The Arts

JUNIOR SCHOOL

Year 7
- Art
- Dance
- Drama
- Media
- Music

Year 8
- Art
- Dance
- Drama
- Media
- Music

Year 9
- Art
- Dance
- Drama
- Media
- Music

SENIOR SCHOOL

Year 10
- Art
- Dance
- Drama
- Media
- Music

Pathways

Year 11
- Visual Art
- Visual Art Studies
- Dance
- Drama
- Drama Studies
- Film and Television
- Music
- Music Studies

Year 12
- Visual Art
- Visual Art Studies
- Dance
- Drama
- Drama Studies
- Film and Television
- Music
- Music Studies

ONE WAY
Indicates that the successful completion of this Year 10 subject is a prerequisite for entry into Year 11 and 12 subjects

Indicates that the successful completion of this Year 10 subject is preferred for entry into Year 11 and 12 subjects
## THE ARTS EXPERIENCE

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Term 1 – Drama</th>
<th>Term 2 – Media</th>
<th>Term 3 – Dance</th>
<th>Term 4 – Music</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>Introduction to Drama</strong>&lt;br&gt;Students are introduced to practical skills related to collaborative games, performance development and communication in groups. They gain an understanding of dramatic elements as well as collaboration and safe risk taking.</td>
<td><strong>Introduction to Media</strong>&lt;br&gt;Students will recreate a newspaper that has diverse modes and language conventions of this particular media style.</td>
<td><strong>Introduction to Dance</strong>&lt;br&gt;Students are introduced to the concepts of movement and teamwork through practical skills related to safe practice of warm-ups and moving in collaborated forms. They gain an understanding of modern styles of dance as well as the conventions of dance.</td>
<td><strong>Introduction to Music</strong>&lt;br&gt;Students are introduced to performance and creating music in a group situation</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Students will learn basic acting techniques and skill and will apply these to a drama performance in groups.</td>
<td>Students are introduced to deconstruction of visual and written text in the form of a newspaper. Understanding inference and the power of media is a lifelong skill. Persuasive text is explored in relationship to a common media form.</td>
<td>Dance provides opportunities for personal expression through movement but it is also important to physical health. Social and emotional well-being is also being developed through the as well as to the development of</td>
<td>To learn skills in performance etiquette, compositional devices, self-confidence and team building skills.</td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td>• Using vocabulary appropriate to a context&lt;br&gt;• Judging/evaluating/reflecting&lt;br&gt;• Creating&lt;br&gt;• Presenting</td>
<td>• Using vocabulary appropriate to a context&lt;br&gt;• Judging/evaluating/reflecting&lt;br&gt;• Creating&lt;br&gt;• Presenting</td>
<td>• Using vocabulary appropriate to a context&lt;br&gt;• Creating</td>
<td>• Using vocabulary appropriate to a context&lt;br&gt;• Knowing&lt;br&gt;• Presenting&lt;br&gt;• Reflecting/justifying&lt;br&gt;• Designing/Creating</td>
</tr>
<tr>
<td><strong>How will we know when they get there? Assessment</strong></td>
<td>Reflection portfolio and performance</td>
<td>Newspaper articles, cartoons and reflection</td>
<td>Reflection portfolio and performance</td>
<td>Group performance and reflection book</td>
</tr>
</tbody>
</table>
## ART

### Year 8

#### Term 1

**What are students learning?**

Introduction to Visual Art – Art Detective. Students are introduced to the concepts of art history and practical skills related to painting techniques and applications. They gain an understanding of five modern styles of painting as well as the elements and principles of design.

**Why are students learning this?**

Art history and different ways of painting suggest alternative visions that were created through reaction to social events, technological developments and personal responses to the world around us. Understanding how artists are influenced by makes us better visual text analysts and creators.

**What skills are students learning? (CCEs)**

- Using vocabulary appropriate to a context
- Sketching/drawing
- Judging/evaluating
- Creating

**How will we know when they get there?**

- Booklet
- Practical and Visual Diary

**Assessment**

- Intention and Reflections
- Practical Project – Portraiture painting
- Photography – Portraiture
- Visual diary drawings

#### Term 2

**What are students learning?**

Introduction to Portraiture Students are introduced to Health and Safety, design constraints and practical skills related to drawing techniques and painting processes.

**Why are students learning this?**

Designing and creating hand made products is a satisfying and rewarding activity that develops skills for life as well as for employment.

**What skills are students learning? (CCEs)**

- Using vocabulary appropriate to a context
- Sketching/drawing
- Judging/evaluating/reflecting
- Creating

**How will we know when they get there?**

- Intention and Reflections
- Practical Project – Portraiture painting
- Photography – Portraiture
- Visual diary drawings

**Assessment**

- Practical Project – Mask
- Visual Diary and designs
- Recount or Naplan Exam

#### Term 3

**What are students learning?**

Introduction to Masks Students are introduced to health and safety, design and practical skills related to the creation of a clay mask and drawings.

**Why are students learning this?**

Designing and creating products is a satisfying and rewarding activity that develops skills for life as well as for employment. Cultural and historical underpinnings of the mask are explored in connection with social rituals.

**What skills are students learning? (CCEs)**

- Using vocabulary appropriate to a context
- Sketching/drawing
- Judging/evaluating/reflecting
- Creating

**How will we know when they get there?**

- Practical Project – Culinary Arts
- Visual Diary and designs
- Recount or Naplan Exam

**Assessment**

- Drawing Folio
- Extended Reflection

#### Term 4

**What are students learning?**

Introduction to Tattoo and Body Art Students are introduced to design and practical skills related to Body art and cartooning. They gain an understanding of designing compositions and symbolism as well as the elements and principles of design.

**Why are students learning this?**

Body Art is personal or tribal. Using the tattoo students develop an understanding of how people are positioned by different visual representations makes us better communicators and more discerning citizens.

**What skills are students learning? (CCEs)**

- Using vocabulary appropriate to a context
- Sketching/drawing
- Judging/evaluating/reflecting
- Creating

**How will we know when they get there?**

**Assessment**
## ART

### Year 9

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>Deck the Halls</strong>&lt;br&gt;Students develop their understanding of “Street Art” and “Graffiti” as well as composition and the development of compositional skills.</td>
<td><strong>Pop Art</strong>&lt;br&gt;Students continue to develop their knowledge of Workshop Safety, design constraints and practical skills related to the use of sculptural products. Students understand the Pop Art movement.</td>
<td><strong>My Surreal World</strong>&lt;br&gt;Students continue to develop their knowledge of Workshop Safety, design constraints and practical skills related to the use of making a print.</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Designing and creating designs is a satisfying and rewarding activity that develops skills for life as well as for employment.</td>
<td>Designing and creating hand made products is a satisfying and rewarding activity that develops skills for life as well as for employment.</td>
<td>Designing and creating hand made products is a satisfying and rewarding activity that develops skills for life as well as for employment.</td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td>- Using vocabulary appropriate to a context&lt;br&gt; - Sketching/drawing&lt;br&gt; - Creating/designing</td>
<td>- Sketching/drawing&lt;br&gt; - Creating</td>
<td>- Sketching/drawing&lt;br&gt; - Manipulating/operating/using equipment&lt;br&gt; - Interpreting the meaning of pictures/illustrations</td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong>&lt;br&gt;<strong>Assessment</strong></td>
<td>- Practical Project – skate deck or paper format&lt;br&gt; - Design Folio – compositional response&lt;br&gt; - Written evaluation – Reflection</td>
<td>- Practical Project – a POP ART sculpture&lt;br&gt; - Drawing and designing folio&lt;br&gt; - Exam</td>
<td>- Practical project – portfolio of a range of printing processes&lt;br&gt; - One large-scale finalized print of student choice&lt;br&gt; - Written reflection</td>
</tr>
</tbody>
</table>

