

The Arts SACE 2019 Index



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Subject Code Information:

Subjects with an A or B in their name: these subjects are Semester long units that can be studied individually or together to make a full year subject. There is **no** assumption that A has been studied before students can undertake the B option. Some subjects highly recommend both are studied (see course descriptions).

Subjects with a 1 or a 2 in their name: these subjects are sequential. Before students can study the 2nd option they must undertake the 1st option. There **is** an assumption that students know the content of the 1st option before they undertake the 2nd to enable them to be successful.

Length: 1 Semester or 2 Semesters

Assumed Knowledge:

Year 10 Digital Media

Description:

In this course students will have the opportunity to study the technologies related to the different forms of media presentation.

The course will cover aspects of

- Photo Manipulation
- Designing vectors and graphics
- Flash Animation
- Web Design
- Video editing using Premier Pro or Imovie (Mac)
- Creating brochures and magazine pages using InDesign

The students will use one or more of the above to create a major design assignment. Opportunity will be given to operate in a group and individual environment.

Future:

Skills developed in this course will be very useful for many school subjects as well as personal or professional use in the future.

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Length: 1 Semester

Assumed Knowledge:

Year 10 Drama

Description:

This unit looks at the process of developing and performing a whole group production in public with an on or off stage role. Students will be required to work in small groups, develop ideas from "page to stage" and submit a production report. Students will also be required to focus on and research an area of interest in relation to the theatre. Students are also required to view live performances and submit a review. Assessment types include performance, folio, investigation and presentation.

Assessment

Practical	45%
Theory	55%

Future:

Stage 2 Drama

General interest and experience in performing art skills which would be highly desirable in community arts programs, youth theatre activities and local specialist interest groups. Useful in tertiary courses in Performing Arts eg BA (Adelaide), BA Drama (Flinders). Highly desirable in specialist Performing Arts courses at institutions such as NIDA and Centre for the Performing Arts.

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Drama B

Stage 1

Length: 1 Semester

Assumed Knowledge:

Year 10 Drama

Description:

This unit looks at the process of developing and performing a whole group production in public with an on or off stage role, using a different script from Drama A. Students will be required to work in small groups, develop ideas from "page to stage" and submit a production report. Students will also be required to focus on and research an area of interest in relation to the theatre. Students are also required to view live theatre performances and submit a review as part of their folio. Assessment types include performance, folio, investigation and presentation.

Assessment

Practical	45%
Theory	55%

Future:

Stage 2 Drama

General interest and experience in performing art skills which would be highly desirable in community arts programs, youth theatre activities and local specialist interest groups. Useful in tertiary courses in Performing Arts eg BA (Adelaide), BA Drama (Flinders). Highly desirable in specialist Performing Arts courses at institutions such as NIDA and Centre for the Performing Arts.

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School Production

Stage 1

Length: 1 Semester

Assumed Knowledge:

None

Description:

School Production focuses on putting on a school musical at the end of semester 1. Roles include; acting, chorus, prompt, costume design, lighting, choreography, sound design, props, directing, set design, publicity and promotion, backstage crew, hair and makeup, photography, videography etc. Students will be actively involved in the staging of the musical in either an onstage or backstage role or both. Stage 1 students are expected to do both.

Assessment Details:

Students will work individually and as a group to research, organise and analyse a text/script for their role which then will be produced as the school's musical. An off stage role is A 1,000 word Production Report is written at the end of the performance.

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Length: 1 Semester or 2 Semesters

Assumed Knowledge:

Previous experience in either Art or Design.

Description:

Students choose to work in either an Art or Design

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to finished pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Assessment Details:

Three areas of study are assessed:

Visual Thinking – developing pieces using sketches, drawings diagrams etc.,

Practical Resolution: - making Art or Design pieces and

Visual Arts in Context – a theoretical component giving the students the opportunity to place visual art/design works historically and culturally.

Future:

Stage 2 Visual Arts – Art or Design

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Music Experience

Stage 1

Length: 1 Semester

Assumed Knowledge

Successful completion of Year 10 Music and ongoing instrumental tuition with a specialist instrumental teacher.

Description:

Students are required to have been learning their chosen instrument/s for at a minimum of 2 years. Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, research and music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills. This subject encompasses melody, harmony, arranging, composition, musicianship and performance.

Assessment details:

Creative Works 60%

Musical Literacy 40%

Future:

These subjects prepare students for the study of Stage 2 Music

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Music Advanced

Stage 1

Length: 1 Semester

Assumed Knowledge

Successful completion of Year 10 Music and ongoing instrumental tuition with a specialist instrumental teacher.

