

ARTS SUBJECTS 2024



APPLIED SUBJECTS

- **DANCE IN PRACTICE**
- **THIS IS A PERFORMANCE BASED SUBJECT – YOU WILL PERFORM IN FRONT OF LIVE AUDIENCES**
- **PROJECT BASED ASSESSMENT – PLANNING DANCE EVENTS (EG. DANCE NIGHT)**
- **A LOVE OF DANCE AND PERFORMING IS A MUST**

APPLIED SUBJECTS

- **MUSIC IN PRACTICE**
- **THIS IS A PERFORMANCE BASED SUBJECT – YOU WILL PERFORM IN FRONT OF LIVE AUDIENCES**
- **PROJECT BASED ASSESSMENT**
- **YOU NEED TO BE ABLE TO PLAY A MUSICAL INSTRUMENT OR SING.**

APPLIED SUBJECTS

- **VISUAL ART**
- **THIS IS A PRACTICAL SUBJECT – YOU WILL BE EXPLORING A WIDE RANGE OF CREATIVE AREAS PRODUCING ART WORKS THAT ARE DOCUMENTED IN PROGRESS AND DISPLAYED IN A VARIETY OF EXHIBITION SPACES**
- **PROJECT BASED ASSESSMENT – SOME ASSESSMENT WILL INVOLVE ART RELATED RESEARCH AND ANALYSIS.**

INSTRUMENTAL MUSIC

- **QCE CREDIT POINT: 1 POINT EACH FOR COMPLETION OF LEVELS 7, 8, 9,& 10**
- **SUBJECT INFORMATION:**

STUDENTS ENGAGE WITH THE INSTRUMENTAL MUSIC PROGRAM AT THE APPROPRIATE LEVEL, ATTEND WEEKLY GROUP LESSONS (1 X 35MINUTES OUTSIDE OF SCHOOL TIME) AND PARTICIPATE IN SCHOOL ENSEMBLES. EXPRESSIONS OF INTEREST SHOULD BE MADE TO THE HEAD OF DEPARTMENT – THE ARTS.

GENERAL SUBJECTS

GENERAL MUSIC

- **STUDIED THROUGH BRISBANE SCHOOL OF DISTANCE ED**
- **MUSIC ALLOWS STUDENTS TO DEVELOP MUSICIANSHIP THROUGH MAKING (COMPOSITION AND PERFORMANCE) AND RESPONDING (MUSICOLOGY).**
- **IT IS ESSENTIAL YOU PLAY AN INSTRUMENT AND KNOW HOW TO READ MUSIC.**

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs</p> <p>Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p>	<p>Innovations</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

GENERAL SUBJECTS

GENERAL DRAMA

- **STUDENTS EXPERIENCE, REFLECT ON, UNDERSTAND, COMMUNICATE, COLLABORATE AND APPRECIATE DIFFERENT PERSPECTIVES OF THEMSELVES, OTHERS AND THE WORLD IN WHICH THEY LIVE. THEY LEARN ABOUT THE DRAMATIC LANGUAGES AND HOW THESE CONTRIBUTE TO THE CREATION, INTERPRETATION AND CRITIQUE OF DRAMATIC ACTION AND MEANING FOR A RANGE OF PURPOSES.**
- **STUDENTS STUDY A RANGE OF FORMS, STYLES AND THEIR CONVENTIONS IN A VARIETY OF INHERITED TRADITIONS, CURRENT PRACTICE AND EMERGING TRENDS, INCLUDING THOSE FROM DIFFERENT CULTURES AND CONTEXTS.**

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Share</p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none">• cultural inheritances of storytelling• oral history and emerging practices• a range of linear and non-linear forms	<p>Reflect</p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none">• Realism, including Magical Realism, Australian Gothic• associated conventions of styles and texts	<p>Challenge</p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none">• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre• associated conventions of styles and texts	<p>Transform</p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none">• Contemporary performance• associated conventions of styles and texts• inherited texts as stimulus