

# Creative Arts



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## Introduction

The development of the new HSC syllabuses and the preparation for implementing the courses in schools next year is proceeding on schedule. As you will be aware, the draft arts syllabuses have been distributed by the Board of Studies for comment from individual teachers, faculties in schools, networks and professional associations.

The official response from the Department, which was compiled by the Curriculum Support Directorate, reflected the issues, concerns and compliments from teachers around the state. To compile this information, we participated in the consultative meetings at the Board of Studies, we met with representatives of the state professional arts associations and, through the district arts consultants, we met with network groups to make sure that the response was broadly comprehensive and identified the key issues.

We will begin working on developing a training package for each syllabus, which will be delivered through a series of workshops conducted in various centres around the state in Semester 2 this year. This, and future supplements in each edition of CURRICULUM SUPPORT, provide up-dated information on the plans and current support for implementation of the new courses.

As well, we are interested in knowing your responses to the proposed changes to your subjects and how you anticipate these might be dealt with in the classroom. If you (individually, or as a network group) want to contribute articles, letters, comments or questions to CURRICULUM SUPPORT which would have broad relevance for the teachers in a particular subject area, please contact the district arts consultant or the (subject) arts consultant at Ryde State Office. The names and contact numbers of the consultants are on p. 8.

The HSC implementation workshop program is on pages 9-10. The centres identified for the workshops have been selected so that most teachers can attend a session within a two-hour drive of the venue. Unfortunately, not every teacher in all arts subjects will be able to access a workshop in this way; however, the material used in these sessions will be available through the new HSC web site. The district arts consultants, professional associations and network groups might also conduct meetings to allow teachers

to follow up on discussions about the implementation of the new HSC. Information on these activities will be distributed to schools in due course.

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## HSC implementation plans

District/ destination	Subject area	Dates
Batemans Bay	Dance	16/11
	Drama	11/11
	Music	11/11
	Visual Arts	12/11
Broken Hill	Drama	15/11
	Visual Arts	12/11
Central Coast	Drama	28/10
	Music	15/11
	Visual Arts	9/11
Lismore	Dance	28/10
	Drama	23/11
	Music	27/10
	Visual Arts	28/10
Newcastle	Dance	9/11
	Drama	10/11
	Music	8/11
	Visual Arts	10/11
Orange	Dance	21/10
	Drama	19/10
	Music	18/10
	Visual Arts	18/10
Port Macquarie Kempsey Kempsey	Drama	8/11
	Music	23/11
	Visual Arts	10/11
Port Jackson St George	Dance	18/11
	Visual Arts	22/11
Hornsby Northern Beaches Ryde	Visual Arts	16/11
	Drama	17/11
	Music	16/11
Bankstown Campbelltown	Drama	22/11
	Music	18/11



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Sutherland	Visual Arts	23/11
Blacktown	Dance	17/11
Parramatta	Drama	18/11
Mt Druitt	Music	17/11
Penrith	Visual Arts	17/11
Armidale	Drama	21/10
Tamworth	Music	25/10
Tamworth	Visual Arts	26/10
Narrabri	Visual Arts	27/10
Wagga	Dance	21/10
	Drama	20/10
	Music	20/10
	Visual Arts	19/10
Kiama	Drama	16/11
Kiama	Music	10/11
Kiama	Visual Arts	11/11

## HSC draft visual arts syllabus

The draft visual arts syllabus, which will replace the current 2 unit and 3 unit syllabuses, has been through the consultation response process and is now being amended before its approval by the Board of Studies. The main change in the draft to the existing syllabus and to the writing brief was that reference to subject matter as areas of study, issues and interests in the content of the course has been deleted.

Content is now described as practice (artmaking and art criticism/art history), frames and conceptual framework.

The conceptual framework describes how the agencies of the art world (artist, artworks, audience and the world) function and interact. The framework can be used to do this with any or all of the three practices.

The advantage of this for our subject is that teachers and students are able to elect any area of study—regional, conceptual, issues or interests, periodic, focussed or expansive—and investigate it from various viewpoints, using the components of the content areas.

The sample examination questions in the draft syllabus will be substantially reworked to allow students to incorporate their particular knowledge (subject interests) into their responses. The questions will be based on eliciting students' understanding of the nature of the practices, of how the agencies of the art

world function and interact, and of how the frames allow for different readings of works.

Future articles in **CURRICULUM SUPPORT** and on the new HSC web site, as well as the HSC implementation workshops in October-November, will further describe and discuss changes to the current syllabus.

We would appreciate questions and brief articles on this topic which you would like included in the next two issues of **CURRICULUM SUPPORT**. Please send these to Janet Rentz, Visual Arts Consultant, 9686 7655 (fax) or janet.rentz@det.nsw.edu.au

## HSC draft dance syllabus

The draft dance syllabus provides a solid foundation for the study of dance as an art form. The aims and objectives clearly articulate a philosophy that is educationally sound in theory and practice. It has a clear statement of purpose for the study of dance in an educational context that is reflected in the restructured content.

The draft dance syllabus has undergone several changes during the consultation process. Knowledge, understanding, skills, values and attitudes about dance as an art form are still developed through the three interrelated components of Performance, Composition and Appreciation. The structure of the course has been retained, but there are changes to content in all component areas.