↑ BACK TO KLA OVERVIEW
<table>
<thead>
<tr>
<th>Year 10</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>Body – Realism</strong> – Students continue to develop their knowledge of drawing, design constraints and practical skills with different techniques related to the use of drawing and painting. Researching, constructing, evaluating and reflecting on own work and intentions. Students create individualised pieces from their own perspective and critique their work.</td>
<td><strong>Body – Experimental</strong> – Students continue to develop their knowledge of drawing, design constraints and practical skills related to the development of artworks, but with the emphasis on experimentation and knowledge of compositional structures, the use of elements and principles of design and the semiotics connected to these. Individuality of the artist and his own unique styles are also studied in an appraising written task.</td>
<td><strong>Body of Work – Celebrities, Heroes and Icons</strong> Students continue to develop their knowledge of senior requirements of “A body of Work”, drawing, technical skills for compositional processes, creation of sculptural and 2D forms, designing as well as practical skills related to the creation of a body of work. Preparation for senior terminology and inquiry model.</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Drawing, designing and creating artworks and ways of working in a more independent way is a satisfying and rewarding activity that develops skills for life as well as for employment. Students also start to see alternative perspectives of reality through several different approaches to realism.</td>
<td>Designing and creating artwork is a satisfying and rewarding activity that develops skills for life as well as for employment. It is also important to understand the historical, social and political reasons for the construction, subject matter and perspectives that are contained within an artwork. Deconstructing images and using visual literacy are very important aspects of visual art, today’s media and social history.</td>
<td>Designing and creating artworks are satisfying and rewarding activity that develops skills for life as well as for employment. Being able to produce several artworks from different individualised perspectives assists with skills such as risk taking, project development, sensitivity to personal and social meaning, individual responses connected to life which are highly self reflecting and knowledge of cultural, social and historical perspectives that may be different from their own. Preparation for senior.</td>
</tr>
<tr>
<td><strong>What skills are students learning?</strong> (CCEs)</td>
<td>• Using vocabulary appropriate to a context  • Sketching/drawing  • Judging/evaluating  • Creating  • Manipulating/operating/using some equipment</td>
<td>• Using vocabulary appropriate to a context  • Sketching/drawing  • Judging/evaluating  • Creating  • Manipulating/operating/using equipment</td>
<td>• Sketching/drawing  • Judging/evaluating  • Creating  • Manipulating/operating/using equipment</td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong></td>
<td>Folio – Drawing and Painting experiments and one resolved painting  Written evaluation – Intentions and Reflections  Powerpoint Critique of Artworks</td>
<td>Artworks – 3 Resolved – Abstraction, Mixed Media and Transformation  Designing a folio  Written Compare and Contrast Assignment</td>
<td>Compositional and visual devises are explored independently, ideas are documented, responses are developed visually, individual responses are selected and resolved. Reflection, evaluation and judging. Problem solving to resolve work. Body of work is complete – either a very complex and resolved work or a series of experimental and resolved works. Essay Critique of Artworks</td>
</tr>
</tbody>
</table>

Visual ART Program Structure: Term 1 is based on Year 10 criteria. Term 2 is based on Year 11 Criteria and involves a Body of Work.
## VISUAL ART

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>Unit 1: Let's Play – experimental folio – Mixed media experimentation</td>
<td>Unit 2: Power and Passion</td>
<td>Unit 3: Reaction to the Environment</td>
<td>Unit 3: Reaction to the Environment</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Drawing, designing and creating artworks and ways of working in a more independent way is a satisfying and rewarding activity that develops skills for life as well as for employment. Students also start to see alternative perspectives of reality through several different approaches to realism.</td>
<td>Drawing, designing and creating artworks and ways of working in a more independent way is a satisfying and rewarding activity that develops skills for life as well as for employment. Students also start to see alternative perspectives of reality and response in their own way, choosing their own medium and their own focus to the topic.</td>
<td>Drawing, designing and creating artworks and ways of working in a more independent way is a satisfying and rewarding activity that develops skills for life as well as for employment. Students also start to see alternative perspectives of reality and response in their own way, choosing their own medium and their own focus to the topic.</td>
<td>Drawing, designing and creating artworks and ways of working in a more independent way is a satisfying and rewarding activity that develops skills for life as well as for employment. Students also start to see alternative perspectives of reality and response in their own way, choosing their own medium and their own focus to the topic.</td>
</tr>
<tr>
<td><strong>What skills are students learning?</strong> (CCEs)</td>
<td>• Creating an experimental folio</td>
<td>• Creating an experimental folio</td>
<td>• Creating an experimental folio</td>
<td>• Creating an experimental folio</td>
</tr>
<tr>
<td></td>
<td>• Creating a body of work</td>
<td>• Creating a body of work</td>
<td>• Creating a body of work</td>
<td>• Creating a body of work</td>
</tr>
<tr>
<td></td>
<td>• Analysing an artwork</td>
<td>• Analysing an artwork</td>
<td>• Analysing an artwork</td>
<td>• Analysing an artwork</td>
</tr>
<tr>
<td></td>
<td>• Judging/Evaluating an artwork</td>
<td>• Judging/Evaluating an artwork</td>
<td>• Judging/Evaluating an artwork</td>
<td>• Judging/Evaluating an artwork</td>
</tr>
<tr>
<td></td>
<td>• Synthesising ideas and interrelationships</td>
<td>• Synthesising ideas and interrelationships</td>
<td>• Synthesising ideas and interrelationships</td>
<td>• Synthesising ideas and interrelationships</td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong></td>
<td>1. Experimental folio of elements and principles of design</td>
<td>1. Body of work</td>
<td>1. Body of work</td>
<td>1. Body of work</td>
</tr>
<tr>
<td>Assessment</td>
<td>2. Exam</td>
<td>2. Written assignment</td>
<td>2. Written assignment</td>
<td>2. Written assignment</td>
</tr>
</tbody>
</table>

↑ BACK TO KLA OVERVIEW
### VISUAL ART

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Term 1 and Term 2</th>
<th>Term 2 and Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>Unit 5: Pushing Boundaries</td>
<td>Unit 6: Journey</td>
<td>Personal Extension</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Drawing, designing and creating artworks and ways of working in a more independent way is a satisfying and rewarding activity that develops skills for life as well as for employment. Students also start to see alternative perspectives of reality and response in their own way, choosing their own medium and their own focus to the topic.</td>
<td>Drawing, designing and creating artworks and ways of working in a more independent way is a satisfying and rewarding activity that develops skills for life as well as for employment. Students also start to see alternative perspectives of reality and response in their own way, choosing their own medium and their own focus to the topic.</td>
<td>Students choose to extend a previous body of work to build on their responses. This may be in written or in a practical way but they will be extending their thinking further.</td>
</tr>
</tbody>
</table>
| **What skills are students learning?** (CCEs) | • Creating an experimental folio  
• Creating a body of work  
• Analysing an artwork  
• Judging/Evaluating an artwork  
• Synthesising ideas and interrelationships | • Creating an experimental folio  
• Creating a body of work  
• Analysing an artwork  
• Judging/Evaluating an artwork  
• Synthesising ideas and interrelationships | • Personal Choice of  
• Creating an experimental folio  
• Creating an extension to their body of work  
• Analysing an artwork  
• Judging/Evaluating an artwork  
• Synthesising ideas and interrelationships |
| **How will we know when they get there?** Assessment | 1. Body of Work  
2. Written response – 3 in class exams | 3. Body of Work  
### VISUAL ART STUDIES

#### Year 11

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>Unit 1: Reanimation</strong> Students will be in the role of Animator. They will be exploring the exciting world of the Film and Animation Industry.</td>
<td><strong>Unit 2: Art and Place</strong> – Students will be in role as makers, managers, presenters and technicians. They will explore the application process for Public Art grants, and site-specific artworks.</td>
<td><strong>Unit 3: Haute Couture</strong> – Wear it Students will be in role as makers, technicians, managers, and presenters. They will explore wearable art designing and constructing.</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Students will be extending their understanding of graphic design for real world experiences. Designing and manipulation of visual persuasive texts are key elements in this unit.</td>
<td>Students will look at the real life process of applying for a grant, creating a proposal and considering how designs can be impacted by health and safety issues as well as place.</td>
<td>Students will gain experience of designing with found objects. Symbolism is a very important aspect to this unit and builds understanding beyond the represented image. Problem solving is a key element also in this unit.</td>
</tr>
<tr>
<td><strong>What skills are students learning?</strong>&lt;br&gt;(CCEs)</td>
<td>• Exploring – Researching, Selecting, Designing&lt;br&gt;• Knowing – lists, remembers, states&lt;br&gt;• Expressing – Responding, applying</td>
<td>• Exploring – Researching, Selecting, Designing&lt;br&gt;• Knowing – lists, remembers, states&lt;br&gt;• Expressing – Responding, applying</td>
<td>• Exploring – Researching, Selecting, Designing&lt;br&gt;• Knowing – lists, remembers, states&lt;br&gt;• Expressing – Responding, applying</td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong>&lt;br&gt;Assessment</td>
<td>1. Portfolio of language development and drawing exploration&lt;br&gt;2. Five pane cartoon strip</td>
<td>1. Funding application Task&lt;br&gt;2. Site-Specific Artwork</td>
<td>1. Promotional Calender – Published&lt;br&gt;2. Selection storyboard of shots&lt;br&gt;3. Image manipulation</td>
</tr>
</tbody>
</table>

