

LET  
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SHINE

# THE ARTS



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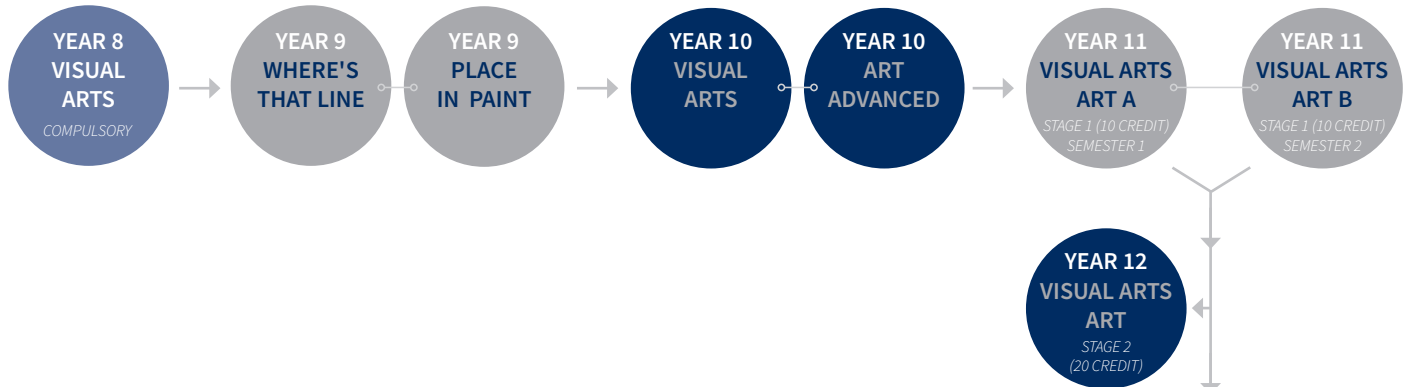
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CONTENT STRANDS: VISUAL ARTS • GRAPHIC ART  
• DRAMA • MEDIA ARTS • MUSIC • DANCE

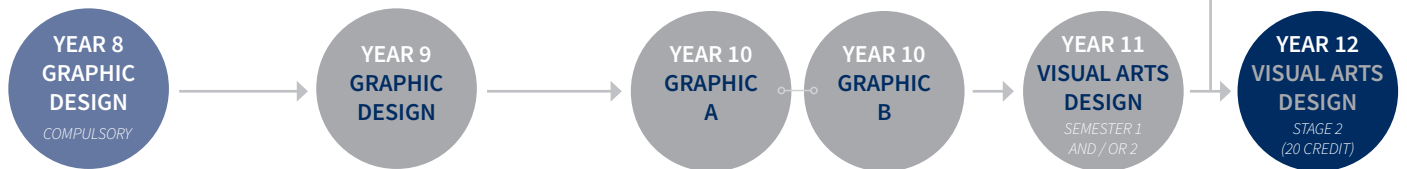
# [ THE ARTS ]

VISUAL ARTS • GRAPHIC ART • DRAMA • MEDIA ARTS • MUSIC • DANCE

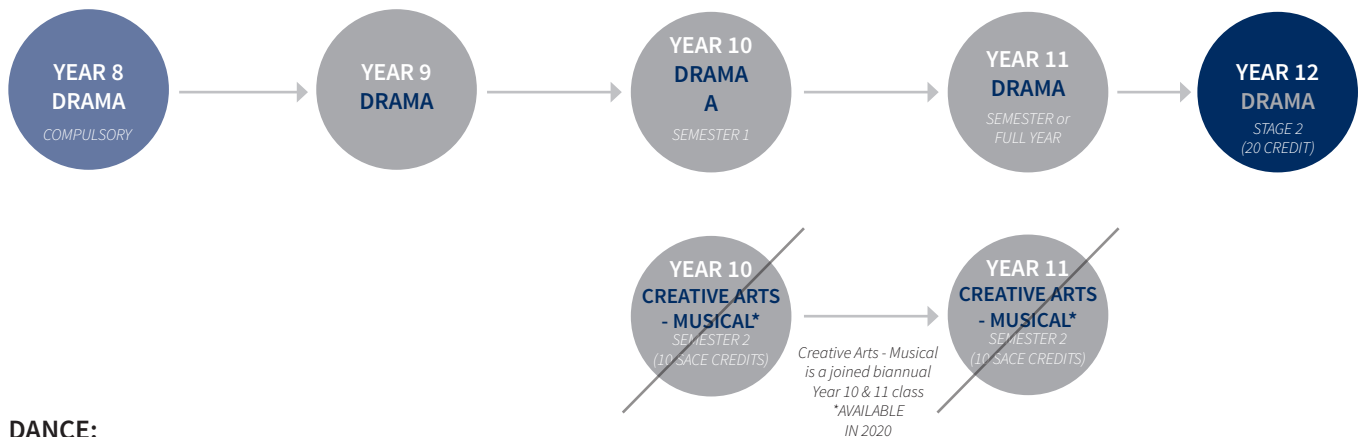
## VISUAL ARTS:



