MAROOCHYDORE STATE HIGH SCHOOL
CREATIVE INDUSTRIES SUBJECTS

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Visual Art Studies

Drama
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Drama

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Music
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Film, Television and New Media

ART

Visual Art

A course by students in Years 8 – 12 which offers creative making activities in a range of media, skill and techniques covering 3D (ceramics and sculpture), 2D (mixed media, painting, drawing, and print-making). Students also develop the ability to appreciate artworks and art history. The course is organised across three areas.

*Making* requires students to solve problems when creating and displaying artworks that communicate thoughts, feelings, ideas, experiences and observations through cognitive and sensory modes. The formal and informal display of artworks is part of the making process.

*Appraising* is critical analysis of artworks in diverse contexts, investigating artistic language and expression, directly related to selected concepts, focuses and media areas. Students consider the production and display of artworks and make informed judgments when ascribing aesthetic value, challenging ideas, investigating meanings, purposes, practices and approaches.

*Affective* objectives are related to attitudes, values and feelings. Student are not summatively assessed on these objectives, but they are addressed within the making and appraising aspects of the course.
Visual Art Studies

Visual Art Studies is a non-OP course offered to students within Years 11 and 12 which offers creative making activities in a range of skill and techniques in a number of media. Learning is project based, with some activities including ceramics (platter mugs), 3D product design, decorated mirrors, graphic and fashion design, and screen printing.

Drama

Encore Studies

Encore Studies is a performance based multi-media subject that assists in developing students’ individual creativity and expression through a range of learning experiences, leading to further pathways in the Creative Industries. Year 8 entry to this subject is based on an interview/audition of work.

Students are exposed to the following areas of study, with the opportunity to further pursue their specific area of interest later in the course:

Drama and Performance (Major)

- Core and extended skill development in Drama and Performance, including study of elements of Drama and skills of Performance. Specific areas studied may include acting, voice, movement (with the opportunity to be involved in dance), and theatre etc.

New Media/Visual Art (Minor)

- Core and extended skill development in New Media and Visual Art, including the use of stage production equipment, digital cameras and graphic design computer software to complement studies in performance. Specific areas studied may include sound and lighting, marketing material (i.e. performance posters, exhibition brochures etc), set and stage design etc.
Other opportunities

- Participation in all facets of public exhibition/performance: planning, creation and appraisal of artwork and performance, curation of art exhibitions etc.
- Realising pathways between the curriculum and associated practitioner roles, with practical experience in areas such as sound and lighting, exhibition coordination etc.
- Developing industry links through work with industry professionals, with an increased awareness of a diverse number of possible career paths in Creative Industries.

The study of Drama centres around the elements of drama (human context, focus, tension, space, time, movement, language, mood, symbol and meaning) and how these are combined to produce dramatic meaning. Students study historical and current movements in drama, as well as develop skills in acting, directing and playwriting in relation to these elements, within the processes of forming, presenting and responding.

**Forming** involves managing the elements of drama to make and shape dramatic action spontaneous dramatic play, improvisation, roleplay, playbuilding and playwriting). Through forming, students learn to control and manage the elements of drama across a range of forms, styles and contexts and to use group communication processes to shape dramatic action.

**Presenting** entails using the elements of drama to present and communicate dramatic action to others (sharing and demonstrating among participants, informal presentation for friends and colleagues and formal performances).

**Responding** incorporates the reflection, interpretation, analysis, and evaluation of the cultural context, content and meanings of the drama.

Students are encouraged to create their own work through individual and group devised pieces which in turn helps foster social development, self discipline and confidence. It is a highly practical subject and should allow each student to realise his/her potential through The Arts.

![Image of people performing](image)

**MUSIC**

**Music Excellence Studies**

Music Excellence Studies assists in developing students’ individual creativity and expression through a range of music learning experiences, leading to further pathways in the Creative Industries.
Year 8 entry to this subject is based on an interview/audition of work.

Students are exposed to the following areas of study, with the opportunity to further pursue their specific area of interest later in the course:

**Performance**

- Skill development in Music, Singing, including study of music elements and how these translate within music performance. Solo, small and large ensemble experience, performance techniques, performance at school functions

**Composing**

- Students will engage in computer and keyboard technology (ACID, Sibelius, Photoscore, Roland Fantom X8, BOSS)

Multi-channel digital recorder) to compose using a variety of different compositional techniques. Our school also has recording facilities that students will use for composing. The fundamentals of composing are also implemented through music theory and analysis of repertoire.