↑ BACK TO KLA OVERVIEW
<table>
<thead>
<tr>
<th>Year 12</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>Rock you – Students will be in role as makers, technicians and presenters. They will explore Typography and other types of designs for a Rock Label Company</td>
<td>Put it on – Making for the market Students will be in role as makers, managers, technicians and presenters. They will explore product making and event management.</td>
<td>Build a community – Students will be in role as makers, technicians, and presenters. They will explore Architecture design and create their own architecture model.</td>
<td>High School Musical – Students will be in role as makers, technicians and managers. They will explore set and prop design and create construction for the up and coming Musical.</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Designing for a customer’s brief provides an authentic context in which to explore symbolism, realism, context and content. This is through deconstruction of images as well as applying this skills and reconstructing.</td>
<td>This is an opportunity to look at the possibility of selling items and how the process can be accomplished. Students are made aware of the process of selling and WH and S issues.</td>
<td>Working with briefs to create a building that is representational of an idea. This involves both 2D work and 3D work. Ideas about well know companies and contexts for buildings are transformed into models that indicate symbolic representations.</td>
<td>Students will research and respond to the topic of the musical and will design options. They will select and create the work, while being aware of WH and Safety issues and applying safe practices.</td>
</tr>
<tr>
<td><strong>What skills are students learning?</strong> (CCEs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exploring – researching, selecting, designing</td>
<td>• Exploring – researching, selecting, designing</td>
<td>• Exploring – researching, selecting, designing</td>
<td>• Exploring – researching, selecting, designing</td>
</tr>
<tr>
<td></td>
<td>• Knowing – lists, remembers, states</td>
<td>• Knowing – lists, remembers, states</td>
<td>• Knowing – lists, remembers, states</td>
<td>• Knowing – lists, remembers, states</td>
</tr>
<tr>
<td></td>
<td>• Expressing – responding, applying</td>
<td>• Expressing – responding, applying</td>
<td>• Expressing – responding, applying</td>
<td>• Expressing – responding, applying</td>
</tr>
</tbody>
</table>
Student demand and access to suitable human and physical resources can determine whether or not a subject is offered in a particular year. Due to one of, or a combination of these factors, this subject will not be offered in 2014.
DANCE

Year 9

Student demand and access to suitable human and physical resources can determine whether or not a subject is offered in a particular year. Due to one of, or a combination of these factors, this subject will not be offered in 2014.
DANCE

Year 10

Student demand and access to suitable human and physical resources can determine whether or not a subject is offered in a particular year. Due to one of, or a combination of these factors, this subject will not be offered in 2014.
Student demand and access to suitable human and physical resources can determine whether or not a subject is offered in a particular year. Due to one of, or a combination of these factors, this subject will not be offered in 2014.
DANCE

Year 12

Student demand and access to suitable human and physical resources can determine whether or not a subject is offered in a particular year. Due to one of, or a combination of these factors, this subject will not be offered in 2014.
## DRAMA

### Year 8 | Term 1 | Term 2
--- | --- | ---
**What are students learning?** | **Onstage** – introduces students to the stage and script allowing students to individually structure and refine scripted drama illustrating their knowledge and ability to manipulate the elements and conventions of various dramatic forms in order to explore human issues and experiences. Within this unit students are given the opportunity to direct and be directed through an exploration of scripted drama, developing an awareness of characterisation and artistic intention. **What’s the Story** - introduces students to storytelling by exploring fables. Students will create and present stories that reflect their ideas, interest and feelings enabling students develop an understanding of different perspectives and viewpoints. The communication of stories that have been adapted to a modern context will explore how to maintain audience attention and evaluate how their stories influence others.

**Why are students learning this?** | Students will learn basic acting techniques and skill and will apply these to a scripted drama. | Students will develop an understanding of fables and how the morals used in traditional fables and fairytales can be used in performance for a modern audience.

**What skills are students learning? (CCEs)** | - Identify elements of drama  
- Discuss and explain the importance of the elements of drama  
- Identifying the elements of a script  
- Interpreting character and dialogue  
- Recalling/remembering dialogue  
- Remembering elements of drama Present a scripted scene  
- Demonstrate skills of performance including vocal projection, movement, gesture and blocking  
- Analyse and evaluation of script and performance  
- Reflect on performance  
- Create a character profile | - Identify fairytales and their messages  
- Select a fairytale to adapt  
- Interrelate themes and ideas from a fairytale to the present Create an adapted fairytale  
- Analyse and evaluation of script and performance  
- Present fairytale script  
- Reflect on performance

**How will we know when they get there?** | **Presenting:** In groups of 2-3 students are required to perform a scene from the play studied in class. This performance should demonstrate an understanding of the playwright’s intent, dramatic conventions, character and the elements of drama. | **Presenting:** In groups of 2-3 you are required to perform a modern adaptation of a fable (select 1 fable devised by a group member). Your performance should showcase skills developed throughout this unit in regard to characterisation, physicalisation, blocking, focus and stage presence. You should also consider sets and props to enhance your performance.

**Assessment** | **Forming:** Individually you are required to select one fable to adapt, developing a modern context and write a script. **Forming:** Individually students are required to complete a character profile booklet for the character played in the first task. The character profile should reflect the knowledge gained about the character.
## DRAMA

### Year 9

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>Clowning Around</strong>&lt;br&gt;Students explore comedy and clowning to gain understanding of humour and what makes people laugh. Through their exploration of clowning traditions, history and comedy principles, students develop their own clown character including physical appearance, personality and circus skills.</td>
</tr>
<tr>
<td><strong>Hands on Deck</strong>&lt;br&gt;Students will examine the actor’s craft by presenting scripted drama providing students with the opportunity to perform in front of a live audience. Students will explore taking on various roles to interpret character motivation and status.</td>
<td></td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Students develop basic acting skills and techniques, they also progress in their ability to work as a group.</td>
</tr>
<tr>
<td>Students develop basic acting skills and techniques, they also progress in their ability to work as a group.</td>
<td>Students explore and gain an understanding of different types of comedy. They are able to explore different types of clowns to discover their own clown per</td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td></td>
</tr>
<tr>
<td>• Present a scripted drama piece</td>
<td>• Create and devise a clown character and comic routine</td>
</tr>
<tr>
<td>• Demonstrate relevant characterisation</td>
<td>• Analyse and justify your selection of comedy principles and elements of drama</td>
</tr>
<tr>
<td>• Identify and demonstrate relevant blocking and movement choices</td>
<td>• Reflection on learning, character and scene creation</td>
</tr>
<tr>
<td>• Interpret dialogue, text and character</td>
<td>• Compare and contrast films of different genres</td>
</tr>
<tr>
<td>• Evaluate own learning and performance</td>
<td>• Demonstrate knowledge and understanding of comedy principles and elements of drama</td>
</tr>
<tr>
<td>• Create a believable character</td>
<td>• Analysing creation of character and scene and a filmed comic scene</td>
</tr>
<tr>
<td>• Comment on the characters personality, interests, family life</td>
<td>• Justify your analysis of a filmed comic work</td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Presenting and Forming:</strong> Individually students will create a clown character. Collaboratively students will devise a clowning routine for a young audience</td>
</tr>
<tr>
<td>Responding: Individually students participate in a hotseat, in character to answer questions.</td>
<td></td>
</tr>
<tr>
<td>Presenting: Demonstrate performance skills (characterisation, blocking, voice and movement techniques, stage action, interpretation of role, recall of dialogue etc) in a scripted drama.</td>
<td></td>
</tr>
</tbody>
</table>
## DRAMA

### Year 9

#### What are students learning?

**Taking a Stand**

The elders of our community hold the stories of our past. Students will learn to empathise by listening to stories from all walks of life. Students will collect stories or oral histories of their own people who have experienced an event of significance. This will then add a sense of truth to their creative process when devising a documentary drama performance. Students will experiment with the elements of documentary drama and then collaboratively devise a performance that is valued in the real world.

#### Why are students learning this?

Students gain deeper understanding of social issues and how drama can positively influence society.

#### What skills are students learning? (CCEs)

- **Empathising** with the stories and experiences of others
- **Appreciating** the views, emotions and reactions of others by identifying with the personalities or characteristics of other people in given situations
- **Searching** for and locating items/information
- **Presenting** a documentary drama to an audience
- **Creating/composing/devising** a documentary drama
- **Interpreting** the meaning of words within written and spoken dialogue
- **Interrelating** themes ideas and issues within stimulus materials
- **Gesturing**, using and interpreting gesture within improvised performance
- **Recalling/Remembering** scenes and characters for performance, and lines of dialogue
- **Reflection** on learning, performance and documentary drama creation

#### How will we know when they get there? Assessment

**FORMING and PRESENTING**: Students will include, pictures, notes from class, transcript of an interview and reflection questions, within a journal to inform a group documentary drama performance. Students will devise, rehearse and present a documentary drama.

### Term 4

#### Let’s Improvise

Introduces students to improvisation. Students will devise and refine improvisations individually and within ensembles which explore the elements of drama and dramatic conventions related to the theatre sports genre. Students will develop a range of performance skills including vocal, spatial and characterisation techniques as well as develop language to make critical judgments about the application of the elements of drama.

