

# Arts in Practice 2019 v1.0

Applied Senior Syllabus

MERIDAN STATE COLLEGE - AIP

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# 1 Course overview

## 1.1 Introduction

### 1.1.1 Rationale

The arts are the common threads of life in all communities and the mirrors of society's aspirations. They have the capacity to engage, inspire and enrich the lives of students, exciting the imagination and encouraging them to reach their creative and expressive potential. They provide opportunities for students to learn how to create, design, represent, express, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.<sup>1</sup>

In this syllabus, the term 'the arts' embraces studies in and across the visual, performing and media arts — dance, drama, media arts, music and visual arts. While these five art forms reflect distinct bodies of knowledge, understanding and skills, and involve different approaches to arts practices, critical and creative thinking and meaning-making processes, they have close relationships and are often used in interrelated ways.

The interdisciplinary nature of the arts is becoming a more prevalent characteristic of contemporary arts practice. In authentic, contemporary art-making situations, art forms are often integrated, allowing artists to meet purposes and express ideas and meanings while creating powerful 21st century artworks. Interdisciplinary art practices are becoming more prevalent in shaping future arts.

The Arts in Practice syllabus gives students opportunities to engage with two or more art forms to create an artwork. The realised artwork might be a performance, a product or a combination of both that is an innovative expression of a personal aesthetic.

Through this broad-based, interdisciplinary course of study, students explore the core of arts literacies and arts processes, apply techniques and processes, analyse and create artworks, and investigate artists' purposes and audience interpretations. They have the opportunity to engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their art-making.

The Arts in Practice syllabus recognises that the needs and interests of students vary considerably. Schools are given the flexibility to cater for students with diverse interests and skills in the arts.

### Pathways

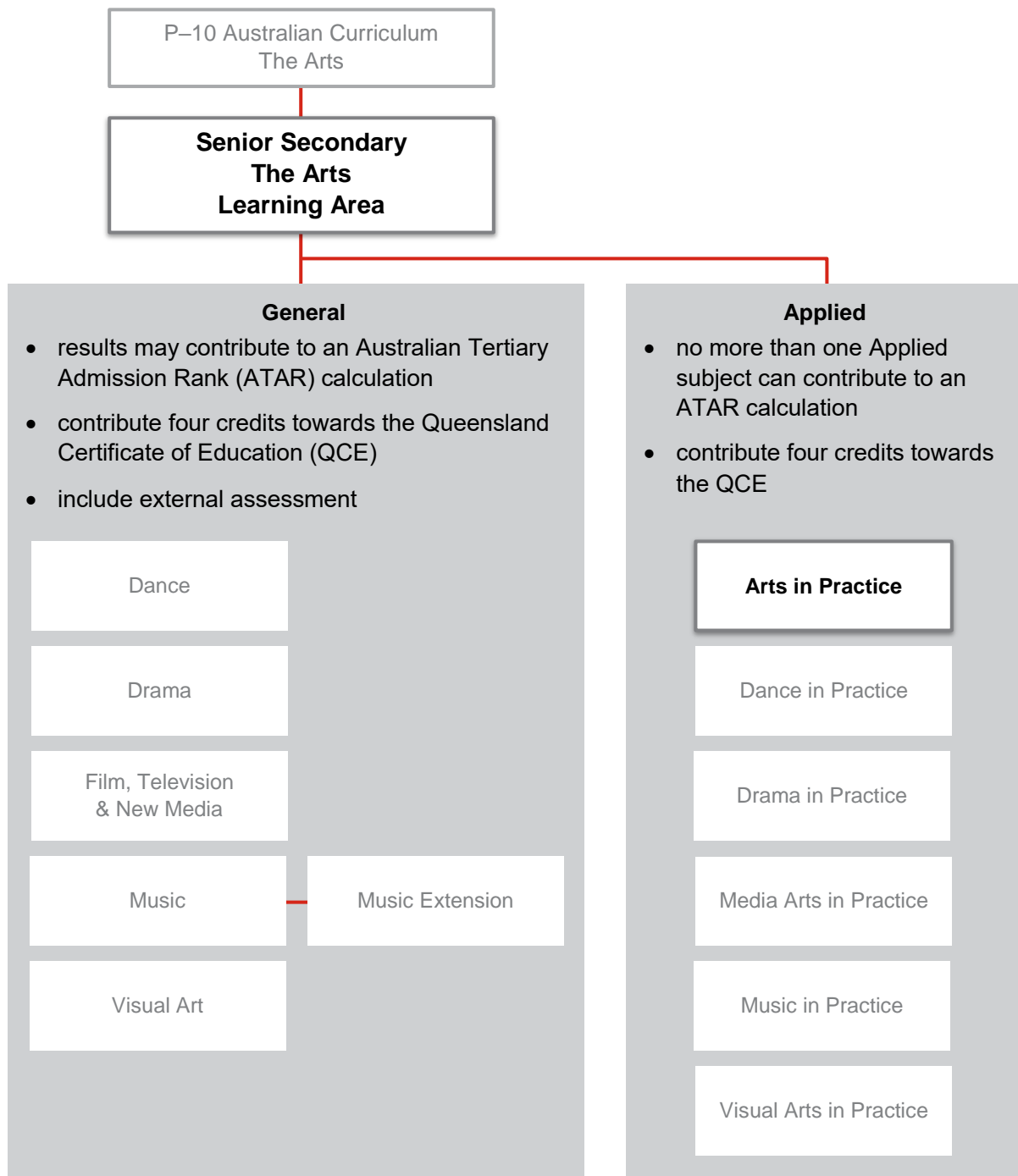
A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries, and help them to understand the different careers available. With additional training and experience, potential employment opportunities may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

