PERFORMING ARTS

Year 7 - 10 Performing Arts
VCE Drama
VCE Music Performance
Technical Production Certificate III (VET)
The role of the Arts is to develop an appreciation of the Performing Arts through a diverse curriculum. Students will develop an awareness of artistic expressions and traditions of other people and different cultures, whilst gaining personal satisfaction in and the development of self-esteem through their own work.

The Performing Arts

Drama
Students will undertake one semester of Drama in Year 7 and a semester in Year 8. Drama is the foundation for developing personal confidence and acquiring important skills to maintain positive social relationships throughout their college life. This course is specifically designed for students to develop their interpersonal skills whilst using their imagination in a supportive and creative environment.

At Year 7, we value embedding positive work practices, especially developing healthy habits regarding commitment and responsibility within a team environment. Using the theatre styles of Mime, Dance and Masks, students will learn the craft of storytelling, improvisation and character development to explore a variety of situations and create performance opportunities.

Music
Students will undertake one semester of Music in Year 7 and a semester in Year 8. The Music units at Years 7 and 8 are aimed at providing experience and knowledge of music notation (melodic and rhythmic) and composition utilising traditional and contemporary learning approaches.

Students will have hands-on experience with musical instruments and performing in ensembles. They study the elements of music as being common to all styles and the music of other cultures.

The focus for Year 7 is on understanding form and rhythm and the focus for Year 8 is on popular music and styles. Music Technology is utilised extensively in both year levels, particularly learning to use music software to analyse and understand form and structure in music composition.
In Year 9, students are asked to select two of the following units from The Arts Learning Area: Drama, Dance, Music, Visual Communication Design and Media.

Students who wish to study a second Language (that is, Italian and French or Japanese and French) must select only one unit from The Arts area.

In selecting subjects from The Arts, it is important to note that choices made in Year 9 do not limit future choices in Years 10 and 11. There are no prerequisites for any Year 10 unit or any VCE unit in this learning area; however, students who intend to select Units 3 and 4 Music Performance in Year 12 are assumed to have had about three years experience on a musical instrument or in voice prior to Year 11.

The Performing Arts

Drama

The focus of the Year 9 Drama course is to build confidence in improvisation and how the individual functions within a group context to create and present characters. There will be a distinction between devised performances and the use of scripts. Also students will explore how different types of performance styles enhance the story telling and creation of characters. Through advanced improvisation, theatre sports and role play, students will expand their expressive skills as well as learning aspects of stage craft.

Dance

In this Semester unit, students study both conventional and creative/cultural dance techniques including routines for warm up and body alignment. They undertake tasks in choreography, dance styles and costume design. Students also analyse the performance of others to develop an appreciation of good structure and the skilful uses of dance elements and principles.

Music

The focus of the Year 9 Music course is to build confidence and enjoyment in the basic principles of playing together as a group. This includes learning about the various styles and instruments used across a range of cultures. There will be the opportunity for solo/group performances and the ability to access a range of instruments for more advanced students. The keyboard will be the main instrument for all students to develop their skills utilising industry standard music software for composition and analysis.
YEAR 10
THE PERFORMING ARTS

In Year 10, students choose at least one semester unit from the Arts Learning Area, however the Performing Arts do open many pathways to employment and further studies for those who are creative. Therefore students may choose more than one elective as part of their Year 10 program.

All Year 10 students must select at least one Semester unit from the following electives:
- Drama
- Dance
- Music
- Theatre Studies and Design

It is important to note that choices made in Year 10 do not limit future choices in Year 11. There are no prerequisites for any Year 10 unit or any VCE unit in this Learning Area; however, students who intend to select Units 3 and 4 Music Performance in Year 12 are assumed to have had about three years experience on a musical instrument or in voice prior to Year 11.

**Recommendation:** Students wishing to study Music Performance at the VCE level must undertake two semester units at Year 10 as this is a full year program in preparation for VCE.

The Performing Arts

**Drama**
In this Semester-based unit, students examine and observe a range of dramatic styles. The focus is on extending their expressive skills using the concepts and conventions for storytelling and character creation. The course includes improvisation, group devised and scripted performances as well as opportunities for solo performance. Students will be given the opportunity of seeing a live theatrical performance with the purpose of applying concepts and analysing the structure and form.

**Dance**
In this Semester unit, students study conventional and creative/cultural dance techniques including routines for developing strength, endurance and flexibility. They undertake tasks in choreography, dance styles and costume design. There is the opportunity for solo/group performances and the ability to access a range of techniques for more advanced students. Professional performances will be attended for analyse and to aid preparation of dance elements and principles.

**Music**
In this Semester-based unit, students focus on music performance in solo and group context. Students also study music notation, symbols of rhythm and pitch and compose their own music. They also study how music is used to complement and enhance the viewing experience of films. Students may choose voice or a musical instrument and it is recommended that they enrol for lessons on their chosen instrument or voice either privately or through the school’s instrumental program.