#### Why are students learning this?

People use improvisation skills every day, this unit helps students develop their quick thinking and problem solving skills. They also develop their acting and ensemble skills.

#### What skills are students learning? (CCEs)

- **Presenting** improvised scenes to an audience
- **Creating/composing/devising** short and extending improvised scenes
- **Interpreting** the meaning of words within written and spoken dialogue
- **Gesturing**, using and interpreting gesture within improvised performance
- **Recalling/Remembering** scenes and characters for performance, and lines of a neutral script
- **Reflection** on learning, character and scene creation

#### How will we know when they get there? Assessment

**FORMING**: In groups chosen by the teacher, students are to perform an extended improvisation piece. A neutral script will be provided, and students will have 1 minute to devise their performance with the aim of continuing, extending and bringing a suitable conclusion to the scene.

**PRESENTING**: You are required to participate in a theatre sports competition in class. In groups of 3-4, students are to compete in a variety of theatre sports games focusing on movement, voice, focus and the other principles of improvisation concentrated on during the course of the unit. A group mark will be given.
## DRAMA

### Year 10

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>Commedia</strong> – This unit enables students to devise and refine scripts as part of an ensemble utilising elements and conventions specific to Commedia Dell’Arte. Integral to this unit is the manipulation of dramatic elements, characterisation and cultural contexts to encourage students to develop and analyse Commedia Dell’Arte.</td>
</tr>
</tbody>
</table>

**In the spotlight** – In this unit students will examine the actor’s craft by presenting scripted drama providing students with the opportunity to perform in front of a live audience. Students will explore taking on various roles to interpret character motivation and status to write a monologue.

**Commedia** – This unit enables students to devise and refine scripts as part of an ensemble utilising elements and conventions specific to Commedia Dell’Arte. Integral to this unit is the manipulation of dramatic elements, characterisation and cultural contexts to encourage students to develop and analyse Commedia Dell’Arte.

| Why are students learning this? | Students will develop their acting skills future in this unit, expanding on the basic roles they explored in junior drama and extending their skills. |

**Students will develop their acting skills future in this unit, expanding on the basic roles they explored in junior drama and extending their skills.**

| Why are students learning this? | Students explore the origins of comedy and identify the connections between traditional and modern comedy. |

**Students explore the origins of comedy and identify the connections between traditional and modern comedy.**

<table>
<thead>
<tr>
<th>What skills are students learning? (CCEs)</th>
<th>What skills are students learning? (CCEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate</strong> knowledge and understanding of play text, characterisation, blocking and elements of drama</td>
<td><strong>Demonstrate</strong> knowledge and understanding of commedia, characterisation, blocking and elements of drama</td>
</tr>
<tr>
<td><strong>Analysing</strong> the play text</td>
<td><strong>Interpret</strong> the play the commedia stock characters</td>
</tr>
<tr>
<td><strong>Interpret</strong> the play text and the chosen character</td>
<td><strong>Present</strong> a scene from juice</td>
</tr>
<tr>
<td><strong>Present</strong> a scene from a playtext</td>
<td><strong>Interrelate</strong> themes, ideas and conventions from traditional commedia and utilise within a modern context</td>
</tr>
<tr>
<td><strong>Analyse</strong> and identify the elements of drama used within the play text and scene</td>
<td><strong>Demonstrate</strong> knowledge and understanding of commedia, characterisation, blocking and elements of drama</td>
</tr>
<tr>
<td><strong>Interrelate</strong> themes and ideas from the play text to create a monologue based on the character performed in presenting task</td>
<td><strong>Interpret</strong> the play the commedia stock characters</td>
</tr>
<tr>
<td><strong>Present</strong> a scene from juice</td>
<td><strong>Present</strong> a scene from juice</td>
</tr>
<tr>
<td><strong>Interrelate</strong> themes, ideas and conventions from traditional commedia and utilise within a modern context</td>
<td><strong>Interrelate</strong> themes, ideas and conventions from traditional commedia and utilise within a modern context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will we know when they get there?</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presenting</strong></td>
<td>Presenting: A presenting component allowing students to demonstrate their performance skills (characterisation, blocking, voice and movement techniques, stage action, interpretation of role, recall of dialogue etc) using scripted drama.</td>
</tr>
<tr>
<td><strong>Forming</strong></td>
<td>Forming: A forming component where students create/manipulate drama (monologue) individually to demonstrate their understanding of the elements of drama and their character</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td>Responding: Individually you are required to write a 600-800 word analytical essay to argue your position on whether a modern comedy uses the dramatic conventions characteristic to Commedia Dell’Arte. You should analyse the Commedia Dell’Arte conventions utilised in the modern comedy by discussing the similarities and differences. Your essay should follow the attached below.</td>
</tr>
</tbody>
</table>

**How will we know when they get there?**

**Assessment**

↑ BACK TO KLA OVERVIEW
# DRAMA

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>Finding a voice</strong> – In this unit students explore their community’s culture to devise a proposal for an existing community theatre project to be presented to local schools and community audiences such as the Gladstone eisteddfod. Students are encouraged to use theatre as a tool for change engaging in socially critical thought. The proposed play will then be presented for the local community.</td>
<td><strong>Asian Theatre</strong> – This unit provides an introduction to Asian Theatre styles. These styles include, Noh, Kabuki, Butoh, Kathakali, and theatre within the various Chinese Dynasties. Students will then select a style to investigate further, conducting research and analysing and evaluating a performance within this style.</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Students will explore community issues in this unit and the power that theatre can have to shape society.</td>
<td>Students will be given the opportunity to explore theatre from Asian, to see the influences that Asian theatre has had on theatre in Australia.</td>
</tr>
</tbody>
</table>
| **What skills are students learning? (CCEs)** | - Demonstrate knowledge and understanding of play text, characterisation, blocking and elements of drama  
- Demonstrate knowledge and understanding of community theatre  
- Analysing the play textwriting proposal  
- Interpret the play text and the chosen character  
- Create an actor’s journal  
- Analyse and identify the elements of drama used within the play text and scene  
- Present the play  
- Describe the plot of the play  
- Analyse, justify and evaluate the benefits of presenting the play to an audience  
- Present a proposal  
- Evaluate performance in class play | - Demonstrate knowledge and understanding of asian theatre styles, their conventions and the elements of drama  
- Analysing an asian theatre piece writing proposal  
- Analyse and identify the elements of drama used within an asian theatre piece  
- Interpret themes, issues within an asian theatre piece  
- Describe segments of an asian theatre piece  
- Analyse, justify and evaluate an asian theatre piece  
- Create scenes and performances based on the themes and conventions within asian theatre styles studied in class |
| **How will we know when they get there?** | **Responding**: Individually you are required to present a proposal for the community theatre performance being focussed on in class. It is to be directed towards the principal and P&C of the local high schools, asking that they give permission for the performance of the class’ dramatic piece. It should address and analyse what community theatre is and why it is important, a rough outline of the performance’s content and style, and justification as to why the piece is suitable for performance in a primary school setting.  
**Presenting**: Each member of the class will contribute to the class performance in directing and rehearsing. Individually, you will be assessed on your performance. This will include your knowledge and demonstration of performance skills, the elements of drama and dramatic conventions. | **Responding**: Individually you are required to write an essay that analyses and evaluates a chosen Asian theatre style from those studied in class. This analysis will focus on one performance from that style to deconstruct, looking at the conventions of that style and the elements of drama within the performance. |

↑ BACK TO KLA OVERVIEW
## DRAMA

### Year 11

#### Term 1 and 2

**What are students learning?**

**Further Observations:** Realism, Australian Theatre and Cinematic Theatre. Students will form realistic characters and explore the development of realism theatre. They will then delve into Australia’s theatre history, exploring the social, political, historical and cultural contexts of Indigenous and non-indigenous play texts. Students will also develop skills to create and perform cinematic theatre.

#### Term 3

**Words in Motion:** Elizabethan and Physical Theatre. In this unit students will develop knowledge and understanding of two prominent forms of theatre. They will explore and interpret Shakespearian works through the conventions of Physical theatre.

#### Term 4

**Interpreting** dramatic action and meaning.

#### Why are students learning this?

Students will develop an understanding of early theatre history and develop their acting craft. It is important to be able to adapt to new forms of art while appreciating the traditional. Work in this terms unit will allow students to form new ideas and perceptions of Shakespeare.

#### What skills are students learning? (CCEs)

- **Creating** a play script.
- **Presenting** a polished scripted scene to an audience.
- **Interpreting** the dramatic meaning and the characters intentions in a script.
- **Analysing** a performance.
- **Judging/Evaluating** a performance and playtext.
- **Synthesising** ideas and conventions of realism and cinematic theatre.