Description:

Students are required to have been learning their chosen instrument/s for at a minimum of 2 years. Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, research and music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills. This subject encompasses melody, harmony, arranging, composition, musicianship and performance.

Assessment details:

Creative Works 60%

Musical Literacy 40%

Future:

These subjects prepare students for the study of Stage 2 Music

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Length: 2 Semesters

Assumed Knowledge:

Stage 1 Drama A and B, or by negotiation.

Description:

The course consists of four areas of study: Group Analysis and Creative Interpretation, Review and Reflection, Interpretative Study and Presentation of Dramatic Works. Students are required to work in groups to analyse a play-script or a dramatic innovator which is of interest to them, they also review films and/or live performances, explore in depth the work of a dramatic innovator and undertake a group performance with an on or off stage role. Students will be required to research an area of interest to them in this subject area e.g. acting, design, multimedia, scriptwriting or directing etc.

Assessment Details:

Group Presentation (20%)

Folio (Production Report and Reviews) (30%)

Interpretative Study (20%)

Group Performance (30%)

Future:

General interest and experience in performing arts skills that would be highly desirable in community arts programs, youth theatre activities and local specialist interest groups. Useful in tertiary courses in Performing Arts e.g. B.A (Adelaide), B.A. Drama (Flinders). Highly desirable in specialist Performing Arts courses at institutions such as N.I.D.A., Centre for the Performing Arts.

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The course has three assessment components, these being:

- SKILLS AND APPLICATION TASKS 20%
- FOLIO 30% (External Assessment)
- PRODUCT 50%

SKILLS AND APPLICATION

Specialised Skills Applications

3-4 tasks relating to your final product. These are used to build your skills and knowledge in this specific area.

Assessment: completed products/ annotated photographs, of a product or completed processed, or a checklist

Materials Applications

Investigation and analysis of the properties of two or more materials or components you are considering using in the development of your product.

Assessment: 800 words evaluation or 5 minutes of recorded multimedia material.

FOLIO

The folio consists of documentation and analysis of the product design process and product evaluation.

Within your folio you will need to include:

- A brief
- Documentation of investigating and planning (basically following the Design Process)
- Reference to how the product impacts on individuals, society, and/or the environment
- Product Evaluation

Assessment: Folio of work containing 2000 words or 12 minutes of recorded information.

PRODUCT

One minor Product and one major Product that allow you to demonstrate an appropriate range of skills, techniques, knowledge, and ideas. The minor product may be a component of, or designed to complement, the major product.

Some examples may include:

- Graphic design
- Multimedia
- Photography
- Sound
- Web design

Assessment: final minor and major products.

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Length: 2 Semesters

Assumed Knowledge:

Stage 1 Art OR Design

Description:

School Based Assessment – Folio (40%)

Students produce one folio that documents their visual learning in support of their two works of Art or Design. The folio school include visual, practical, written and/or oral forms of evidence

Practical (30%)

The practical assessment consists of two parts:

- Art or Design practical work
- the practitioner's statement.

Students produce two or three practicals, one or two (but not more than two) of which must be resolved works. Producing the final resolved practical works or Art or Design involves the application of technical skills.

Art practicals may take any of the following forms: film animation, installation, assemblage, digital imaging, painting drawing, mixed media, printmaking photography, work, plastic or metal fabrication, sculpture, ceramics and/or textiles.

Design practicals may be categorised in the broad areas of product design, environmental design, graphic design or visual communication.

The practitioner's statement describes the process taken by the student to finish a practical piece.

External assessment – Visual Study (30%)

A visual study is an exploration of and/or experimentation with, one or more styles, ideas, concepts, media materials, methods, techniques or technologies. Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research and the development of visual thinking and/or technical skills. They present the findings of the visual study as well as their conclusion, insights, and personal, opinions about art or design works.

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Length: 2 Semesters

Assumed knowledge:

Successful completion of Stage 1 Music and ongoing instrumental tuition with a specialist instrumental teacher

Description:

Solo Performance

This subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. Students are required to participate in regular rehearsals and performances, some of which may be outside school hours. Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or their voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject.

Ensemble Performance

Students develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions in ensemble performance. Students are required to participate in regular rehearsals and performances, some of which may be outside school hours. Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or their voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject. Students should consider the availability of an ensemble to perform in when selecting this subject.

Assessment:

School based Assessment: 70%

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

External Assessment: 30%

- Assessment Type 3: Performance Portfolio (30%)

Additional Cost:

May involve attendance at live performances and out of school hours commitment

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