## GRAPHIC ART:



## DRAMA:



## DANCE:



## MEDIA ARTS:



MUSIC: DISPLAYED ON SEPERATE DOCUMENT





# [ THE ARTS - VISUAL ARTS ]

## VISUAL ARTS • ART ADVANCED

*The Arts foster and develop personal qualities of confidence, self-discipline, application, imagination and self-expression. It invites participants to interact with and appreciate the involvement and effort of others.*

*The Arts provide participation and enjoyment throughout our lifetime. This can be an individual or group experience, in the capacity of creator, performer or as the one who appreciates the Arts.*

### VISUAL ARTS

The role of the visual artist in the community has encouraged collaborative partnerships that can produce new forms. New technologies have also influenced the processes and kinds of works developed by visual artists. Contemporary scholarship in visual arts and cultural theory reflects an increased interest in the formation of ideas and meanings and the interpretations of works.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Through the initiation and development of ideas, problem-solving, experimentation, and investigation in a diversity of media, processes and techniques, students demonstrate a range of technical skills and aesthetic qualities.

#### VISUAL ARTS

**Year Level:** 10  
**Pathway:** Stage 1 Art  
**Prerequisites:** Students must have completed Year 8 Art and one painting module at Year 9  
**Length:** 1 semester (Semester 1 only)

**SACE Credits:** N/A

#### Course Description:

In this course students identify contemporary practice in portraits, explore the painting medium via the development of a portrait,

explore historical practice in portraits and develop appropriate art language. Practical work will consist of figure drawings and portraits using different painting mediums. Theory work will be based upon the use of portraits in the history of art.

#### Assessment:

Assessment consists of a portfolio of figure drawing (20%), completed portrait (60%) and an essay (20%).

#### Additional Information:

Cost \$60.

#### ART ADVANCED

**Year Level:** 10  
**Pathway:** Stage 1 Art  
**Prerequisites:** Students must have completed Year 8 Art and one painting module at Year 9  
**Length:** 1 semester (Semester 2 only)

**SACE Credits:** N/A

#### Course Description:

In this course students explore historical practice in painting and develop appropriate art language. Practical work will consist of

four practical responses to research on nineteenth and twentieth century artists. Following the practical applications, students will translate various applications into a hard edge over landscape.

#### Assessment:

Assessment consists of: 40% on research and practical application and 60% on suite of own paintings

#### Additional Information:

It is advisable for students intending to study Stage 1 Art to complete this module. Cost \$60.

#### VISUAL ARTS - ART A

**Year Level:** 11 (Stage 1)  
**Pathway:** Stage 2 Visual Arts  
**Prerequisites:** Completion of semester of Year 10 Art is advised  
**Length:** 1 semester (Semester 1)

**SACE Credits:** 10

#### Course Description:

This unit aims to provide students with the skills to understand and critically analyse works of art, including their own and extend their knowledge and application of techniques used in painting. They will also be encouraged to extend their knowledge of styles, structures, and historical/cultural contexts of the visual arts field,

and apply this knowledge to their own work.

The Visual Study folio consists of 10 pages of "Methods and Materials". The practical is completed with a portfolio, showing the development of personal ideas and images.

#### Assessment:

Assessment consists of:  
 Visual Study (40%)  
 Practical (30%)  
 Folio (30%)

#### Additional Information:

Cost: \$100

# [ THE ARTS - VISUAL ARTS ]

## VISUAL ARTS - ART B • VISUAL ARTS - ART • GRAPHIC ART

### VISUAL ARTS - ART B

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10  
**Pathway:** Stage 2 Visual Arts  
**Prerequisites:** Completion of Year 10 Art is advised  
**Length:** 1 semester (Semester 2)

#### Course Description:

This unit aims to provide students with the skills to understand works of art and extend their knowledge and application of techniques used in painting. Students will undertake a process to conceive, plan, organise and develop an original art work in various medium.

Through the Visual Study, students will develop research and practical application around four artists in the history of art. Their topic will be: "How does the imagery in art works reflect the social context of the artists?". The artists they will investigate through this topic are Jan van Eyck, Hieronymus Bosch, Francisco de Goya and Salvador Dali.