- **Creating** a play concept.
- **Interrelating** ideas between past and present.
- **Interpreting** dramatic meaning from a dramatic work.
- **Analysing** physical theatre performance.

- **Analysing** a performance of an absurd theatre play.
- **Judging/evaluating** the conventions and dramatic languages in a play.
- **Interpreting** dramatic action and meaning.
- **Synthesising** information about absurd theatre and philosophical ideas.

- **Analysing** dramatic action and meaning.
- **Synthesising** information about absurd theatre and philosophical ideas.

#### How will we know when they get there?

**Responding:** Write an analytical essay to critique a realist play.

**Presenting:** In groups, prepare and present a polished performance of a realist text.

**Forming:** Individually create a play design, converting a Shakespearian play into a contemporary physical theatre piece.

**Interpreting** dramatic action and meaning.

**Synthesising** information about absurd theatre and philosophical ideas.

---

**Presenting:** In groups, prepare and present a student-devised cinematic theatre performance.

**Interpreting** dramatic action and meaning.

**Synthesising** information about absurd theatre and philosophical ideas.

**Back to KLA Overview**
# DRAMA

## Year 12

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>Remote Darkness: Australian Gothic Theatre. Throughout this unit students will delve into the dark side of Australia’s history. They will explore storytelling and develop their stage craft through devising and presenting.</td>
<td>Outside The Square: Contemporary Eclectic Theatre. This unit will allow students to examine modern theatre styles, and develop their dramatic skills with more complex content.</td>
<td>Journey of Conscience: Epic Theatre. Students will develop understanding of political theatre and examine the social, political and historical contexts of Epic theatre.</td>
<td>Surge of the Aesthetic: One Man Show. In this unit students have the opportunity to explore their own theatrical ideas and personal aesthetic. As well as examining the possibilities within one man shows.</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Students will explore and question Australia’s History, as written in the history books. They will explore the darker stories within Australia’s past.</td>
<td>To expand students’ understanding of the possibility that theatre holds and to expand performance skills.</td>
<td>Students will gain appreciation for the political power theatre holds, and develop their directing skills.</td>
<td>Students will be able to further develop as an independent dramatic artist.</td>
</tr>
</tbody>
</table>
| **What skills are students learning?** (CCEs) | • Creating a Australian Gothic theatre script.  
• Interpreting the dramatic meaning and character motivation in a script.  
• Identify and interrelate themes in Australian Gothic Theatre.  
• Presenting a polished performance of a scripted text.  | • Interrelating themes and ideas.  
• Synthesising conventions of contemporary theatre and a given theme.  
• Creating a student devised performance.  
• Presenting a polished student devised performance.  
• Analysing conventions used in a play.  
• Evaluating a contemporary performance.  | • Devise a director’s journal and directing a scene from an Epic theatre play.  
• Interrelating ideas and themes.  
• Interpreting a didactic message from an Epic theatre play.  
• Judging and evaluating an Epic theatre play.  
• Analysing the conventions within an Epic theatre play.  | • Interpreting conventions and themes from performance.  
• Analysing and interpreting dramatic meaning.  
• Analysing, judging and evaluating a one man show.  
• Creating a script for a one man show scripted performance. |
| **How will we know when they get there?** | Forming: Write an Australian Gothic script.  
Presenting: In small groups rehearse, polish and present a scene from an Australian Gothic play. | Presenting: In small groups rehearse, polish and present a student devised contemporary performance.  
Responding: Write an analytical essay discussing and evaluating the purpose and success of a contemporary play. | Forming: Direct a scene from an Epic theatre play, compile a director’s journal to support decisions.  
Responding: Write an analytical essay to evaluate the use of Epic theatre conventions to convey dramatic meaning within an Epic Theatre performance. | Forming: Create a scripted drama using the conventions of a one man show.  
Or Presenting: Rehearse and refine an excerpt from a one man show.  
Or Responding: Write an analytical essay to discuss the purpose, success and performance techniques used in a one man show. |

↑ BACK TO KLA OVERVIEW
## DRAMA STUDIES

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Term 1 and Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>Further Observations: Realism, Australian Theatre and Cinematic Theatre. In this unit students will explore the development of realism and Australia’s Theatre history. Develop Acting and script development skills using Cinematic theatre.</td>
<td>Words in Motion: Elizabethan and Physical Theatre. In this unit students will develop practical understanding of workplace health and safety, how to design and plan a theatre event and develop skills in administration.</td>
<td>Beyond Strange: Absurd Theatre. In this unit performance skills will be explored through the use of Absurd theatre.</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Students will gain base knowledge of the theatre industry and performance skills they will be able to build from throughout the course.</td>
<td>Through learning these skills students will have a strong foundation for careers in the entertainment industry.</td>
<td>Students will build on performance skills and develop warm-up techniques.</td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td>• Presenting scripted performance. • Recalling lines of dialogue. • Creating a script. • Interrelating ideas and themes. • Interpreting dramatic meaning.</td>
<td>• Creating a portfolio for an event. • Designing and planning an event. • Identifying requirements for an event. • Judging and evaluating needs for an event. • Comparing and contrasting options.</td>
<td>• Presenting scripted performance. • Recalling lines of dialogue. • Interrelating ideas and themes. • Interpreting dramatic meaning.</td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong></td>
<td>Performance: In small groups students will present a scene from a realism text and create an actor’s journal. Script: Students will write a script that addresses an Australian issue that incorporates cinematic theatre techniques.</td>
<td>Portfolio: Students will create a portfolio outlining an event for the local community, featuring Physical theatre performance.</td>
<td>Performance: In small groups students will present a scene from an Absurd Theatre play and include an actor’s journal.</td>
</tr>
</tbody>
</table>

**Assessment**

| Performance: In small groups students will present a scene from a realism text and create an actor’s journal. | Script: Students will write a script that addresses an Australian issue that incorporates cinematic theatre techniques. | Portfolio: Students will create a portfolio outlining an event for the local community, featuring Physical theatre performance. | Performance: In small groups students will present a scene from an Absurd Theatre play and include an actor’s journal. |
### DRAMA STUDIES

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>Remote Darkness:</strong> Australian Gothic Theatre. Students will explore Australia's history while experimenting with storytelling in drama.</td>
<td><strong>Outside The Square:</strong> Contemporary Eclectic Theatre. In this unit students will explore the development of modern theatre.</td>
<td><strong>Journey of Conscience:</strong> Epic Theatre. In this unit students will research the potential of political theatre and build an understanding of the purpose and impact Epic theatre can have on an audience.</td>
<td><strong>Surge of the Aesthetic:</strong> One Man Show. In this unit students have the opportunity to explore their own theatrical ideas and personal aesthetic. As well as examining the possibilities within one man shows.</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Students will develop a better understanding of the theatre industry within Australia while improving their presenting skills.</td>
<td>Students will develop analysis skills and an understanding of modern theatre and how theatre has adapted to a new audience.</td>
<td>To be able to use theatre as a transformative art form.</td>
<td>Students will be able to further develop as an independent dramatic artist.</td>
</tr>
</tbody>
</table>
| **What skills are students learning? (CCEs)** | - Presenting a scripted scene.  
  - Interpreting and using gesture.  
  - Devising an Actor’s journal.  
  - Interpreting dramatic meaning.  
  - Creating Australian Gothic performance.  
  - Creating rehearsals strategies and warm-ups. | - Analysis of contemporary theatre.  
  - Judging/evaluating the development of contemporary theatre.  
  - Interrelating themes and ideas.  
  - Interpreting dramatic meaning.  
  - Identifying conventions and dramatic meanings. | - Devise and design a play concept.  
  - Create a design folio.  
  - Create set and costume designs.  
  - Interpret dramatic meaning.  
  - Interrelate ideas and themes. | - Devise a one man show.  
  - Interrelate themes and ideas.  
  - Create an actor’s journal.  
  - Present a student devised one man show. |
| **How will we know when they get there?** | **Performance:** In small groups students will present a scene from an Australian Gothic Text, and create an Actor’s journal. | **Analysis:** Students will analyse the development of contemporary theatres including conventions, technologies and styles. | **Play Design:** Students are to compile a design folio for a play concept that addresses an issue. | **Performance:** Students are to devise and present a one man show, including an Actor’s journal. |
| **Assessment** | | | | |
# MEDIA

## Year 8

### Term 3

**What are students learning?**

- **Screen It** – students are encouraged to enter the Screen It competition. This will allow students to explore a given theme to produce a short film.

**Why are students learning this?**

- Students will learn the basic skills of design and production, which they will need to build on for future media studies.