**Music Performance**
This full-year course focuses on the development of a personal style as students create, perform and interpret instrumental and/or vocal works in a range of styles in solo and group context, demonstrating aural awareness and technical competence.

Students use contemporary compositional processes to explore new musical dimensions in their compositions and arrangements and use appropriate software to create, edit and print their scores. They identify and analyse musical characteristics within particular styles and periods focusing on 20th Century music including Music Theatre and Film Music. Students may choose voice or a musical instrument and it is recommended that they enrol for lessons on their chosen instrument or voice either privately or through the school’s instrumental program.

**Theatre Studies and Design**
During this Semester-based unit students have the opportunity to experiment with a variety of theatre based skills. This includes acting, script writing and directing to set, costume and lighting design. At the end of the semester a live theatre performance is produced by the students. This unit is for students interested in learning the technical and design aspects as well as acting students who want to study Drama in both semesters and continue to VCE Drama.
VCE DRAMA

Drama is a great subject for those who are interested in pursuing a career in the Performing Arts and also in any profession that requires effective communication such as law, media, public relations, journalism, advertising and general management training. As well as developing presentation skills, Drama develops team work skills, research and analytical skills, creativity and problem solving skills. In Year 11, students study drama theory as well as take part in workshops and performance based activities with a view to creating and presenting both solo and group work. The performance School Assessed Tasks in Year 12 (Solo and Ensemble) make up a large portion of the work covered as well as drama theory, theatre visits and performance analysis.

Unit 2
Australian Identity
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance symbolising aspects of Australian identity. They examine selected performance styles and conventions to create work from a contemporary or historical Australian context. This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other practitioners.

Assessment: Unit 2
- Solo Performance
- Playmaking Journal
- Solo Evaluation
- Performance Analysis
- Written Examination

Unit 3
Devised Ensemble Performance
Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. The processes involved in the development and realisation of the ensemble performance are analysed and evaluated. A professional natural work selected from the VCAA prescribed play list will also be analysed.

Assessment: Unit 3
- Devised Ensemble Performance
- Ensemble Evaluation
- Performance Analysis
- Written Examination

Unit 4
Devised Solo Performance
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop characters within a solo performance. Students complete two solo performances. For a short solo (school assessed) they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the VCAA. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Assessment: Unit 4
- Mini Solo Performance
- Extended Solo Performance
- Solo Evaluation
- Written Examination
It has been a well-known belief that studying Music can have greater benefits to students than just the development of music skills alone. Performing music is a wonderful skill, however, recent research has also demonstrated that learning music can also assist students in improving areas such as academia, memory and social skills.

Music Performance develops intellectual and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of music works. They learn about and apply musicianship as they create, interpret, analyse and perform solo and ensemble works in a range of styles.

It is highly recommended that students have a sound knowledge of their instrument and have formally or informally studied their instrument for three or more years prior to entering Unit 1.

In addition, students are required to undertake formal lessons with their chosen instrument (at their own expense) either at school or privately: preferably with one of our College Instrumental Teachers.

Unit 1
This unit focuses on achieving flexibility in music performance. There are no pre-requisites for entry into Unit 1, however, it is recommended that students have a sound knowledge of their chosen instrument. The unit focuses on developing skills in practical music and performance in solo and ensemble contexts. There is also a focus on music theory, aural skills, analysis of music and skills relevant to performance.

Assessment: Unit 1
- Solo Performance
- Ensemble Performance
- Technical Performance and report
- Theory and Aural Test

Unit 2
In this unit students continue the development of performance and musicianship skills. This includes performing in social and group contexts, as well as analysing their skills. There is no pre-requisite for entry to Unit 2, although it is strongly advised that students are proficient on their instrument and have had background study in aural theory concepts. Students will also learn how to use technology to digitally realise compositions and musical ideas.

Assessment: Unit 2
- Solo Performance
- Ensemble Performance
- Technical Performance and Report
- Theory and Aural Test
- Improvisation or Composition

Unit 3 & 4: Performance
The focus for Units 3 and 4 is towards performing in a recital setting. Students continue to study their chosen instrument and refine their technique to allow them to interpret works in preparation for their final recital. Students study performance techniques that can assist to help their performances. They also build upon and refine their skills in aural perception, music theory and analysis. Students analyse Australian music works performed by Australian musicians since 1910.

Assessment: Unit 3 and 4
- Solo and Ensemble Performance
- Technical Recital
- Written Report
- Theory and Aural Test

Unit 3
- Solo and Ensemble Performance (school-based)
- Solo or Ensemble Performance (external)
- Technical Recital
- Written Report
- Written Examination (External)

Unit 4
- Solo and Ensemble Performance (school-based)
- Solo or Ensemble Performance (external)
- Technical Recital
- Written Report
- Written Examination (External)
This course provides students with the practical skills and knowledge to record, mix and edit sound sources in a variety of environments. This program covers broad based and core skills in music production. A student undertaking this program will receive a statement of attainment for practical completion of the Certificate III in Technical Production.