#### Assessment:

Assessment consists of:  
 Visual Study (40%)  
 Practical (30%)  
 Folio (30%)

#### Additional Information:

Cost - \$100

### VISUAL ARTS - ART

**Year Level:** 12 (Stage 2)  
**SACE Credits:** 20  
**Pathways:** Industry specific employment, TAFE, University, Fine Art Academies  
**Prerequisites:** Satisfactory achievement in Stage 1 Art or Stage 1 Design  
**Length:** 1 year

#### Course Description:

This subject seeks to develop the skills of critical thinking in both the theory and practice of art.  
 The course is divided into three parts: Visual Thinking; Practical Resolution; Visual Arts in Context.

#### Assessment:

Assessment consists of: School-based Assessment (70%) -  
 Assessment Type 1: Folio (30%)  
 Assessment Type 2: Practical (40%)  
 External Assessment (30%)  
 Assessment Type 3: Visual Study (30%)

For a 20 credit subject, students should provide evidence of their learning through four to six assessments, including the external assessment component.

Students produce: one folio, two or three practical works, including a practitioner's statement for two practical works and one larger visual study.

#### Additional Information:

There is a levy of \$200, which covers the cost of the visual art diary, canvases, brushes, paints and pencils.

### GRAPHICS A

**Year Level:** 10  
**SACE Credits:** N/A  
**Pathway:** Stage 1 Visual Arts - Design  
**Prerequisites:** Some experience in Photoshop or Maya is advised  
**Length:** 1 semester (Semester 1)

#### Course Description:

The course is designed to help students develop skills in graphic design, using mainly Photoshop and/or Maya (3D). Practical work will consist of constructing commercial designs and/or creating animations. Theory will centre on the historical/cultural context of works in the visual arts.

#### Assessment:

Practical (80%) Theory (20%)



### GRAPHICS B

**Year Level:** 10  
**SACE Credits:** N/A  
**Pathway:** Stage 1 Visual Arts - Design  
**Prerequisites:** Some experience in Photoshop or Maya is advised.  
**Length:** 1 semester (Semester 2)

#### Course Description:

The course is designed to help students develop skills in graphic design, using mainly Photoshop and or Maya (3D). Practical work will consist of constructing commercial designs and/or creating animations. Theory will centre on the historical/cultural context of works in the visual arts.

#### Assessment:

Practical (80%) Theory (20%)



# [ THE ARTS - VISUAL ARTS ]

## VISUAL ARTS - DESIGN



### VISUAL ARTS - DESIGN

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10 per semester  
**Pathway:** Stage 2 Visual Arts - Design  
**Prerequisites:** One semester of Year 10 Design is advised  
**Length:** 1 semester (10 credits) or 1 Year (20 credits)

#### Course Description:

This unit aims to provide students with the skills to facilitate their development in 2D and/or 3D design.

#### Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

- Conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic;
- Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies;
- Apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design;
- Communicate knowledge and understanding of their own and other practitioners' works of art or design; and
- Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

#### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Visual Arts:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study

For this subject the assessment design criteria are:

- Practical application;
- Knowledge and understanding; and
- Analysis and response.

#### Assessment Type 1: Folio

For a 10 credit subject, students produce one folio that documents their visual learning, in support of their one or two

works of art or design.

For a 20 credit subject, students produce one folio that documents their visual learning, in support of their two or three works of art or design.

#### Assessment Type 2: Practical

All practicals are resolved from visual thinking and learning documented in the folio.

The practical consists of two parts:

- Art or Design practical work; and
- The practitioner's statement.

#### Art or Design Practical Work

- For a 10 credit subject, students produce one or two practicals, one of which must be a resolved work. One may be a minor work completed in preparation for a major resolved work, which may or may not be linked. Programs with one practical must focus on a major resolved work.
- A work of Art or Design may be a single resolved practical or a body of resolved work.
- For a 20 credit subject, students produce two or three practicals, one or two (but no more than two) of which must be resolved works. One or two practicals may be a minor work in preparation for a major resolved practical. The practicals are not required to be linked.

#### Assessment Type 3: Visual Study

For a 10-credit subject, students produce one visual study.

For a 20-credit subject, students produce one larger visual study, or two smaller visual studies.

A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research, and the development of critical thinking and/or technical skills.

#### Additional Information:

Cost: To be calculated on amount of colour printing.

# [ THE ARTS - VISUAL ARTS ]

## VISUAL ARTS - DESIGN • MEDIA STUDIES AND PUBLIC RELATIONS



### VISUAL ARTS - DESIGN

**Year Level:** 12 (Stage 2)

**SACE Credits:** 20

**Pathways:** University  
(Advertising, Engineering, Architecture,  
Film, Commercial Animation, Games and  
Teaching)

**Prerequisites:** Satisfactory Achievement at Stage 1 Art and/or  
Stage 1 Design

**Length:** 1 year

#### Course Description:

This subject seeks to develop the skills of critical thinking in both the theory and practice of design, and facilitate independent study.

