

Arts: Performing

Dance

Drama

Music

Music Performance

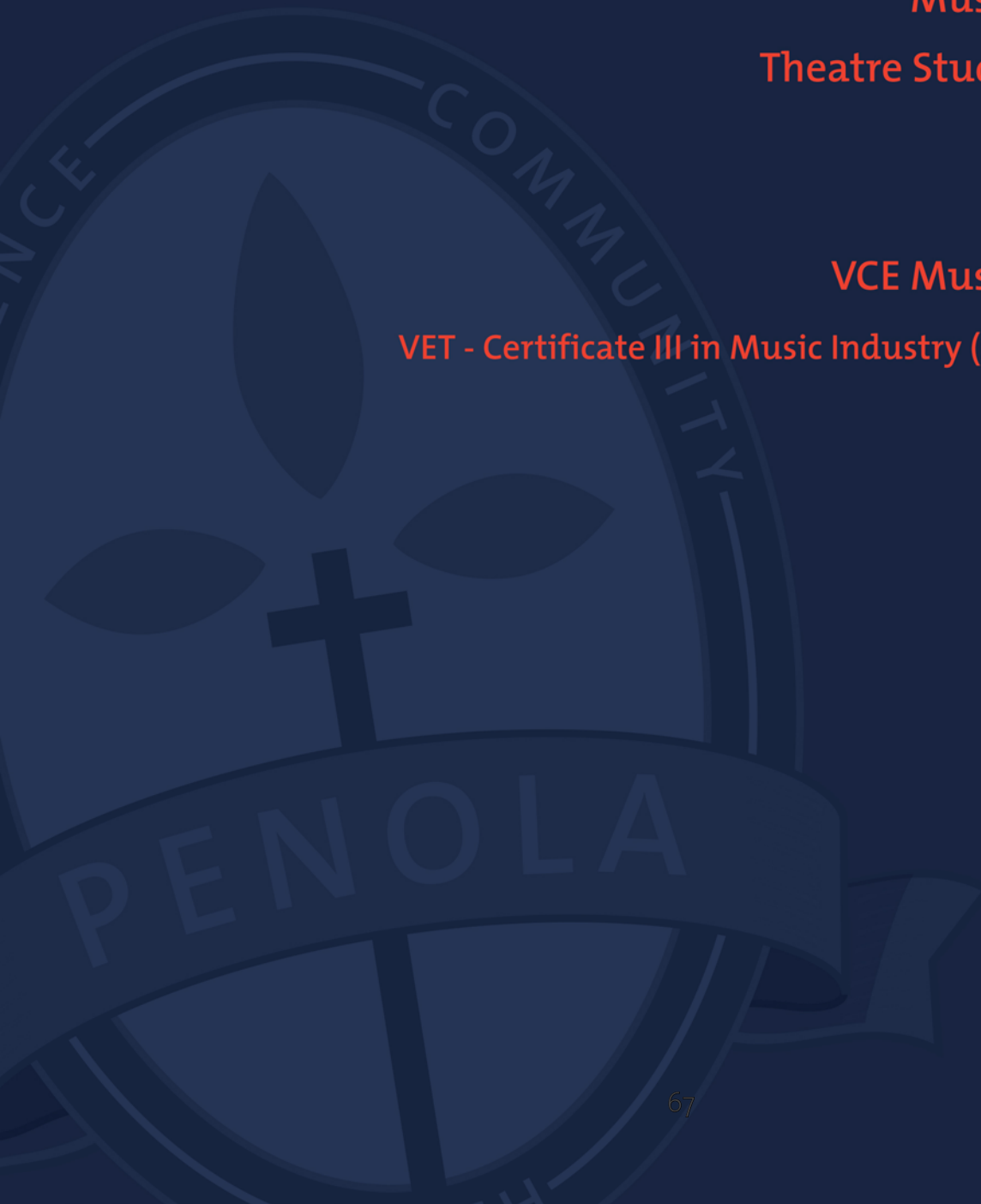
Theatre Studies and Design

VCE Dance

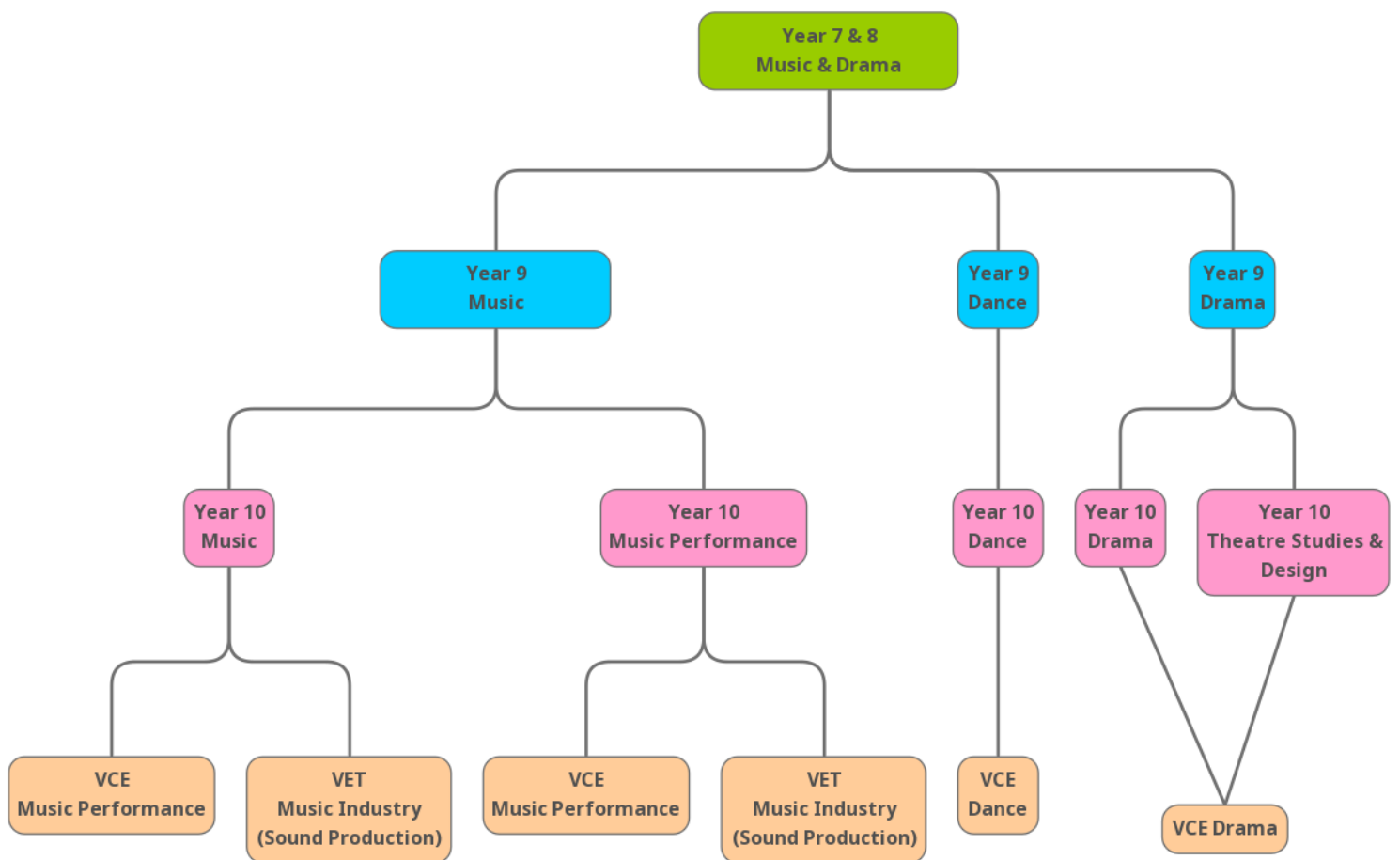
VCE Drama

VCE Music Performance

VET - Certificate III in Music Industry (Sound Production)



The Performing Arts Pathways



The Performing Arts

Year 7 & 8

The Performing Arts has always been an integral part of all cultures, no matter the time or place. At Penola, our Performing Arts subjects provide the foundations to 'performing' so that students can develop effective techniques and skills to communicate, as well as elicit an emotional response from an audience.

Our Junior Performing Arts courses are highly engaging. Students undertake a compulsory semester of Music and Drama in both Year 7 and Year 8. They develop an appreciation of music and drama as aural, visual and physical art forms as well as an understanding of how the performing arts contributes to society and culture. Students develop skills in performing, composing, listening and responding to music and drama works.

