Performing Arts

The Performing Arts has an important role in education. It provides students with an opportunity to develop their self-confidence, creative expression and empathy as well as fostering an understanding and awareness of other people, traditions and cultures. At Penola, students experience the Performing Arts through performance, listening and analysis. These learning opportunities are experienced through performance, research, collaborative work and reflection time.

Drama

Students undertake a semester of Drama in both Year 7 and Year 8. Drama is the foundation for developing confidence and acquiring important skills to maintain positive social relationships throughout their secondary school life and beyond. The Junior Drama courses are specifically designed to develop student interpersonal skill, critical thinking, imagination and creativity. In Year 7 Drama, students focus on Mime and Movement and Storytelling. The Year 8 Drama course continues the development of acting skills with a focus on Improvisation and Comedy.

Music

Students undertake a semester of Music in both Year 7 and Year 8. Junior Music courses are highly engaging with a major focus on performance. In Year 7, all students learn to play a woodwind or brass instrument and undertake this study in a concert band setting. They learn to read, notate and analyse music notation using traditional as well as digital approaches. In Year 8, the focus is Rock Band and students are encouraged to explore and develop their understanding of a number of rock band instruments, including drum kit, keyboard, guitar, bass guitar, voice and ukulele. In both Year 7 and Year 8 Music, students experience performance, composition and music analysis, as well as respond to music in both visual and aural forms.
In Year 9, students are asked to select at least one semester subject from the Arts. This can include:

- Drama
- Dance
- Music

Students also have free choice semester subjects in Year 9, which means that they can elect to do more than one subject from The Arts area.

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.

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 skillful uses of dance elements and principles.

Music

The Year 9 Music course continues to build on the skills and techniques developed in the Junior years. Students have an opportunity to focus on one instrument or they can keep their options open and continue developing their understanding of a number of musical instruments. Instrument choices include guitar, bass guitar, drum kit, voice, ukulele and keyboard. For students undertaking private instrumental lessons, they may choose to make their principal instrument the focus of this course or opt to learn another instrument in class. In Year 9 Music, students learn about various styles of contemporary music and develop their critical thinking through listening tasks. Performance is a component to Year 9 Music and students will continue to build their confidence in the basic principles of solo/group performing. Students will also utilise music software programs to compose music in various forms.
The Performing Arts

Year 10

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 Arts. This can include:
- Drama
- Dance
- Music
- Theatre Studies and Design

Students have up to three free choice semester subjects in Year 10, which means that they can elect to do more than one subject from The Arts area. 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: It is highly recommended that students wishing to study VCE Music Performance undertake the year long Year 10 Music Performance.

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 to analyse and to aid preparation of dance elements and principles.

Music (semester only)

There are two music subjects on offer in Year 10 – Music and Music Performance. Music is a semester-based subject. Students continue developing their understanding of Music through performance, composition and analysis. Students will focus on various 20th Century music genres including, Film Music and Popular Music. Students analyse scenes from films and reflect on how music contributes to the film, enhances the scene and connects with the emotions of the audience. Sound Production is also explored in the subject. In Year 10, students are encouraged to focus on a chosen instrument and enrol for instrumental lessons either through the school’s instrumental program or through a private studio.

Music Performance

This full-year course focuses on a deeper understanding of music and further develops the students' music skills and techniques. Students will focus on various 20th Century music genres including Film Music and Musical Theatre as well as Popular Music and will identify and analyse musical characteristics within particular styles and periods. Sound Production is also explored in this subject. Compositional techniques will be explored and students create and arrange music using various music software programs. Performance is a large focus for this subject and students explore the idea of personal style and interpretation in their performances. In Year 10 Music Performance, students are encouraged to focus on a chosen instrument and enrol in instrumental lessons either through the school’s instrumental program or through a private studio. It is highly recommended that students wishing to study VCE Music undertake this year long Music subject, however it is not a prerequisite for VCE Music.

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.
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 1
Introducing Performing Styles
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students study three or more performance styles from a range of cultural contexts examining the drama traditions of ritual and storytelling. This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other practitioners.

Assessment: Unit 1
• Playmaking/Devising Journal
• Ensemble/Solo Performance
• Ensemble Evaluation
• Performance Analysis
• Written Examination

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
• Professional Analysis

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 develop the practical skills of researching, creating, presenting, documenting and analysing a solo performance. In the development of a second solo (externally 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
Research into Music Education has long demonstrated that learning music can have many benefits. Amongst the many benefits to studying Music as a subject in its own right, studying Music can also enhance fine motor skills, cultivate creative thinking, support stronger study habits, working memory and social skills.