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<sup>1</sup> The Australian Curriculum: The Arts, Foundation to Year 10, v 7.3, Rationale

## 1.1.2 Learning area structure

Figure 1: Summary of subjects offered in the Arts learning area



# 3 Assessment

## 3.1 Assessment—general information

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

The major purposes of assessment are to:

- promote, assist and improve learning
- guide programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations
- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

### 3.1.1 Planning an assessment program

When planning an assessment program over a developmental four-unit course, schools should:

- administer assessment instruments at suitable intervals throughout the course
- provide students with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4
- assess all of the dimensions in each unit
- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)
- assess only what the students have had the opportunity to learn, as prescribed in the syllabus and outlined in the study plan.

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

### 3.1.2 Authentication of student work

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own.

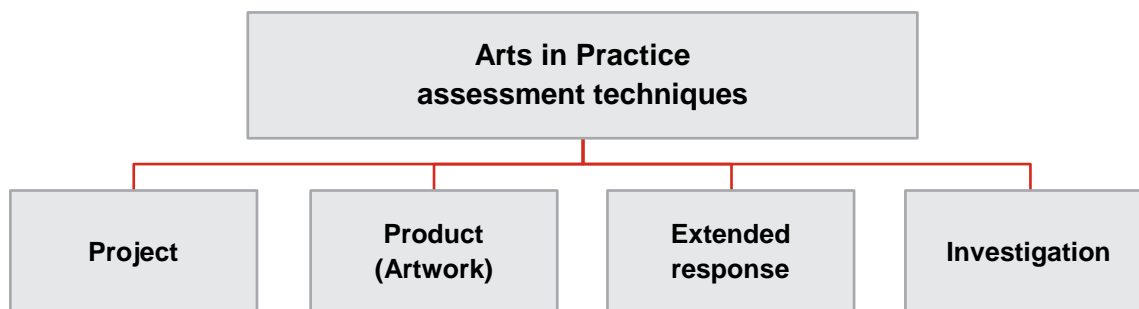
Judgments about student achievement are based on evidence of the demonstration of student knowledge, understanding and skills. Schools ensure responses are validly each student's own work.

Guidance about authentication strategies which includes guidance for drafting, scaffolding and teacher feedback can be found in the QCE and QCIA policy and procedures handbook.

## 3.2 Assessment techniques

The diagram below identifies the assessment techniques relevant to this syllabus. The subsequent sections describe each assessment technique in detail.

Figure 3: Arts in Practice assessment techniques



Schools design assessment instruments from the assessment techniques relevant to this syllabus. The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4. Assessment is designed to allow students to demonstrate the range of standards (see Determining an exit result).

### Evidence

Evidence includes the student's responses to assessment instruments and the teacher's annotated instrument-specific standards matrixes. Evidence may be direct or indirect. Examples of direct evidence include student responses to assessment instruments or digital recordings of student performances. Examples of indirect evidence include student notes, teacher observation recording sheets or photographic evidence of the process.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

### Conditions of assessment

Over a four-unit course of study, students are required to complete assessment under a range of conditions (see Planning an assessment program).

Conditions may vary according to assessment. They should be stated clearly on assessment instruments and reflect the conditions stated for each technique.

Where support materials or particular equipment, tools or technologies are used under supervised conditions, schools must ensure that the purpose of supervised conditions (i.e. to authenticate student work) is maintained.

## **Assessment of group work**

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

## Additional Requirements

Study Requirements	Special Requirements
<p>This is an Applied subject and as such requires a significant commitment of time and energy to complete the course successfully. This includes:</p> <ul style="list-style-type: none"><li>• Three lessons per week face to face teaching.</li><li>• Individual/practice /tutorial sessions 1-2 hours per week.</li><li>• Students will be required to complete work often outside of school hours through supporting College events.</li></ul>	<p>Students must have access to the internet at home or at a local library. Students must also be able to borrow texts from the school library at all times.</p> <p>As part of this course students may be required to respond to an experience such as an excursion or a camp.</p> <p>Due to the large amount of technologically based assessment and classwork students are required to have a connected device to participate in this subject.</p>