The course is divided into three parts:

- Visual Thinking;
- Practical Resolution; and
- Visual Arts in Context.

Visual Thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practicing of technical skills, and evaluation, before the design outcome is resolved.

Practical Resolution in Design is based around the following areas; Product Design: e.g. toy, fashion, stage, furniture, and engineering design. Environmental Design: e.g. sustainable interior and exterior design OR Graphic and Visual Communication Design: e.g. branding, illustration, and advertising.

#### Assessment:

Assessment consists of:

School-based Assessment

Assessment Type 1: Folio (30%)

Assessment Type 2: Practical (40%)

External Assessment

Assessment Type 3: Visual Study (30%).

For a 20 credit subject, students should provide evidence of their learning through four to six assessments, including the external assessment component.

Students produce:

- One folio;
- Two or three practical works, including a practitioner's statement for two practical works; and
- One larger visual study.

#### Additional Information:

Cost: \$50.00 for colour printing.



# [ THE ARTS ]

## VISUAL ARTS - DESIGN • MEDIA STUDIES AND PUBLIC RELATIONS

### MEDIA STUDIES & PUBLIC RELATIONS

**Year Level:** 10 **SACE Credits:** N/A

#### Pathways:

This course will enable students to develop their skills and understanding of Radio, Television, Print, Graphic Design and Public Relations. It will offer students a contemporary vocational/study pathway with an emphasis on creativity, community awareness, and collaboration with industry and practical learning. Students will be supported to develop links with the wider community.

**Prerequisites:** None **Length:** 1 semester

#### Course Description:

This course has a strong focus on Media Studies and Public Relations; there is also a strong focus on print and radio media, in particular production and analysis; in Year 10 students will be introduced to a variety of aspects of the media enabling students to critically engage in a fully digital environment. Students enrolled in this course will actively participate in various media productions and publications, capturing the student voice at the College.

**Assessment:** Practical and Theory components.

## DANCE

*Dance has its own specific language and processes that students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. It offers opportunities for the development of students' creativity, self-discipline, self esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness. Students develop creative, technical, and physical understanding, and an appreciation of dance as an art form.*

In this subject, students develop their own technical and physical skills by undertaking systematic training that enables them to safely execute a diverse range of movement. Students explore and develop their personal vocabulary of movement, and learn the application of choreographic and compositional principles in the creation of independent and collaborative dance works. Students undergo the disciplined process of rehearsing dance work to performance level, as well as studying the choreography of dance artists, both local and global, through attendance at, and analysis of, dance theatre performances.

### DANCE

**Year Level:** 10 & 11

**SACE Credits:** 10

**Pathway:** Stage 2 External Study; basic stage knowledge and choreography experience for Tertiary Performing Arts study

**Prerequisites:** Students will be expected to be dancing at a competition level at the year prior to taking this subject in their preferred genre.

**Length:** 1 semester

#### Course Description:

The following assessment types enable students to demonstrate their learning in Stage 1 Dance:

- Technique workshop as a tool for communication and expression, appropriate to the dance genre studied.
- Composition – devising a choreographed piece of approximately 1 minute. The student is not required to perform in the creative process.
- Performance - Either a focused performance or a presentation of one or more off stage roles identified in the area of study (3-5 minutes).
- Written Response - based on an analysis of either historical perspectives or a contemporary issue in dance of 800 words or 5 minutes if oral, or the equivalent in multimodal form.

#### Materials Required:

Students will need an exercise book for journal work.

#### Additional Information:

Students will need to wear black dance basics for dance lessons. Girls must wear their hair tied back. No jewellery to be worn in dance lessons.

#### Cost:

Guest Teachers: Some minor costs for guest teachers to come and work with students. These would be invoiced on visit and would occur potentially once/twice per semester (approximate cost \$5-\$10 per visit).

#### Visiting Performers:

If the opportunity arises, there may be an excursion arranged to The Sir Robert Helpmann Theatre to view a professional performance and attend their school workshop (approximate cost \$25).



# [ THE ARTS - DRAMA ]



*Drama is a fundamental expression of human behaviour and the human condition, encompassing historical and cultural diversity. Drama plays an important part in the constant process of social and cultural definition. It has its own specific language, processes, and performance media. Drama is a subject in which both practical and theoretical approaches are used. Students interpret established dramatic works as well as creating their own.*

In this subject students are expected to:

- Develop, communicate, and apply knowledge and skills in conceiving, developing, creating, interpreting, evaluating, and presenting dramatic works;
- Demonstrate and communicate knowledge and understanding of the theories, concepts, skills, techniques and technologies of drama;
- Respond to performed drama and dramatic texts in an analytical and reflective manner, using arts specific terminology;
- Work both independently and collaboratively to achieve dramatic outcomes;
- Apply knowledge, understanding, and analysis of the interdependent nature of drama and dramatic elements;
- Investigate, integrate, analyse, and evaluate information, concepts, and ideas to communicate for dramatic purposes; and
- Communicate and articulate ideas to an audience, through a variety of forms and methods.