**What skills are students learning?**

(CCEs)

- **Classifying** films into the correct genre
- **Define and select** filming techniques
- **Create** a storyboard for a short film
- **Create** a short film
- **Analyse and justify** your selection
- **Manipulate** film equipment and editing software to create a short film
- **Analysing** short films
- **Reflection** on learning and contribution to the group
- **Compare and contrast** films of different genres
- **Demonstrate** knowledge and understanding of short films and film making skills
- **Express** ideas and views about short films techniques

**How will we know when they get there?**

**Assessment**

- **Design** – Students will individually design a storyboard for 1 minute of a group film based on a theme.
- **Production** – In groups students will produce a short film based on a given theme.

### Term 4

**Screen It** – student will continue their work on the Screen It competition, the assessments from last term will be showed in a short film festival that will be marketed by students through the development of a promotional campaign using a range of media, students will also develop their understanding of the different film genres.

**Why are students learning this?**

- Students will harness the power of advertising in order to persuade audiences.

**What skills are students learning?**

(CCEs)

- **Classifying** films into the correct genre
- **Define and select** conventions of film genres
- **Create** a advertising campaign
- **Manipulate** computer software to create ads
- **Analysing** short films
- **Express** ideas and views about short films techniques
- **Reflection** on learning
- **Compare and contrast** films of different genres
- **Demonstrate** knowledge and understanding of short films and marketing skills

**How will we know when they get there?**

**Assessment**

- **Design and Production** – students will compose a marketing campaign to advertise the class short film festival.
- **Critique** – students will complete a genre exam where they will compare and analyse film excerpts from different genres


↑ BACK TO KLA OVERVIEW
### Year 9: Term 1

**What are students learning?**

AD Lab – In this unit students will develop individual and collaborative working skills as they explore commercials. This exploration will enhance student’s knowledge and understanding of media techniques to promote/market and deliver a message specifically to promote a product.

**Why are students learning this?**

In this unit students are exposed to how Ad can position an audience, the techniques used to persuade and how these techniques can in turn be used by students.

**What skills are students learning? (CCEs)**

- **Classifying** ads into the correct type
- **Define and select** advertising techniques
- **Create** a script for a commercial
- **Create** a commercial
- **Analyse and justify** your selection
- **Manipulate** film equipment and editing software to create a commercial
- **Analysing** ads and commercials
- **Reflection** on learning and contribution to the group
- **Compare and contrast** commercials and their ability to target a specific audience
- **Demonstrate** knowledge and understanding of advertising and film making skills
- **Express** ideas and views about advertising techniques and products and a chosen product

**How will we know when they get there?**

**Design and Production:** Students will design and produce their own commercial that expresses their own views and opinions for a target audience.

### Year 9: Term 2

**Reel Reporting** – Students will explore the processes and techniques of media bias within a range of different media genres but focussing on television news and current affairs style programmes. They will look at specific practices that journalists use to persuade and create bias such as emotive camerawork, connotative words and images, deliberate interview choices and one-sided editing procedures. They will use their knowledge and understanding of these to complete a media bias exam, write and produce a current affairs-style news report.

**Why are students learning this?**

Students learn how bias works in the media, how a story can be worked to meet the needs of the people who are producing it. That news is not always 100% factual and how to read between the bias.

**What skills are students learning? (CCEs)**

- **Define and select** news reporting techniques
- **Create** a script for a news report
- **Explain** bias and techniques used in design
- **Analyse** and **justify** your selection
- **Reflection** on learning
- **Compare and contrast** news report and their use of bias
- **Identify** the use of bias techniques
- **Demonstrate** knowledge and understanding of news reports and bias
- **Express** ideas and views about bias techniques
- **Analysing** news reports and bias techniques
- **Recalling** and **remembering** facts and concepts related to news reports and bias
- **Creating** news titles and stories
- **Justifying** choices and responses in relation to news reports and bias

**How will we know when they get there?**

**Design Task:** Script creation and accompanying storyboard for a biased current affairs style news report

**Critique Task:** Exam to analyse and evaluate bias within news media
### Year 9

<table>
<thead>
<tr>
<th>What are students learning?</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Animation Fixation</strong> – Animation is a developing art form. It has evolved from childrens’ 2D cartoons or light entertainment to a way of presenting ideas about issues or telling a story.</td>
<td><strong>Film Families</strong> – An exploration of the concept of film genres and the common conventions shared by films that fit these genres eg, Comedy, Sci-fi, Horror, Romance, Action. Looking at shots, editing, soundtrack and mise en scene of the different genres and how these are used to effect.</td>
<td></td>
</tr>
</tbody>
</table>

| Why are students learning this? | Animation can be found in many different fields and is a growth industry in media today, students will learn basic animation techniques that would be helpful in the field. | Students explore the different film genres to gain an understanding of these, students will also develop critique skills in order to analyse and evaluate films. |

| What skills are students learning? (CCEs) | | |
|------------------------------------------|------------------------------------------|
| Select images based on your dreams or stories | Identify a films genre and its conventions |
| Create a design for and produce a stopmotion animation. | Respond to a film from a specific genre |
| Describe the animations plot and how it will comment on a social issue | Reflect on the film’s success in relation to the conventions of the specific genre |
| Comment on a social issue of importance within the mode of an animation | Evaluate a range of films from different genres |
| Manipulate equipment to create a stopmotion animation. | Describe mise en scene and filming techniques |
| Reflect on the animations success in conveying the intended message. | |

<table>
<thead>
<tr>
<th>How will we know when they get there? Assessment</th>
<th>Design a storyboard for a stopmotion animation, students will research and choose a theme or issue of interest to them. Students will compose a storyboard in order to convey an idea or opinion about their chosen theme or issue.</th>
<th>Film Review: Students are to write a film review, on a film from a chosen genre.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production of a stopmotion animation, students will develop skills of stopmotion animation and continuity shooting and editing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## MEDIA

### Year 10

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>Get Your Game On</strong> – In this unit students explore the creation of computer games. They look at the connection between gaming and films and learn how to design video games for targeted audiences.</td>
</tr>
<tr>
<td><strong>Music Video</strong> – In this unit students will develop individual and collaborative working skills as they work with the year 10 dance students to design and produce a dance music video clip. Students will explore both conceptual and performance video clips.</td>
<td><strong>Why are students learning this?</strong> Students will have the opportunity to explore video games from a new perspective outside of the gamers chair, through the eyes of the producer.</td>
</tr>
</tbody>
</table>
| **Why are students learning this?** Students will apply general knowledge of film to extend their media skills, enabling them to create a music video applying visual imagery to a song of their choice. | **What skills are students learning? (CCEs)**
| • Create a treatment and a 3 column script                            | • Create a game design                                                 |
| • Manipulate operate digital video camera and editing equipment        | • Demonstrate knowledge and understanding of game concepts and conventions |
| • Create a music video using production techniques and a range of media techniques | • Interpret games and films                                            |
| • Work collaboratively and identify key roles on production            | • Analyse and evaluate video games and films                           |
| • Identify key characteristics of dance video clips                    | • Identify appropriate games and target audiences                      |
| • Interpret video clips to identify contextual influences             | • Deconstruct games and their conventions                              |
| • Express ideas through video clips                                    | **How will we know when they get there?** Design – Individually, students will create a design suit for a computer game in response to a film provided. Your game design should include the following:
| **What skills are students learning? (CCEs)**                        | • Character images (at least 2 characters).                             |
| • Create a treatment and a 3 column script                            | • 3 level descriptions (600 words).                                    |
| • Manipulate operate digital video camera and editing equipment        | **Critique** – Individually, students are required to write an analytical essay (600-800 words). To evaluate the success of a film that has been adapted into a game to maintain its original target audience. |
| • Create a music video using production techniques and a range of media techniques | • Interpret games and films                                            |
| • Work collaboratively and identify key roles on production            | • Analyse and evaluate video games and films                           |
| • Identify key characteristics of dance video clips                    | • Identify appropriate games and target audiences                      |
| • Interpret video clips to identify contextual influences             | • Deconstruct games and their conventions                              |
| • Express ideas through video clips                                    | **How will we know when they get there?** Production – In a group of 2 – 3 you are to produce a music video for the concept you created in the previous task |
| **How will we know when they get there?** Design – In small groups of 2-3 you are required to design a film clip that utilises the conventions of music videos. You are to complete a treatment and a three-column-script in order to produce a detailed design for the music video (must be able to produce). Production – In a group of 2 – 3 you are to produce a music video for the concept you created in the previous task |
| **Assessment**                                                        | **Assessment**                                                        |
| **Design** – In small groups of 2-3 you are required to design a film clip that utilises the conventions of music videos. You are to complete a treatment and a three-column-script in order to produce a detailed design for the music video (must be able to produce). | **Production** – In a group of 2 – 3 you are to produce a music video for the concept you created in the previous task |
| **Production** – In a group of 2 – 3 you are to produce a music video for the concept you created in the previous task | **Critique** – Individually, students are required to write an analytical essay (600-800 words). To evaluate the success of a film that has been adapted into a game to maintain its original target audience. |