Year 7 Music

In Year 7 Music, 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 processes. Year 7 students experience performance, composition and music analysis, as well as respond to music in both visual and aural forms. The semester ends with a formal Concert Band performance in our Mary MacKillop Auditorium.

Year 7 Drama

In Year 7 Drama, there are two main units of work - Mime and Movement and Storytelling. Through various class activities, students develop skills and techniques in these drama genres. Students develop their interpersonal skills, critical thinking, imagination and creativity.

Year 8 Music

Rock Band is the focus in Year 8 Music. Students explore and develop their performance skills on several rock instruments including drum kit, guitar, bass guitar, keyboard, voice and ukulele. In Year 8 Music, students continue building their performance, composition and music analysis skills. Music vocabulary is further developed through guided listening sessions and students respond to music via whole class, small group and individual activities.

Year 8 Drama

The Year 8 Drama course continues the development of acting skills with a focus on Improvisation and Comedy. Students continue building their acting and analytical skills through various means including participating in small student-directed works and viewing live and pre-recorded performances.



The Performing Arts

Year 9

Dance, Drama and Music are the three elective Performing Arts subjects in Year 9. There are no formal requirements for entry into these Performing Arts subjects.

In Year 9 Dance, students develop an understanding of the elements of dance. They develop safe dance practices and habits and explore different dance styles and genres. In Drama, students develop an understanding of how voice and movement can be used to communicate to an audience. In Year 9 Music, students create, practice and perform music. They compose, interpret, listen and respond to music and develop their music language for analysis, composition and performance.

Performance is a component to all three subjects and students develop skills and techniques to effectively communicate to an audience. They perform works of others as well as student created works.

Year 9 Dance

In Year 9 Dance students study both conventional and creative/cultural dance techniques. They review and create dance routines including routines for warm up and body alignment. Students undertake tasks in choreography, dance styles and costume design. Students analysis both live and pre-recorded performances to develop an appreciation of good structure and the skilful uses of dance elements and principles.

Year 9 Music

The Year 9 Music course continues to build on the skills and techniques developed in the Junior years. Students can focus their performance skills on one instrument or continue developing their skills on several musical instruments. Instrument choices include guitar, bass guitar, drum kit, voice, ukulele and keyboard. Students undertaking private instrumental lessons may choose to make this instrument their focus or opt to learn another instrument. In Year 9 Music, students develop understanding and application of theoretical concepts. They learn about various styles of contemporary and world music and develop their critical thinking through listening and responding tasks.

Year 9 Drama

The focus of Year 9 Drama is to build confidence in the art of Improvisation. Through class activities, professional and pre-recorded performances, students explore how individual performers function within a group context and how these characters can be created and presented. During this course, students devise their own performances as well use scripted works. Different types of performance styles are explored and analysed with a focus on storytelling and creation of characters. Through advanced improvisation, theatre sports and role play, students expand their expressive and stage craft skills.



The Performing Arts

Year 10

The Performing Arts develops several important life skills including - teamwork, presentation, analytical, creative and problem-solving skills. In Year 10, students have the opportunity to study Dance, Drama and Music. There are no formal requirements for entry into these Year 10 Performing Arts subjects.

In Dance, Drama and Music, students create, practice, perform, interpret and respond. They begin developing subject specific language to effectively analyse a range of works and develop skills at effectively communicating to an audience. Students develop critical and analytical skills and learn to adapt and interpret when responding to the works of others. Performance is a large component to Year 10 Dance, Drama and Music and students will continue to build their confidence in the basic principles of solo and ensemble performance.

Year 10 Dance

In Year 10 Dance, 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 in the preparation of dance elements and principles.

Year 10 Drama

In this semester-based subject, students examine and observe a range of dramatic styles. The focus of this subject is extending expressive skills using the concepts and conventions of storytelling and character creation. The course includes improvisation and group devised and scripted performances, as well as opportunities for solo performance. Students see a live theatrical performance with the purpose of studying drama concepts and performance structure and form.

Year 10 Music (Semester only)

There are two music subjects on offer in Year 10 - Music (semester) and Music Performance (yearlong). 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 plays a critical role in movies by enhancing the scene and connecting with the emotions of the audience. Sound Production is also explored in this subject. In Year 10 Music, students are encouraged to focus on a chosen principal instrument.