## DRAMA A

**Year Level:** 10  
**SACE Credits:** N/A  
**Pathway:** Stage 1 Drama  
**Prerequisites:** It is highly recommended (but not essential) that students will have successfully completed Year 8 or Year 9 Drama.  
**Length:** 1 semester (even years) or 1 or 2 semesters (odd years)

### Course Description:

In this course students undertake a focus of 'Realism as Style'. Students learn about the historical conditions that gave rise to Realism and research is undertaken to implement Stanislavski's method; looking at symbolism, voice, character history and the practice of dividing text into units. Practical workshops are used to explore and perform work examining character objectives and

the impact of intention and subtext on performance. Students then look at realism in contemporary Drama, applying techniques of advanced script analysis to develop and polish popular duologues. Students are introduced to Shakespeare and the development of language, stage styles and application. This unit culminates in an internal performance where students may choose an on or off stage role.

### Assessment:

Performance - improvisation, duologue or play depending on numbers.  
Theory - research report, live theatre review, character study.

### Additional Information:

Cost: Excursion to State Theatre performance at Sir Robert Helpmann Theatre (approximately \$15.00).



# [ THE ARTS - DRAMA ]

## YEAR 10 CREATIVE ARTS - MUSICAL (AVAILABLE EVEN YEARS) *Available in 2020*

**Year Level:** 10  
**SACE Credits:** 10  
**Pathway:** Stage 1 Drama  
**Prerequisites:** It is highly recommended (but not essential) that students will have successfully completed Year 8 or Year 9 Drama.  
**Length:** 1 semester (Semester 2)

### Course Description:

Only offered every second year, this exciting subject allows students to experience their chosen area of The Arts within a

performance context. It is possible for students to choose this subject and work as part of an offstage role rather than onstage performance (eg makeup, hair, costuming, set design, publicity/promotions, lighting/sound). Students work with both Drama and Music specialist staff on a musical script to be publicly performed at The Wehl Street Theatre.

### Assessment:

Investigation project  
 Research Project  
 Performance (on or off stage)

**Additional Information:** Once cast, students must commit to class attendance and some out of hours rehearsals in the week leading up to the performance.

## YEAR 11 CREATIVE ARTS - MUSICAL (AVAILABLE EVEN YEARS) *Available in 2020*

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10  
**Pathway:** Stage 2 Drama if taken in conjunction with Stage 1 Drama.  
**Prerequisites:** It is highly recommended (but not essential) that students will have successfully completed Year 8 or Year 9 Drama or have extensive stage experience if using this as a pathway to Stage 2 Drama.  
**Length:** 1 semester (Semester 2)

### Course Description:

Only offered every second year, this exciting subject allows

students to experience their chosen area of The Arts within a performance context. It is possible for students to choose this subject and work as part of an offstage role rather than onstage performance (eg makeup, hair, costuming, set design, publicity/promotions, lighting/sound). Students work with both Drama and Music specialist staff on a musical script to be publicly performed at The Wehl Street Theatre.

### Assessment:

Investigation Project  
 Research Project  
 Performance (on or off stage)

**Additional Information:** Once cast, students must commit to class attendance and some out of hours rehearsals in the week leading up to the performance.

## DRAMA

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10  
**Pathway:** Stage 2 Drama  
**Prerequisite:** Satisfactory Achievement in Year 10 Drama, Creative Arts - Musical or via interview with Learning Area Coordinator.  
**Length:** 1 semester

It is recommended that students possess a sincere interest in dramatic theory and practice, as well as a willingness to participate in creative and practical activities. Attendance at class during ensemble time is critical.

### Course Description:

Students will be studying and performing an on or offstage role in a short play or monologue. They are also encouraged to journal their responses to each class during this preparation, as

a means of analysing and responding to their experiences and as preparation for Stage 2 studies. As film is integral to modern drama, students will learn reviewing skills and deconstruct the Director choices and intent throughout the film. Similarly, students will attend a live performance and deconstruct and compare this in comparison to film.

As Drama encompasses much more than appearing on stage, students will research an area of interest in the dramatic arts and apply it to a back stage role.

### Assessment:

Performance (30%), Folio (40%), Investigation (30%)

### Additional Information:

Cost: Excursion to State Theatre performance at Sir Robert Helpmann Theatre (approximately \$15.00). Students will attend Stage 2 preparations for assessment in Term 2, Week 6.