↑ BACK TO KLA OVERVIEW
<table>
<thead>
<tr>
<th>Year 10</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>The Perfect Crime (pt1)</strong> – A practical, industry modelled exploration of the television genre of crime show looking specifically at the visual language including camera angles and movement and shot choices, soundtrack and mise en scene with reference to generic representations in crime shows.</td>
<td><strong>The Perfect Crime (pt2)</strong> – A practical, industry modelled exploration of the television genre of crime show looking specifically at the visual language including camera angles and movement and shot choices, soundtrack and mise en scene with reference to generic representations in crime shows.</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>Students will apply their television knowledge to deconstruct one of the largest genres in TV today.</td>
<td>Students will apply their television knowledge to deconstruct one of the largest genres in TV today.</td>
</tr>
</tbody>
</table>
| **What skills are students learning? (CCEs)** | • Create a crime show scene  
• Design a crime show  
• Create a script – using narrative structure  
• Critique genre shows  
• Analyse and identify genre structure and characteristics  
• Investigate representations  
• Manipulate filming and editing equipment to create a crime show scene  
• Demonstrate knowledge and understanding of representations  
• Analyse and compare crime shows and their representations  
• Identify and analyse genre conventions | • Demonstrate knowledge and understanding of representations  
• Analyse and compare crime shows and their representations  
• Identify and analyse genre conventions  
• Demonstrate knowledge and understanding of representations  
• Analyse and compare crime shows and their representations  
• Identify and analyse genre conventions  
• Demonstrate knowledge and understanding of representations  
• Analyse and compare crime shows and their representations  
• Identify and analyse genre conventions |
| **How will we know when they get there?** | **Assessment**  
**Design** – Students will design a scripted scene for a group crime show.  
**Production** – Individually students are responsible for filming one scene for their group crime show. | **Assessment**  
**Critique** – Students will write an essay that compares and contrasts two different crime shows, looking at the conventions present in both. |
FILM AND TELEVISION

Year 11

Student demand and access to suitable human and physical resources can determine whether or not a subject is offered in a particular year. Due to one of, or a combination of these factors, this subject will not be offered in 2014.
Student demand and access to suitable human and physical resources can determine whether or not a subject is offered in a particular year. Due to one of, or a combination of these factors, this subject will not be offered in 2014.
## MUSIC

### Year 8

#### Term 1

**What are students learning?**

**Music – Garage Days**

In this unit students explore the processes of performing and creating music. The concept encourages students to experiment with musical elements and become confident with performing for informal audiences. The opportunity to compose an original piece of music (vocal and instrumental) will assist students to determine their interests and ascertain their skills.

**Why are students learning this?**

To learn skills in performance etiquette, compositional devices, self-confidence and team building skills.

**What skills are students learning? (CCEs)**

- Knowing
- Presenting
- Reflecting/Justifying
- Designing/Creating

**How will we know when they get there?**

**Assessment**

- **Performance:** Learn and perform a piece of music on either guitar or keyboard.
  - **Compose:** Individual composition on SIBELIUS.

### Term 2

**World Music**

In this unit students will explore music and musical cultures from around the world. Students will have an understanding and an appreciation of the individual musical histories and cultures that influence music from a range of countries. Through these world music explorations, students will have opportunities to perform music from a variety of countries (vocal and instrumental) to develop their understanding of the significance of music/instruments to a country’s culture.

**Why are students learning this?**

To develop interpersonal skills with others, build confidence, gain research skills and further their performance etiquette skills.

**What skills are students learning? (CCEs)**

- Knowing
- Presenting
- Responding
- Reflecting

**How will we know when they get there?**

**Assessment**

- **Performance:** Students choose a song from any of the countries/origins studied in this unit and performs it as a soloist or in small ensembles.
  - **Analysis:** Individually, students research the music and musical instruments from a chosen country/origin and present it as an A3 poster.

### Term 3

**Toolooa’s Got Talent**

In this unit students will explore their own choice of music and style. Students will develop an understanding of the origin of their favourite songs as they devise a program for a music variety performance in the ‘Toolooa’s Got Talent’ competition. The students also learn about the musical elements in more depth and apply their new knowledge of music theory in an exam situation.

**Why are students learning this?**

Team building and confidence skills whilst enhancing their performance etiquette, and improving their music theory

**What skills are students learning? (CCEs)**

- Knowing
- Presenting
- Reflecting
- Applying

**How will we know when they get there?**

**Assessment**

- **Performance:** As a class, students are required to learn and perform (vocal or instrumental) a chosen song for the upcoming 'Toolooa Idol' evening.
  - **Written Exam:** Analysis Exam

### Term 4

**Recycled sounds:**

In this unit students explore a range of traditional, new and original musical instruments to plan and create their own musical instrument from a range of recycled materials. Students will then use their original instrument to compose an original song in the street theatre style to then perform to a live audience.

**Why are students learning this?**

To delve into their creativity and apply their imagination to music. The students learn about designing, creating, composing and performing through an engaging and fun topic.

**What skills are students learning? (CCEs)**

- Knowing
- Designing/Creating
- Applying
- Reflecting

**How will we know when they get there?**

**Assessment**

- **Design & Create:** Students are to plan and create an original musical instrument made from recycled material.
  - **Compose:** Students are to compose music as a class using their original instruments for a street theatre style performance.
## Year 9

### What are students learning?

**Term 1**
- **Theme Music on TV**
  - In this unit students will explore a range of music themes that have been used throughout the years on popular Television Shows. Students will develop an understanding and appreciation of the musical characteristics utilised to enhance television shows, acting as a powerful media tool. An exploration of popular television shows theme music, their target audience and the effectiveness of television music to act as a media tool will be the focus of this unit.

**Term 2**
- **Pioneers of Rock**
  - In this unit students will explore rock music from the 1950’s through to the Current. Students will have an understanding and an appreciation of the artists and their music through the decades. This exploration will deepen students understanding of the development of Rock Music and the major pioneers and characteristics of Rock Music.

**Term 3**
- **Toolooa's Got Talent**
  - In this unit students will explore their own choice of music and style. Students will develop an understanding of the origin of their favourite songs as they devise a program for a music variety performance in the Toolooa’s Got Talent’ competition.

**Term 4**
- **Aussie Music**
  - In this unit students explore Australian music and its history. Students will have opportunities to perform a range of popular and traditional Australian songs, as well as compose a compilation of their favourite Australian songs. Students will take on the roles of performer and producer.

### Why are students learning this?

**Term 1**
- To build on their analysis skills, performance etiquette, confidence and team work. They will be able to explore also advertising, media purposes, and target audiences.

**Term 2**
- To understand music history, and build on knowledge of musical elements and music theory.

**Term 3**
- To build confidence, performance etiquette, team building skills, knowledge of compositional devices and music theory.

**Term 4**
- To explore the roles of performer and producer through the use of ICTs.

### What skills are students learning? (CCEs)

**Term 1**
- **Knowing**
- **Applying**
- **Presenting**
- **Responding**

**Term 2**
- **Knowing**
- **Applying**
- **Creating**
- **Reflecting**

**Term 3**
- **Knowing**
- **Applying**
- **Creating**
- **Reflecting**
- **Presenting**

**Term 4**
- **Knowing**
- **Presenting**
- **Responding**
- **Reflecting**

### How will we know when they get there? Assessment

**Performance**:
- Students are required to perform (vocal or instrumental) a theme song from a television program (student choice).

**Responding**:
- Students are to listen and view the theme music for a popular television show to evaluate its effectiveness to appeal to young audiences through the exploration of the musical elements.

**Composition**:
- Students to compose a 12 bar melody over a 12 bar blues chordal pattern in chosen key. The melody is to be composed over a bass ostinato also composed by the student.

**Reflect**:
- Students are also required to submit a reflection based on a range of questions. (200 words)

**Performance**:
- Performance (vocal or instrumental) of a song of the student’s choice for a formal audience for the Toolooa Idol evening.

**Compile**:
- Students are required to individually compile an Australian music CD compilation (min 4 songs) for a chosen theme (e.g. “The Best”, “Through Time”) to be negotiated with the teacher. This includes case, booklet with lyrics, front and back cover, list of songs, CD design and an analysis of the musical elements of one chosen song from the CD.

**Performance**:
- Students are required to perform (vocal or instrumental) in an arrangement of Australian songs.

**Compilation**:
- Students are required to individually compile an Australian music CD compilation (min 4 songs) for a chosen theme. The compilation includes case, booklet with lyrics, front and back cover, list of songs, CD design and an analysis of the musical elements of one chosen song from the CD.
## Year 10

### Term 1
**Protest Music**
In this unit students explore the Protest Music genre. They will view and listen to a range of styles to develop an understanding of style, instrumentation, origin, artist/s, musical elements, composition techniques and poetry devices. Students will work on developing their performance and composition skills.