As performers in solo and ensemble contexts, students develop skills and techniques in preparing and presenting music programs. They learn, develop and apply musicianship skills and techniques as they create, interpret, analyse and present solo and ensemble works in a range of styles.

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

Students are required to undertake formal instrumental lessons on their chosen instrument (at their own expense) either through the College’s Instrumental Music Program (preferred) or through a private music studio.

Unit 1
This unit focuses on developing solo and ensemble skills in music performance. Students will also focus on music theory and aural skills, as well as analysis or recorded and live performance. Whilst there are no prerequisites for entry into Unit 1, it is highly recommended that students have a sound knowledge and understanding of their chosen instrument and undertake private instrumental lessons.

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

Unit 2
In this unit, students continue the development of performance, analysis and musicianship skills. They continue to perform as soloists as well as members of an ensemble. Students will continue developing their analysis skills in both live and pre-recorded settings as well as continue developing their aural and theoretical skills. In Unit 2, students will apply their analysis and theory skills in a compositional context by creating their own compositions and will use music software to digitally present the composition.

Assessment: Unit 2
- Solo and Ensemble Performance
- Technical Performance and Presentation
- Theory and Aural Test

Music Performance
Units 3 and 4
One of the main focuses for Units 3 and 4 is to prepare students for a formal recital setting.

Students continue to study their chosen instrument and refine their skills and techniques on their instrument. They prepare and present works in formal and informal settings in preparation for their final end-of-year recital. Students study performance techniques and build upon and refine their skills in aural perception, music theory and analysis. Students analyse Australian Music written since 1980 as well as music written by composers of other times and countries. Students must elect to either have a solo or ensemble focus in their end-of-year recital.

Unit 3 Assessment
- Solo and Ensemble Performance
- Technical Performance and Presentation
- Theory and Aural Test

Unit 4 Assessment
- Solo and Ensemble Performance (school assessed)
- Technical Performance and Presentation (school assessed)
- Theory and Aural Test (school assessed)
- Solo OR Ensemble Performance (externally assessed)
- Written Examination (externally assessed)
This course covers core skills in sound production. It provides students with the practical skills and knowledge to record, mix and edit sound sources. Areas covered include maintaining and operating sound equipment, setting up and disassembling sound equipment and recording and editing and mixing music. A student undertaking this program will receive a statement of attainment for practical completion of the Certificate III in Music Industry.

Who Should Apply?
Students interested in sound production should apply for this course. Skills and knowledge attained from this course are also beneficial and complementary to students undertaking VCE Music Performance.

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 Music Industry directly leads to Certificate IV in Music Industry.

Modules Studied
The Certificate III in Music Industry (sound production) course comprises of core and elective modules. At the end of Unit 4, students will have fulfilled the requirements of Certificate III in Music Industry.

Unit 1 and 2
- Contribute to health and safety of self and others
- Implement copyright arrangements
- Work effectively in the music industry
- Apply knowledge of style and genre to music industry practice
- Develop basic audio skills and knowledge
- Perform Basic sound editing

Units 3 and 4
- Operate sound reinforcement
- Install and disassemble audio equipment
- Mix music in a studio environment
- Manage audio input sources
- Record and mix a basic music demo

Assessment: Units 1 to 4
Satisfactory completion for Units 1 to 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
- Assignment
- Practical Application
- SAC 1 – Folio
- SAC 2 – Work Performance
- SAC 3 - Product

Contribution to final assessment
Students wishing to receive a study score for Certificate III in Sound Production must undertake scored assessment and will therefore need to complete all assessments and examinations.

- Completion of three set coursework tasks in Units 3 and 4 contribute to 66% of the overall study score.
- An end of year Examination contributes to 34% of the overall study score.
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

<table>
<thead>
<tr>
<th>Years 7 and 8</th>
<th>Years 9 and 10</th>
<th>Years 11 and 12</th>
<th>University/ TAFE/Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama VCE Units 1-4</td>
<td>Performing Arts Art Director Producer Voice over Film &amp; TV Radio Vocal Coach Actor Theatre Design Set Design Lighting Design Costume Design Lecturer VCA NIDA WAAPA BAAPA Cabaret Film &amp; TV Retail</td>
</tr>
<tr>
<td></td>
<td>Theatre Studies &amp; Design (Year 10 only)</td>
<td>Drama VCE Studio Arts &amp; Design Technical Production</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Dance VCE VET Drama VCE (offered externally) Drama VCE Unit 1-4</td>
<td>Professional Dancer/ Instructor Choreographer Musical Theatre Personal Trainer Health/Fitness Company/Tour Manager</td>
<td></td>
</tr>
</tbody>
</table>