision, and interpretative skills directly assessed in performance exams.

Let's Partner in 2026

We invite you to join us in making authentic arts performances a vibrant part of student learning. The RSSS Ballarat Eisteddfod is much more than a performing arts competition – it's a celebration of creativity, learning, performance and community.

What to do next:

Entries open on 01 March annually

Talk to us early so that we can assure our schedule fits in your timetable!

We can come and speak to your team - to express interest, or to arrange a meeting or presentation to your school leadership, arts staff or students, please contact:

Royal South Street Society

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www.royalsouthstreet.com.au

Ballarat, Victoria

Empower your students. Celebrate their creativity. Bring learning to life through participation and performance at the Royal South Street Society Ballarat Eisteddfod.