Some of the more significant changes include:

- The study of *basic* dance technique (not style-specific) as a foundation for studies in Performance.
- The reworking of preliminary and core Appreciation studies.
- Clarification and reorganisation of content in Composition.
- Changed content in Major Study Appreciation to include more focused study of works, choreographers and eras.
- The allocation of 20% of preliminary course time as additional, to be used to cater for the specific needs of the class in any of the three components.
- The inclusion of Major Study Dance and Technology with two options: *Choreographing the virtual*

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*body* and *Film* and *video*. This major study allows students to compose dance works for another medium.

Consultation also proposed consideration of the following:

- resourcing areas of study
- course prescriptions in Performance and Composition
- an extensive glossary of words and terms
- performance band descriptors that identify achievement in knowledge and skills across the three components.

The consultation period ended on 6 April 1999. The Board plans to have the new syllabus in schools by July 1999.

## HSC draft drama syllabus

Following consultation there have been several changes to the draft HSC Stage 6 drama syllabus. These changes have been incorporated into the final syllabus.

During consultation there was general endorsement for the existing syllabus and for the role of experiential learning. The structure and spirit of the previous syllabus have largely been retained in the final version.

### A summary of the changes

#### The preliminary course

- The content of the preliminary course in the final syllabus is similar in structure to the existing HSC drama syllabus, with the inclusion of clearer specifications for the teaching of content. Components in this section are called **Improvisation, Playbuilding and acting, Elements of production in performance, Theatrical traditions and performance styles**.
- The content of the proposed preliminary unit on “Theatrical traditions and performance styles” has been revised to reduce the density of content, following concerns raised in consultation.
- More specific information has been included in the preliminary course assessment information to assist delivery of the course in the 120 indicative hours, and weightings to tasks have been modified to assist internal assessment.

#### The HSC course

- The HSC course comprises **Australian drama and theatre (core component), Studies in drama and theatre, the group performance (Core component), and the individual project**
- The major change to the draft syllabus has occurred to the written components: *Australian drama and theatre* and *Studies in drama and theatre*.
- Concerns were raised in consultation regarding the narrowing of choice and the reduction of Australian content in order to accommodate the core written component in the Australian drama and theatre section. There was a reduction of topics in the existing syllabus from seven topics to a choice of two topics in the draft syllabus. The topics for this section have been rewritten for the final syllabus to attempt to meet the needs of a range of students. Students will choose one topic for study from a choice of two and will answer a common question in the written examination.
- To further accommodate concerns, the component, *World drama and theatre*, described in the draft syllabus has been amended to become **Studies in drama and theatre**. Topics have been increased from five (suggested in the draft syllabus) to seven, enabling increased choice and allowing a mix of topics and the inclusion of both non-Australian and Australian content.
- The rubrics for topics and text lists have been reviewed to accommodate the full range of candidates. Course prescriptions will be released separately from the final syllabus and may be revised every two years.

#### Group presentation

- Group presentation will be referred to in the final syllabus as **group performance**. Clearer guidelines have been included for teachers in approaching the teaching of group performance.

#### Individual projects

- Individual projects were reviewed following consultation and specifications rewritten to ensure parity across projects. Titles for some of the individual projects have changed e.g. Directors' Preparation Production is now **Directors' folio**. Critical Analysis Research Project is now **Applied research project**, Video is now **Video drama**; Poster Program and Advertising is now **Program**



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**and promotion.** A checklist of items for projects has been included and criteria for examining have been revised. The parameters for each individual project have been specified.

- The **Rationale** (called Manifesto in the draft syllabus) has been incorporated as an **internal assessment tool** for individual projects and will be referred to by examiners during the marking process to verify the intent of student work. For submitted projects the rationale will be sent separate from the logbook. For individual project performance the rationale will be on the last page of the logbook.
- There has been a change in weightings for internal assessment to reflect the importance of the development of the individual project.

#### Other changes from the draft syllabus

- A glossary has been included in the final syllabus.
- Content for a support document has been proposed by writers to include units of work for the new content proposed in the final syllabus.

## HSC draft music syllabuses

### Music 1

The Music 1 draft syllabus will replace the existing music 2 unit course 1 syllabus.

Significant changes in the music 1 draft syllabus include:

- The opportunity for students to revisit in the HSC course a topic from the preliminary course.
- The revision of the outcome statements to emphasise the integrated nature of the syllabus and to clearly show the progression of learning from the preliminary to the HSC course.
- The introduction of portfolio assessment for the composition elective.

The opportunity for students to specialise in different musical styles has been maintained in the music 1 draft syllabus.

### Music 2 and music extension

The music 2 and music extension draft syllabus will replace the existing music 2/3 unit related syllabus.

Significant changes in the music 2 and music extension draft syllabus include:

- The removal of the integrated project to address concerns over the vast content base in the preliminary course.
- The revision of the outcome statements to emphasise the integrated nature of the syllabus and to clearly show the progression of learning from the preliminary to the HSC course.
- The division of the topic *Music 1900 - 1970* into two topics: *Music 1900 to 1945* and *Music 1945 to 25 years ago*.
- Maintaining the currency of the HSC course mandatory topic from *Music 1970 onwards (Australian focus)* to *Music of the last 25 years (Australian focus)*.
- The introduction of portfolio assessment for submitted works (Composition: Core, Elective and Extension, and Musicology Extension).
- The increase in length for the musicology extension essay from 2000 to 3000 words.

Extensive consultation has taken place through focus group meetings and survey responses. The consultation period ended on 6 April 1999. The Board plans to have new syllabuses in schools by July 1999.