Who Should Apply?
Students who are interested in the ‘other side’ of the Music industry such as recording, production and management. The skills acquired in this study also provide students undertaking Music Performance with additional complementary skills that can result in other avenues of employment within the Music industry.

Possible Employment Outcomes
This course will prepare students for entry level work in a wide range of fields within the Music industry. Possible careers include: Recording Engineer, Mastering Engineer, Technical Crew, Sound Design, Lighting Design and Music Management.

Pathways
Successful completion of Certificate III in Technical Production directly leads to Certificate IV in Technical Production. Some credit can also be applied to Certificate III in Music.

Modules Studied
The course for Certificate III in Technical Production is comprised of core and elective modules. At the end of Unit 4 students will have fulfilled the requirements of Certificate III in Technical Production.

Assessment: Unit 1 to 4
Satisfactory completion for Units 1 & 4 is based on achievement of the set modules specified for each unit. All units must be completed to obtain the certificate. Assessment tasks are module specific and will include:
- Written test
- Written assignment
- Practical application

Units of Competency:
- Mix music in a studio environment
- Manage audio input sources
- Operate sound reinforcement
- Install and disassemble audio equipment

SAC 1: Folio
- Mix music in a studio environment
- Manage audio input sources

SAC 2: Work Performance
- Students set up and mix live performances on three separate occasions. They also prepare pre-production documentation and reflect on the process of setting up and mixing live sound.

Core and Elective Modules
- Work effectively with others
- Manage own work and learning
- Source and apply entertainment industry knowledge
- Operate professional audio equipment
- Implement copyright arrangements
- Perform basic sound editing
- Incorporate music technology into performance
- Follow occupational health and safety procedures
- Assist with sound recordings
- Provide event staging support

Contribution to final assessment
- Students wishing to receive a study score for Units 3 and 4 will be doing scored assessment and examination.
  - Completion of three set coursework tasks in Unit 3 and 4 contribute to 66% of the final assessment
  - The end of year Examination contributes to 34% of the final assessment
VCE Dance (VET) is an industry based course

Students who undertake VCE Dance can also study VET Dance. VET stands for Vocational Education and Training and the dance course is a TAFE course, and is oriented towards more practical applications. VET Dance is one of the few TAFE disciplines which counts towards a VCE ATAR score.

After completing their study in VET Dance, students qualify for a Certificate II in Dance (CUA20111) combined with a partial completion of a Certificate III in Dance, and can later continue their studies to complete their Certificate III. This certificate is a solid basis for entry into the dance industry, commonly for students who are looking to further a dance career as a professional dancer, dance teacher or choreographer.

The course aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the live performance industry. It also seeks to enable participants to gain a recognised dance performance credential and to make an informed choice of future vocation or career path.

The course is designed around a practical application. Students will learn:

- How the dance industry works
- Preparation for performing dance
- Performance and technical skills in at least two dance styles. Students can choose two styles from Ballet, Contemporary Dance, Cultural Dance, Jazz, Street Dance or Tap.
- Important OH&S components of dance and dance performance

The course is a two-year program with units 1 and 2 being completed in the first year and units 3 and 4 being completed in the second year. It has a minimum course hour duration of 395 hours.

VET Dance Units 1 and 2 in year 1 include:
- Working effectively with others
- Developing basic dance techniques
- Following basic safety procedures and practices
- Developing a basic level of physical fitness for a dance performance

Students also have 2 electives. These are to learn to perform basic dance technique in their two chosen styles.

Units 3 and 4 in year 2 include:
- Preparing for performance
- Incorporating artistic expression into basic dance performance
- Developing and applying creative arts industry knowledge
- Developing audition techniques

Students also have 2 electives. These are to learn to increase their depth of dance technique in their 2 chosen styles.

Contribution to final assessment

Students wishing to receive a study score for Units 3 and 4 must undertake scored assessment and examinations. This consists of three coursework tasks, worth 50% of the overall study score and a performance examination, worth 50% of the overall study score.
# THE PERFORMING ARTS PATHWAYS

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## Additional Careers
- VCA
- NIDA
- WAAPA
- BAAPA
- Cabaret
- Film & TV
- Retail
- Choir Conductor
- Private tutor
- Film & TV composer
- CD Producer
- Musical Theatre
- Music Management
- Studio Engineer
- Record Producer
- Music Industry VET
- Certificate IV
- DJ
- Radio
- Musician
- Entertainer
- Soloist
- Arranger
- Bandleader
- Music Teacher