Year 10 Music Performance (Yearlong)

This yearlong course focuses on a deeper understanding of music. Students analyse various 20th Century music genres including Film Music, Musical Theatre and Popular Music. Sound Production is also explored in this subject. Compositional techniques are investigated, and students create and arrange music using various music software programs. Performance is a large focus for this subject. Students explore personal style and interpretation in their performances. In Year 10 Music Performance, students are encouraged to focus on a chosen instrument. It is recommended that students wishing to study VCE Music undertake this yearlong subject, however it is not a prerequisite for VCE Music.

Year 10 Theatre Studies and Design

During this semester-based unit, students experiment with a variety of theatre-based skills. This includes acting, script writing, 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 of theatre. Students interested in both acting and theatre studies and design could opt to study both semester subjects.

VCE Drama

In Units 1 and 2, 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 works. The performance School Assessed Tasks (Solo and Ensemble) in Units 3 and 4 make up a large portion of the work covered as well as drama theory, theatre visits and performance analysis.

Unit 1 – Introducing Performance 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.

Areas of Study include:

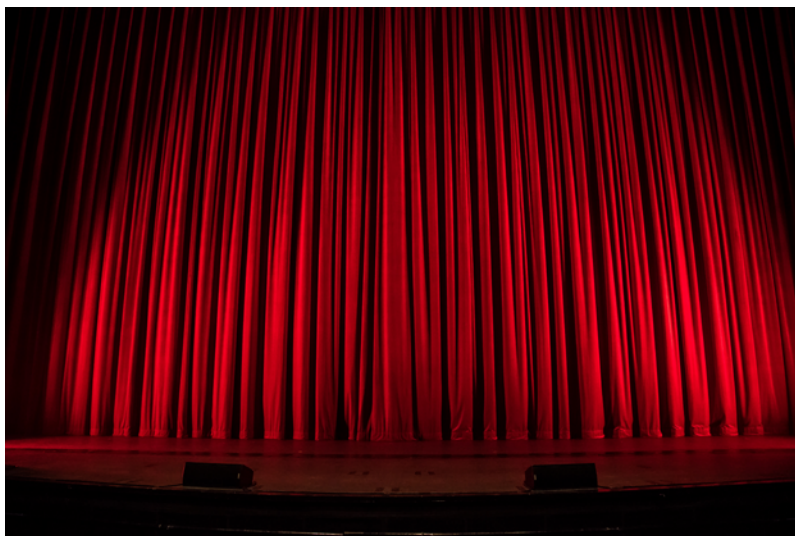
- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional drama performance

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. Students 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.

Areas of Study include:

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance



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 work selected from the VCAA prescribed play list will also be analysed.

Areas of Study include:

- Devising and presenting ensemble Performance
- Analysing a devised ensemble performance
- Analysing and evaluating a professional drama performance

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 performance (school assessed) they develop the practical skills of researching, creating, presenting, documenting and analysing a solo performance. In the development of a second solo performance (externally assessed) students 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.

Areas of Study include:

- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance



VCE Music Performance

In VCE Music, students develop performance, musicianship and critical awareness skills. They learn, develop and apply musicianship skills as they create, interpret, analyse and present solo and ensemble works. Students study and perform musical works of different styles, genres and cultures. They analyse and evaluate live and pre-recorded performance and develop skills in interpretation of musical elements in performance and compositional contexts. As performers, students learn how to effectively communicate and express musical ideas to an audience.

There are no prerequisites for entry into Units 1 - 3 Music Performance, however it is recommended that students have a sound knowledge of their instrument/s with at least three or more years' experience in learning their instrument 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 – Music Performance

This unit focuses on developing solo and ensemble skills in music performance. Students develop their skills and techniques for preparing solo and ensemble works for performance. Musicianship and analysis of live and pre-recorded works is also studied. Whilst there are no pre-requisites 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.

Areas of Study include:

- Performance
- Preparing for Performance
- Music Language

Unit 2 – Music Performance

In this unit students continue developing their performance, analysis and musicianship skills. They perform as soloists as well as members of an ensemble and develop effective ways of preparing for performance. Students continue developing their analysis skills of both live and pre-recorded settings as well as continue developing their musicianship skills. In Unit 2, students apply their performance, analysis and musicianship skills by creating their own compositions and will use music software to digitally present their composition.

