

# PERFORMING ARTS

## DRAMA

### ELECTIVE SUBJECT – ONE SEMESTER

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#### ***Learning Focus***

Students choosing this unit will explore Non-naturalism and its associated conventions. They will develop skills in stagecraft through the realisation of a non-naturalistic playscript. Students will develop skills in practical stagecraft areas, such as acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion/publicity, set, sound and stage management.

#### ***Victorian Curriculum Strands:***

##### **Explore and Express ideas**

Students will manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.

##### **Drama Practises**

Students will structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements

##### **Present and Perform**

Students will perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience

##### **Respond and Interpret**

Students will analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform, and view

#### ***Assessment:***

- Practical participation and application of stagecraft
- Journal presenting evidence and analysis of application of stagecraft
- A test, report, or written analysis, reviewing play in performance
- End-of-Semester written examination

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## DANCE

### ELECTIVE SUBJECT - ONE SEMESTERS

**It is strongly encouraged that students electing to study this unit have current dance experience. If there are any doubts, students can see clarification from the subject teacher to ascertain their suitability. Performance is a compulsory component of this course and involve evening concerts**

#### ***Learning Focus:***

As students learn about dance, they broaden their experiences of dance genres and particular styles and use these as a springboard for their making and responding in Dance. They also consider how dance can communicate and challenge ideas about issues and concepts. By the end of Level 10, students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and form and production elements to communicate their choreographic intent. They choreograph, rehearse, and perform dances, demonstrating safe dance practice and technical and expressive skills appropriate to the style and genre. Students analyse choreographers use of the elements of dance, choreographic devices and form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, times and locations.

#### ***Victorian Curriculum Strands:***

##### ***Explore and Express Ideas***

Explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities. Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent.

##### ***Dance Practices***

Practice and refine technical and expressive skills to develop proficiency in genre and style-specific techniques. Structure dances using movement motifs, choreographic devices and form

##### ***Present and Perform***

Perform dances using genre and style specific techniques, expressive skills and production elements to communicate a choreographer's intent

##### ***Respond and Interpret***

Evaluate their own choreography and performance, and that of others, inform and refine future work. Analyse a range of dance from contemporary and past times, including dance of Aboriginal and Torres Strait Islander peoples, to explore differing viewpoints and develop understanding of dance practice across local, national and international contexts.

#### ***Assessment:***

##### ***PERFORMANCE***

Performance of a group dance piece

##### ***WRITTEN ANALYSIS***

Identifying and analysing the structure of a dance piece and use dance terminology in supporting their responses

##### ***CHOREOGRAPHY***

Performance of solo or group choreography

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## MUSIC

ELECTIVE SUBJECT – ONE SEMESTER

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***Students electing to study this unit are required to have their own musical instrument for private practice. They are expected to undertake private lessons on their instrument and participate in the college Co-curricular music ensemble program. If there are any doubts, students can seek clarification from the subject teacher to ascertain their suitability.***

***Performances are a compulsory component of this course and involve evening concerts.***

### ***Learning Focus***

Learning in Music involves students using their voices, instruments, and technology as they make and respond to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing, and performing, developing a personal voice as composers, performers and audience. Students continue to develop their listening skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex performance techniques, compositional devices and forms and explore styles and genres in greater depth. They build on their understanding of how musicians communicate with audiences in solo and ensemble contexts. Students maintain safety, correct posture, and technique in using voice, instruments and technologies.

### ***Victorian Curriculum Strands:***

- **Explore and Express Ideas**
  - Focuses on exploring sound and silence and ways of using voice, body percussion, instruments, and technologies to develop and express ideas
  - Students use listening skills and imagination to develop ideas in response to stimuli such as music they have listened to, observations, feelings, experiences, and research
  - They explore ways of using and manipulating the elements of music and compositional devices
- **Music Practices**
  - Focuses on developing knowledge and understanding of skills, techniques, and processes for listening, composing and performing music from diverse cultures, times and locations
  - Students listen with intent, sing, play instruments and use notation and technologies to interpret, improvise, compose, and document music
  - They practice and refine listening, technical, and expressive skills as individuals and in ensembles and refine their work in response to feedback
- **Present and Perform**
  - Focuses on planning, rehearsing and refining performances to communicate ideas and intentions to an audience
  - Students use voice, instruments, technologies and performance and expressive skills and techniques to perform solo and ensemble music
- **Respond and Interpret**

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- Focuses on reflecting, questioning, analysing and evaluating as listeners, composers, and performers
- Students use listening skills to discriminate, identify and describe qualities of sound and features of music
- They interpret and analyse music from diverse cultures, times and locations and explore how contexts inform music and music making and how music connects with other art forms and disciplines

## **Assessment:**

A range of assessment procedures is used, including:

- Group/solo performance
- Composition
- Listening analysis
- End-of-semester examination (written and aural)