

Dance (Diocesan Course)

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

TOPICS COVERED

Year 11 Course

- Dance Technique
- Safe Dance Practice
- Elements of Dance
- Compositional Skills
- Australian Dance
- Dance Analysis
- Dance Film

Year 12 Course

- Dance Technique
- Safe Dance Practice
- Elements of Dance
- Compositional Skills
- Essay Skills
- Analysing major dance works

COURSE DESCRIPTION

In the Year 11 and Year 12 courses, students continue their study of dance as an artform. They continue core study in the three core components. For the Year 12 course, students also undertake an in-depth study of dance in one of the major study components: Performance, Composition, Appreciation or Dance and Technology. The three core study components are each allocated 20 percent of time, and the major study is allocated 40 percent. In 2017, Stage 6 Dance has been run as an external Diocesan Dance course where Video Conferencing to deliver the course has been used with other schools.

Performance: assessed on technique and performance quality

Composition: assessed on choreography skills

Appreciation: assessed on analytical skills in essay writing

AIMS

Dance in Stage 6 is designed for students to experience, understand and value dance as an artform through the study of the performance, composition and appreciation of dance.

ASSESSMENT

Assessment strategies may include:

- Performances
- Compositions
- Viva Voce/Conversations
- Written Examinations

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Performer
- Choreographer
- Studio Dance Teacher
- School Dance Teacher

YEAR 11 COURSE OUTCOMES (from NESAs)

P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form

P1.2 understands the use of dance terminology relevant to the study of dance as an artform

P1.3 develops the skills of dance through performing, composing and appreciating dance P1.4 values the diversity of dance as an artform and its inherent expressive qualities

P2.1 identifies the physiology of the human body as it is relevant to the dancer

P2.2 identifies the body's capabilities and limitations

P2.3 recognises the importance of the application of safe dance practice

P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination

P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices

P2.6 values self-discipline, commitment and consistency in technical skills and performance

P3.1 identifies the elements of dance composition

P3.2 understands the compositional process

P3.3 understands the function of structure as it relates to dance composition

P3.4 explores the elements of dance relating to dance composition

P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition

P3.6 structures movement devised in response to specific concept/intent

P3.7 values their own and others' dance activities as worthwhile P4.1 understands the socio-historic context in which dance exists

P4.2 develops knowledge to critically appraise and evaluate dance

P4.3 demonstrates the skills of gathering, classifying and recording information about dance

P4.4 develops skills in critical appraisal and evaluation

P4.5 values the diversity of dance from national and international perspectives

Drama

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

In Drama, students can investigate, shape, and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. By studying this major art form students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.

AIMS

This syllabus is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre.

YEAR 11 COURSE OUTCOMES (from NES A)

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

TOPICS COVERED

Year 11 Course

- Improvisation, Play Building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

Year 12 Course

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

ASSESSMENT

Assessment strategies may include:

- Group performance
- Individual performance
- Assignments
- Examinations

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Actor
- Producer
- Film director
- Teacher
- Entertainment industry
- Public Speaking
- Theatre technical work
- Marketing and communications
- Any position that requires teamwork

Music 1

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields.

Students in Music 1 range from those with beginner instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles including contemporary/popular music. Many of the students have highly developed aural skills that have been nurtured through performance by imitation, and skills in improvisation have often been developed through the same process.

AIMS

The aim of Music 1 is to provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

YEAR 11 COURSE OUTCOMES (from NESAs)

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles issues of interest
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

TOPICS COVERED

Year 11 Course
Students will develop knowledge and understanding about the use of the following musical concepts:

- duration
- pitch
- dynamics and expressive techniques
- tone colour
- texture
- structure

and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Year 12 Course

Students will develop a greater depth of knowledge and understanding of the concepts of music and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Recommended Prerequisite: Students wishing to take music should be undertaking private study of an instrument/voice or should be considering such study when they begin senior music class.

ASSESSMENT

Assessment strategies may include:

- Group performance
- Individual performance
- Aural Examination/ Viva Voces
- Written Examination

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Composer/arranger
- Performer
- Classroom/Private Instrumental Music Teacher
- Sound/Recording Engineer
- Music Therapist
- Music Journalist
- Playing music helps develop students' creative thinking
- Music enhances student's health and wellbeing, increase their stamina and helps them to become more active listeners
- The nature of music study allows students to manage their own learning, work together with others and engage in real world practices of performers, composers and audiences

Photography, Videoing & Digital Imaging

COURSE DETAILS

Hours	120 hours
Type	Board Endorsed Course
Duration	1 year
Unit Value	1-unit Year 11
HSC Exam	No
ATAR	No
Exclusions	Nil
RECOGNITION	RoSA Qualification

COURSE DESCRIPTION

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice.

The course structure allows for modules to be selected in a way that acknowledges and builds on students' knowledge, understanding and skills and provides for further and more in-depth study in one or more of these fields.

The study of Photography, Video and Digital Imaging will support students in developing a commitment to and capacity for lifelong learning in one or more of these fields. This may lead to further post-school study at university or TAFE, or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as areas of personal interest

AIMS

Photography, Video and Digital Imaging is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and to understand and value how these fields of practice invite different interpretations and explanations.

YEAR 11 COURSE OUTCOMES (from NESAs)

- M1 self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

TOPICS COVERED

Year 11 Course

- Occupational Health & Safety – Mandatory
- Wet Photography (Option)
- Video (Option)
- Digital Imaging (Option)
- Individual or Collaborative Project

ASSESSMENT

Assessment strategies may include:

- Project work
- Individual tasks
- Assignment
- Examination

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Film
- Professional photographer
- Artistic design
- Marketing
- Print media
- You do not need to have your own camera to select this course

Visual Arts

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'Body Of Work' in the Year 12 course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

Visual Arts is offered as a course for students with a wide range of needs, abilities and interests. The course caters for the full range of students through learning opportunities based on a flexible content structure consisting of practice (artmaking, art criticism and art history), the conceptual framework (artist, artwork, world, audience) and the frames (subjective, cultural, structural and postmodern). These aspects of content can be engaged more broadly and deeply as students develop increasing autonomy in their practical and theoretical understanding, knowledge and skills. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

AIMS

Students will gain increasing intellectual autonomy in their abilities to aesthetically and persuasively represent ideas in the visual arts; and understand and value how the field of the visual arts is subject to different interpretations. Visual Arts Stage 6 provides opportunities for students to develop skills in each of the key competencies. These competencies are considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life.

TOPICS COVERED

Year 11 Course

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the artworld
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

Year 12 Course

- How students may develop their own practice of artmaking, art criticism, and art history, applied to selected areas of interest
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, artworks, the world and audiences within the artworld
- How students may further develop meaning and focus in their work.

Particular Course Requirements

- Artworks in at least three expressive forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

ASSESSMENT

Assessment strategies may include:

- Practical works
- Essays
- Practical Diary
- Examinations

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Advertising and marketing
- Professional artist
- Architecture or designing
- Teacher
- Photographer

YEAR 11 COURSE OUTCOMES (from NESA)

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