# [ THE ARTS - DRAMA ]

## DRAMA

<b>Year Level:</b>	11 (Stage 1)
<b>SACE Credits:</b>	20
<b>Pathway:</b>	Stage 2 Drama
<b>Prerequisites:</b>	Satisfactory Achievement in Year 10 Drama, Creative Arts - Musical or via interview with Learning Area Coordinator.
<b>Length:</b>	1 year

It is recommended that students possess a sincere interest in dramatic theory and practice, as well as a willingness to participate in creative and practical activities.

### Course Description:

This unit is modelled on the Stage 2 Drama Curriculum in preparation for their continued studies in Drama. In this course, students will study a play from the Stage 2 playlist and complete a character study on a character of their choice. As film is integral to modern drama, students will learn reviewing skills and deconstruct the Director choices and intent throughout the film.

Similarly, students will attend a live performance and deconstruct and compare this in comparison to film.

Students will be studying and performing a monologue and a short play. They are encouraged to journal their responses to each class during this preparation, as a means to analysing and responding to their experiences, and as preparation for Stage 2 studies. Students may elect to focus their studies into a backstage role during the short play. Students will conduct two investigations in two separate areas of interest in the dramatic arts. One of these must relate to a backstage role.

### Assessment:

Six assessments including Performance (40%), Folio (40%) and Investigations (20%).

### Additional Information:

Cost: Excursion to State Theatre performance at Sir Robert Helpmann Theatre (approximately \$15.00). Students will attend Stage 2 preparations for assessment in Term 2, Week 6.

## DRAMA

<b>Year Level:</b>	12 (Stage 2)
<b>SACE Credits:</b>	20
<b>Pathway:</b>	Industry specific employment, TAFE, University, Performing Arts Academies
<b>Prerequisites:</b>	Stage 1 unit or via interview with Learning Area Coordinator.
<b>Length:</b>	1 year

### Course Description:

Drama is a dynamic, collaborative process stemming from experimentation that involves intuition and analysis. Students analyse texts and other materials, performances, and their own learning. Drama enables students to acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas. In Stage 2 Drama students demonstrate knowledge and innovative application of the theories, skills, techniques, and technologies of drama; respond to performed drama and dramatic texts in an analytical, reflective and critical manner using arts-specific terminology, and conceive, develop, present and interpret polished dramatic work. Students may elect to

focus their study towards an area of backstage interest for their external assessment or related backstage role.

### Assessment:

Assessment in 20 Credit Stage 2 Drama consists of the following components, weighted as shown:

School-based assessment

- Assessment Type 1: Group Presentation (20%)
- Assessment Type 2: Folio (30%)
- Assessment Type 3: Interpretative Study (20%)