Areas of Study include:

- Performance
- Preparing for Performance
- Music Language
- Organisation of Sound



Unit 3 – Music Performance (solo or group)

One of the main focuses for Units 3 and 4 is to prepare students for a formal recital setting. Students continue to study their principal instrument and refine their skills and techniques on this 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 theory, aural and analysis skills. Students analyse Australian music as well as music from diverse cultures, times and locations. Students must elect either a solo or ensemble focus for their external end-of-year recital. This is determined at the commencement of Unit 3.

Areas of Study include:

- Performance
- Preparing for Performance
- Music Language

Unit 4 – Music Performance (solo or group)

Students continue to study their principal instrument and refine their skills and techniques on this instrument. They focus on preparing for the final end-of-year performance program. Students prepare and present works in formal and informal settings and continue to address challenges in their performance works by developing effective practice skills, exercises and habits. Musicianship, critical awareness, listening and responding skills are further developed.

Areas of Study include:

- Performance
- Preparing for Performance
- Music Language



VET Certificate III in Music Industry (Sound Production)

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, editing and mixing music. Students interested in sound production are encouraged to apply for this course. The skills and knowledge attained from VET Music Industry are also beneficial and complementary to the study of VCE Music Performance.

Students wishing to receive a study score for Certificate III in Music Industry (Sound Production) must undertake scored assessment and will therefore need to complete all assessments and examinations. Students must achieve eleven units of competency to gain Certificate III in Music Industry.

Successful completion of Certificate III in Music Industry directly leads to Certificate IV in Music Industry.

Year 11 - Unit 1 and 2

Modules:

- 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

Year 12 - Unit 3 and 4

Modules:

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



VCE Dance

In VCE Dance, students explore movement as an instrument for creative expression and communication. They create and perform their own dance works as well as interpret and analyse live and pre-recorded performances. Students study dance of different times, cultures and locations and develop their choreographic skills by developing their own as well as learnt movement vocabularies. Through the study of other choreographers and their creative works, students learn how to communicate through movement in their own created dance works. Students perform solo and group dance works, both learnt, and student created. In VCE Dance, students are regarded as performers, choreographers and members of an audience.

Unit 1 - Dance

In this unit students begin exploring movement as an instrument for creative expression and communication. They create and perform their own dance works as well as interpret and analyse live and pre-recorded performances. Students study dance of different times, cultures and places. They begin developing their own movement vocabulary as well as documenting and analysing movement. Physiology, health, wellbeing, care and maintenance of the dancer's body is also studied. Students study and discuss choreographers, influences of these choreographers and influences on intention and movement in selected dance works.

Areas of Study include:

- Dance perspectives
- Choreography and performance
- Dance technique and performance
- Awareness and maintenance of the dancer's body

Unit 2 – Dance

In Unit 2, students explore the elements of movement. They study dance traditions, styles and works of traditional and/or contemporary Aboriginal and Torres Strait Islander Peoples and other Australian dance artists. Musical theatre, tap/jazz, ballet and modern dance material may also be studied. Students continue developing their personal movement vocabulary and continue studying choreographic processes, devices and skills and analysis of choreographers and their influencers. Students create a dance work using choreographic processes.

Areas of Study include:

- Dance perspectives
- Choreography and performance
- Dance technique and performance



Unit 3 - Dance

In this unit, students continue developing their dance training. They learn to perform a duo or group dance work with artistry and continue developing their movement vocabulary. Students analyse the realisation of their solo and learnt duo/group dance work and further develop their understanding choreographic processes. In Unit 3, students are required to analyse two dance works from the Prescribed list of dance works for Unit 3.

Areas of Study include:

- Dance perspectives
- Choreography, performance and analysis of a skills-based solo dance work
- Dance technique, performance and analysis of a learnt dance work

Unit 4 - Dance

Students continue to develop their understanding of choreographic processes. They document and analyse the choreographing, rehearsing, preparing to perform and performing of the dance work. Students undertake several analysis focuses and investigate choices made by choreographers. Students perform a dance work with a focus of communicating intention.

Areas of Study include:

- Dance perspectives
- Choreography, performance and dance-making analysis