**Analysis**

- Students will be exposed to a variety of different music styles and genres and will develop aural and written analysis skills. Musical styles to be analysed include contemporary songs and film themes.

**Other opportunities**

- Participation in all facets of music: planning and rehearsal, creation and evaluation of music performance, presenting music performance at information evenings, technical assistance on music tours, music concerts, etc.

- Realising pathways between the curriculum and associated practitioner roles, with practical experience in areas such as sound setup, concert coordination and performance, recording studio experience, etc.

- Developing industry links through work with industry professionals, with an increased awareness of a diverse number of possible career paths within the Music Industry.
Music

Music is studied by all students in Year 8 and as an elective subject throughout Years 9 – 12. The subject encompasses the study of a range of musical styles and genres (eg. classical, rock, pop, jazz, film, musical theatre, to name a few) across learning experiences and assessment within three main areas.

Analysing Repertoire develops skills of analysis and music critique where students examine printed scores, recordings and performances, and their use of music elements (ie. rhythm, harmony, melody, texture, instrumentation, structure, etc.)

Composing tasks allow students to use this learning to construct original compositions or music arrangements of previously existing works. Students have opportunities to use state of the art music software and recording facilities to produce their compositions in printed score or compact disc formats.

Performing tasks further develop student abilities in solo and ensemble performance, with performance repertoire being selected from a range of musical styles and genres (as outlined above).

All music students are encouraged to perform at an annual Music Concert Evening, and other school functions throughout the year such as Anzac Day Services, Leaders Investiture ceremonies, Subject Selection evenings, Awards Nights, and in the wider community at feeder primary schools, Remembrance Day Services, music festivals and eisteddfods

Music Extension

Music Extension is an exciting and challenging course for students already enrolled in Senior Music and is studied over both Year 12 semesters. Students select from three specialisations — Composition, Musicology or Performance — as a context for expressing their music ideas and developing their personal music style. As a composer, musicologist or performer they will be encouraged to develop technique and skills in your chosen specialisation and to communicate their music ideas to an audience through compositions, musicological presentations, or performances.
FILM and TELEVISION

Media Studies

Media Studies (Year 10) aims to introduce students to the in-depth study of a variety of audio and visual media. Understanding media is a cornerstone of a modern student’s life, and helps them gain meaning from the digital world around them.

In the course, students design and produce a range of media, making decisions about the design, selection and manipulation of media technologies to produce meanings. Students learn to understand the role audience plays in the creation of different forms of audio and visual media within the areas of Film, TV and New Media, Digital/Audio Journalism, and Studies in Responsible Media.

![Image of student holding camera]

Film, Television and New Media

Film, Television and New Media (Years 11 and 12) aims to promote the critical and aesthetic awareness of the processes involved in the production of film, television and other new media. The two-year senior program covers three core elements of Design, Production, and Critical appraisal. It is a vibrant area of study that engages students on both an individual and group level. The course involves all areas of pre-production, production, and post-production work, combined with critical study to help prepare students for tertiary study or future work.

The Design component of the core elements, allows students to creatively develop storyboards, short film proposals for documentaries and narratives, and film scripts and shooting scripts. These are the elements of pre-production.

Production allows students to expand their pre-production work into digital film formats. The students develop their own timelines for filming and editing to fit into school and out of school timelines. Students produce a series of digital films over two years, including music videos, documentaries, video ads and short narrative films suitable for film festival entry. Filming is done both in and outside of school as skills and responsibilities develop, using school digital video cameras and equipment. Post-production editing is completed on our subject-specific computers, using a variety of editing programs, including Avid, the industry standard editing system. As new media
develops further in the areas of internet, animation and mobile technology, we look to expand the ways and formats of production and presentation.

Critique work involves in depth study of film and television production techniques and background. Assignment study of Australian film and TV, and documentary features in the first year, while study of Advertising theory, International film, censorship issues and the impact of modern new media features in the final year.

The study of Film, Television and New Media combines practical and theory work in a growing and challenging environment.

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