External Assessment

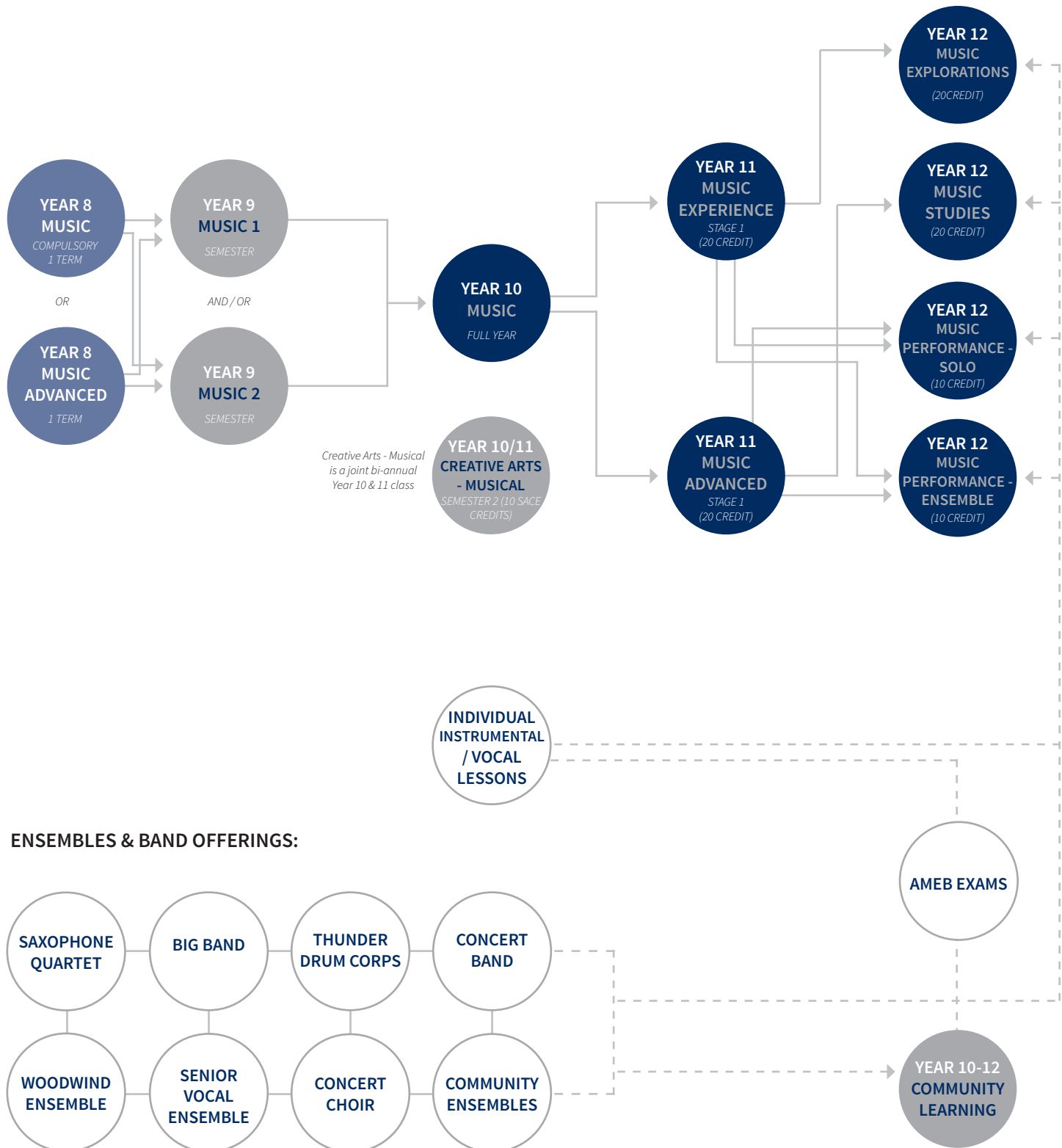
- Assessment Type 4: Performance or related off-stage role (30%)

### Additional Information:

Special Considerations: Students commit to being present throughout the whole of both semesters and will be expected to commit to evening, weekend and Term 1 holiday classes (as negotiated) as performance moderation occurs in Term 2, Week 6. Cost: Excursion to State Theatre performance at Sir Robert Helpmann Theatre (approximately \$15.00). An on-site overnight intensive workshop will assist students in exam preparation, held early in Term 2.

## [ THE ARTS - MUSIC ]

## MUSIC PATHWAY



**CO-CURRICULAR OFFERINGS BEGIN FROM YEAR 1**

**FOR MORE INFORMATION, CONTACT THE PERFORMING ARTS OFFICE**



# [ THE ARTS - MUSIC ]

*"Music is a higher revelation than all wisdom and philosophy.  
Music is the electric soil in which the spirit lives, thinks and invents" (Ludwig Van Beethoven).*

Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, aural and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective and physical skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

## MUSIC

**Year Level:** 10  
**Pathways:** Stage 1 Music  
**Prerequisites:** Successful completion of Year 9 Music or by audition/interview for students new to Tenison Woods College.  
**Length:** 1 year

**SACE Credits:** N/A

- Music in Context - students explore music in a historical sense;
- Performance - students perform as a soloist; and
- Arranging/Composition - students are exposed to various styles of music arranging through Sibelius software.

**Assessment:** Assessments will vary in the 4 units of study. Assessment will include arrangements, practical performances, theory tests and history assignments.

### Course Description:

Year 10 Music is broken up into 4 units of study.

- Theory/Aural - students explore intervallic recognition, major and minor scales, harmony, primary and secondary triads, transposition, rhythm and melodic dictation;

**Additional Information:** Students are required to learn an instrument/voice and have individual music lessons. Students are encouraged to participate in school ensembles.

**Costs:** Instrumental Tuition.

## MUSIC EXPERIENCE

**Year Level:** 11 (Stage 1) SACE Credits: 20  
**Pathways:** Music Experience provides pathways to Stage 2: Music Explorations. Music Performance - Ensemble, and Music Performance - Solo.  
**Prerequisites:** Successful completion of Year 10 music or by audition/interview for students new to Tenison Woods College  
**Length:** 1 year

### Course Description:

Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to

music. Students will engage in creating musical works, use music technology, perform music in solo or ensemble settings, and interpret musical works using music terminology to reflect upon the music of others.

### Assessment:

Students provide evidence of their learning through seven assessments. Students undertake at least three creative works and at least two musical literacy tasks.

### Additional Information:

Additional Requirements: All students are required to learn an instrument/voice and have individual music lessons every week. Students are also encouraged to participate in the various school ensembles.