### Term 2
**Film Music**
In this unit students will explore a range of music that accompanies the movie genre. Students will develop an understanding and an appreciation of the musical characteristics needed to enhance a variety of films to discover how mood and meaning is created through music.

### Term 3
**Toolooa’s Got Talent**
In this unit students will explore their own choice of music and style. Students will develop an understanding of the origin of their favourite songs as they devise a program for a music variety performance in ‘Toolooa’s Got Talent’. Students also take on the role of Manager as they manage the competition; from flyers to running lights and sound, to creating the CD and booklet and making merchandise.

### Term 4
**21st Century Music**
In this unit students explore music from the 21st C. They will view and listen to a range of styles to develop an understanding of style, instrumentation, origin, artist/s and musical elements. Students aim to develop their performance and analysis skills.

### Why are students learning this?
- To understand MOTIVES for music and the power of words. They explore history and was to create emotions through their compositions.
- To understand connections between music and real life situations. They develop their compositional skills as well as build on confidence and performance etiquette.
- To develop confidence, team building skills, performance etiquette and to see the connection of music with the work force.
- To develop performance etiquette and analysing skills, whilst researching a relevant era of music that suits their favourite genre and style.

### What skills are students learning? (CCEs)
- Researching
- Creating
- Presenting
- Reflecting
- Analysing
- Knowing
- Applying
- Presenting
- Creating
- Presenting
- Researching
- Reflecting
- Managing
- Presenting
- Analysing
- Reflecting
- Researching

### How will we know when they get there?
**Assessment**

#### Composition:
Individually students need to choose a theme to focus their composition on. They are required to write lyrics for at least a verse and a chorus and a melody line for 10-12 bars.

**Performance:**
Either individually/duet/trio/small ensemble, students need to select one song categorised under the Protest music genre to perform (vocal, orchestral instruments, guitars).

#### Performance:
Individually, you are required to choose and perform (soloist) a piece of music of your own choice. The performance is accompanied by program notes, written by the student.

**Responding task:** Research a Music Career to learn how to apply for relevant study, possible wages and job descriptions, to build knowledge of career pathways in the music industry.

#### ANALYSIS:
Students are to analyse a chosen 21st century song in terms of the diversity of styles and musical elements.
<table>
<thead>
<tr>
<th>Year 11</th>
<th>Unit 1 (15 weeks approx.)</th>
<th>Unit 2 (15 weeks approx.)</th>
<th>Unit 3 (8 weeks approx.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>MUSIC FOR A PURPOSE</strong> Music written for a particular purpose eg. Weddings, film, funerals etc</td>
<td><strong>A TIMELINE</strong>; Developing musicianship through understanding of music elements and concepts in repertoire from a range of styles and genres across eras</td>
<td><strong>THE BEST OF</strong>; A study of the concept “the best music of all time” and the characteristics that determine this. Students select one assessment style</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>To understand the reasons behind compositions and their manipulation of the musical elements</td>
<td>To understand how music has evolved overtime and the differences in musical elements and compositional devices</td>
<td>To understand the characteristics and techniques used to create popular music</td>
</tr>
<tr>
<td><strong>What skills are students learning?</strong> (CCEs)</td>
<td>Creating, analysing, expressing, manipulating/operating equipment, explaining</td>
<td>Creating, analysing, expressing, manipulating/operating equipment, explaining</td>
<td>Creating, Explaining, Expressing</td>
</tr>
<tr>
<td><strong>How will we know when they get there? Assessment</strong></td>
<td><strong>COMPOSITION</strong>: 16 bars/30 seconds on a chosen ‘purpose’ <strong>WRITTEN EXAM/MUSICOLOGY</strong>: 1-1.5 hours including short and extended response <strong>PERFORMANCE</strong>: 3 minutes ensemble or solo</td>
<td><strong>COMPOSITION</strong>: 16 bars/30 seconds from a chosen era <strong>MUSICOLOGY EXTENDED RESPONSE</strong>: 600-1000 words <strong>PERFORMANCE</strong>: 3 minutes ensemble or solo</td>
<td><strong>COMPOSITION</strong>: 16 bars/30 seconds <strong>OR</strong> <strong>MUSICOLOGY EXTENDED RESPONSE</strong>: 600-1000 words <strong>OR</strong> <strong>PERFORMANCE</strong>: 3 minutes ensemble or solo</td>
</tr>
</tbody>
</table>
## MUSIC

### Year 12 (2014 only)

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>ALL THAT JAZZ:</strong> The students will study jazz music from Australia and Overseas. They will continue to develop various musical skills in the areas of analysing, composing and performing through the study of vocal and instrumental music written in the jazz idiom.</td>
<td><strong>SCHOOL OF ROCK:</strong> A study of Rock techniques and characteristics and Rock subgenres</td>
<td><strong>WORLD MUSIC:</strong> The students will study folk music from Australia and Overseas as a study of narrative and national identity in music. They will continue to develop their skills in analysing, composing and performing using a wide repertoire of national, folk art and folk popular music.</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>To understand the concepts and techniques of Jazz music</td>
<td>To understand the techniques and characteristics that create Rock music and its subgenres</td>
<td>To explore music through researching different countries and cultures and looking into their National identity</td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td>Expressing, explaining</td>
<td>Create, Explain, Express</td>
<td>Create, Explain, Justify, Analyse</td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong> Assessment</td>
<td><strong>PERFORMANCE:</strong> 3 minutes ensemble or solo</td>
<td><strong>COMPOSITION:</strong> 32 bars/60 seconds</td>
<td><strong>ANALYSIS:</strong> Multimodal presentation 5 minutes</td>
</tr>
</tbody>
</table>

↑ BACK TO KLA OVERVIEW
## MUSIC STUDIES

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Unit 1 (15 weeks approx.)</th>
<th>Unit 2 (15 weeks approx.)</th>
<th>Unit 3 (8 weeks approx.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td><strong>Music for a purpose:</strong></td>
<td><strong>A TIMELINE: History of music</strong></td>
<td><strong>THE BEST OF:</strong></td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>To develop skills and techniques of a music CREATOR/MAKER</td>
<td>To understand the changes in music overtime and the uses of the musical elements</td>
<td>To understand the characteristics and techniques used to create popular music</td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td>Creating, justifying, expressing, comparing/contrasting</td>
<td>Analysing, expressing</td>
<td>Explaining, researching</td>
</tr>
<tr>
<td><strong>How will we know when they get there?</strong> Assessment</td>
<td><strong>COMPOSITION:</strong> 16 bar/30 Second piece of music for a ‘purpose’ of music studied in class. Evidence of knowledge acquired during the exploration stages of the unit in terms of the operation of technology and techniques is required in the form of a JUSTIFICATION.</td>
<td><strong>ANALYSIS:</strong> 400-600 words</td>
<td><strong>PORTFOLIO submission including essay, roles and OH&amp;S</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PERFORMANCE:</strong> 3 mins solo or small ensemble up to 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EXAM 70 mins:</strong> On terminology, OH &amp; S and compositional techniques</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[BACK TO KLA OVERVIEW]
## MUSIC STUDIES

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are students learning?</strong></td>
<td>LIGHTING/ SOUND TECHNOLOGY FOR A MUSIC PERFORMANCE (TECHNICIAN)</td>
<td>ROCK MUSIC MUSIC PERFORMER AND CREATOR</td>
<td>MUSIC EVENT MANAGEMENT (MANAGER)</td>
<td>STAGE MANAGEMENT (MANAGER – MAKER)</td>
</tr>
<tr>
<td><strong>Why are students learning this?</strong></td>
<td>To understand the role of lighting and sound technicians</td>
<td>To understand the techniques and characteristics of Rock music and its sub genres</td>
<td>To understand the processes involved in organising a large music event</td>
<td>This unit explores the skills needed to be a Stage Manager of a show</td>
</tr>
<tr>
<td><strong>What skills are students learning? (CCEs)</strong></td>
<td>Researching and explaining</td>
<td>Expressing, creating, explaining</td>
<td>Designing, Researching, planning, explaining</td>
<td>Designing, Researching, planning, explaining</td>
</tr>
<tr>
<td><strong>How will we know when they get there? Assessment</strong></td>
<td>PORTFOLIO SUBMISSION</td>
<td>COMPOSITION: A 32 bar/1 minute composition or arrangement of a rock song of any sub genre</td>
<td>PORTFOLIO SUBMISSION</td>
<td>PORTFOLIO SUBMISSION</td>
</tr>
</tbody>
</table>