**Costs:** Instrumental Tuition.

## MUSIC ADVANCED

**Year Level:** 11 (Stage 1) SACE Credits: 20  
**Pathways:** Music Advanced provides pathways to Stage 2: Music Studies, Music Performance - Ensemble, and Music Performance - Solo.  
**Prerequisites:** Successful completion of Year 10 Music or by audition/interview for students new to Tenison Woods College.  
**Length:** 1 year

### Course Description:

Music Advanced is designed to extend students' existing musical understanding and skills in creating and responding to music. Students will engage in the creation, presentation, and appreciation of music relating to their particular instrument through public performances. They will have opportunities to display their theoretical and creative skill through compositions/ arrangements and they will continue to

develop musical literacy skills, analyse, and interpret musical works and styles. Aural and theory skills will be developed and practically applied with tasks using musical notation.

### Assessment:

Students provide evidence of their learning through seven assessments. Students undertake at least three creative works and at least two musical literacy tasks.

### Additional Information:

All students are required to learn an instrument/voice and have individual music lessons every week. Students are also encouraged to participate in the various school ensembles.

### Costs:

Instrumental Tuition.

# [ THE ARTS - MUSIC ]

## MUSIC EXPLORATIONS

**Year Level:** 12 (Stage 2)  
**SACE Credits:** 20  
**Pathways:** University, music specific industry positions.  
**Prerequisites:** Stage 1 Music Experience  
**Length:** 1 year

### Course Description:

Stage 2 Music Explorations encourages students to explore and experiment with music to express musical ideas. They develop

musical literacy skills and knowledge of the musical elements to use when exploring and experimenting with music. Throughout the assessments, students will have opportunities to perform music, compose music, comment upon the performances of others, and create their own musical instrument.

### Assessment:

Students provide evidence of their learning through five assessments (including the external assessment); Musical Literacy (30%), Explorations (40%), and External Creative Connections (30%)

## MUSIC STUDIES

**Year Level:** 12 (Stage 2)  
**SACE Credits:** 20  
**Pathways:** University, arranger, performer, other industry specific positions.  
**Prerequisite:** Stage 1 Music Advanced  
**Length:** 1 year

### Course Description:

Stage 2 Music Studies encourages students to use their musical skills and knowledge of the musical elements and aural skills to develop, refine, and present creative works. They use musical literacy skills, including aural perception and notation to

deconstruct, analyse, and interpret musical works and styles, and manipulate musical elements.

Throughout the assessments, students will have opportunities to perform on their instruments / voice, compose / arrange music, develop an understanding of styles, analyse music, use aural skills and music theoretical knowledge to further understand how music can be constructed.

### Assessment:

Students provide evidence of their learning through five assessments (including the external assessment); Creative Works (40%), Musical Literacy (30%) and External Examination (30%),

## MUSIC PERFORMANCE-SOLO

**Year Level:** 12 (Stage 2)  
**SACE Credits:** 10  
**Pathways:** University, musician, other industry specific positions.  
**Prerequisites:** Stage 1 Music or a minimum of 3 years experience on an instrument or voice  
**Length:** 1 year

### Course Description:

This subject develops student's skills on a chosen instrument or voice, and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

Students also develop skills in preparing and presenting public performances, aural perception and musical sensitivity, and awareness of style, structure, and historical conventions in solo performance. Students discuss key musical elements of the chosen repertoire, and critique strategies to improve and refine their performance. By pursuing excellence in performance of music, students will acquire the discipline needed to continue performance in further study, as a career or for recreation.

### Assessment:

Students provide evidence of their learning through four assessments (including the external assessment); Performance (30%), Performance & Discussion (40%), and External Performance Portfolio (30%)

## MUSIC PERFORMANCE-ENSEMBLE

**Year Level:** 12 (Stage 2)  
**SACE Credits:** 10  
**Pathways:** University, music specific industry positions.  
**Prerequisites:** Stage 1 Music or a minimum of three years experience on an instrument or voice.  
**Length:** 1 year

### Course Description:

Ensemble Performance gives students the opportunity to extend their practical music-making skills, aural perception and musical appreciation in an ensemble performance setting. It aims to develop a student's skills on a chosen instrument or their voice and the application of these skills and other musical knowledge

in an ensemble. Students will be required to participate in regular rehearsals and performances, some of which may be outside school hours. An ensemble could be any of the following: an ensemble of two or more performers, an orchestra, a band, a choir or a performing arts production.

Students will prepare and present three public performances, critique their own musical journey, and demonstrate their understanding of style, structure, and conventions of the chosen repertoire.

### Assessment:

Students provide evidence of their learning through four assessments (including the external assessment); Performance (30%), Performance & Discussion (40%), and External Performance Portfolio (30%)