**Creative Arts Product**

**Due date:** Product- Tuesday week 7

Produce **one creative arts product** to support the Primary Musical Aladdin Trouble. Your product should be negotiated with the director to ensure that it fits the needs and scope of the musical.

Provide supporting evidence of your work showing:

* an understanding of the creative arts process
* investigation of relevant core concepts and creative arts in practice
* development and production processes
* productive work
* reflection on the processes and product

**What you need to hand up**

Students present their creative arts product, a series of photographs of their product or the equivalent in multimodal form. (eg. Video)

The record of support materials should be a maximum of 750 words if written or a maximum of 5 minutes if oral, or the equivalent in multimodal form, and to a maximum of six A3 pages (or equivalent). Match your evidence to the style of product.

**Helpful tips**

You can choose to create any product that contributes to the musical (with permission from the teacher) but it may benefit you to work in the area you have been learning about already in this course.

You do not need to link your work to an existing practitioner in the same way as the skills development assignment but you are encouraged to use tutorials/research to learn how to complete your product as needed.

There is an allocated budget for the musical- so your designs will need to work within that framework. Any equipment or things to purchase will need to be ordered through the teacher.

Use the signposting method from the Skills Development assignment to make sure your evidence is clearly linked to the performance standards.

**USE THE DRAFTING PROCESS FOR YOUR EVIDENCE.** Drafts need to be submitted by Thursday week 6.

**Layout for Evidence**

Photos or videos that are your investigation into your sources of info

Written information- all in dot points about your investigation into your sources of info

Photos or videos that are related to your development and application of the skill etc

Outlined in Green

Written information- all in dot points about your development of your skill

Green box

Photos or videos that are related to your reflection of your learning

Outlined in Red

Reflection on your skill development

Red box

Performance Standards for Stage 1 Creative Arts

| - | Knowledge and Understanding | Practical Application | Investigation and Interpretation | Reflection |
| --- | --- | --- | --- | --- |
| A | In-depth knowledge and understanding of core concepts specific to relevant creative arts discipline(s).  Accurate and appropriate understanding and use of language specific to relevant creative arts discipline(s).  In-depth knowledge of a broad range of creative arts media, materials, techniques, processes, and technologies. | Creative and clear expression and communication of ideas relevant to the program focus.  Discerning use of the creative arts process in the development and presentation of well-refined creative arts product(s).  Selective and productive approaches appropriate to the creative arts process.  Refined and integrated application of practical skills, techniques, and processes. | Astute identification and use, and thorough acknowledgment, of a variety of appropriate sources.  Clear and perceptive interpretation of the ideas of creative arts practitioners.  Well-planned and in-depth investigation into the nature and processes of working productively in the creative arts. | Insightful appraisal of creative arts products in terms of practitioners’ ideas, processes, and decision-making.  Insightful reflection on personal creative arts ideas, opinions, and skills relevant to the program focus. |
| B | Some depth of knowledge and understanding of core concepts specific to relevant creative arts discipline(s).  Mostly accurate and appropriate understanding and use of language specific to relevant creative arts discipline(s).  Some depth of knowledge of creative arts media, materials, techniques, processes, and technologies. | Thoughtful and mostly clear expression and communication of ideas relevant to the program focus.  Well-considered use of the creative arts process in the development and presentation of polished creative arts product(s).  Productive approaches to the creative arts process, with some originality.  Generally integrated application, with some refinement, of practical skills, techniques, and processes. | Well-considered identification, use, and acknowledgment of different sources.  Clear interpretation of the ideas of creative arts practitioners.  Mostly well-planned and detailed investigation into the nature and processes of working productively in the creative arts. | Some depth of appraisal of creative arts products in terms of practitioners’ ideas, processes, and decision-making.  Thoughtful reflection on personal creative arts ideas, opinions, and skills relevant to the program focus. |
| C | Appropriate knowledge and understanding of core concepts specific to relevant creative arts discipline(s).  Generally appropriate understanding and use of language specific to creative arts discipline(s).  Knowledge of key creative arts media, materials, techniques, processes, and technologies. | Generally considered and clear expression and communication of ideas relevant to the program focus.  Competent use of the creative arts process in the development and presentation of appropriate creative arts product(s).  Generally productive approaches to the creative arts process.  Competent application of key practical skills, techniques, and processes. | Considered identification, use, and acknowledgment of appropriate sources.  Generally clear interpretation of the ideas of creative arts practitioners.  Competent investigation into the nature and processes of working productively in the creative arts. | Competent appraisal of creative arts products in terms of practitioners’ ideas, processes, and decision-making.  Considered reflection on personal creative arts ideas, opinions, and skills relevant to the program focus. |
| D | Some basic knowledge of selected core concepts.  Use of some terms that may be relevant to creative arts discipline(s).  Recognition of some aspects of creative arts media, materials, techniques, processes, or technologies. | Basic expression of an idea that may be relevant to the program focus.  Some use of the creative arts process in the development and/or presentation of a basic creative arts product.  Some basic participation in aspects of a creative arts process.  Some application of a practical skill, technique, or process. | Identification and some use of sources that could inform the creative arts process.  Basic description of the ideas of a creative arts practitioner.  Some basic investigation of the nature of, or processes relevant to, working in the creative arts. | Recognition and description of a practitioner’s idea, intention, process, or decision in creative arts products.  Superficial consideration of personal creative arts ideas, opinions, and/or skills with some relevance to the program focus. |
| E | Some recognition of one or more selected core concepts.  Limited use of terms that may be relevant to creative arts discipline(s).  Emerging awareness of creative arts media, materials, techniques, processes, or technologies. | Attempted expression of an idea that may be relevant to the program focus.  Attempted use of the creative arts process in the limited development or presentation of a creative arts product.  Attempted participation in aspects of a creative arts process.  Attempted application of a practical skill, technique, or process. | Identification and use of a source.  Attempted description of the ideas of a creative arts practitioner.  Identification of one or more processes relevant to working in the creative arts. | Some identification of a practitioner’s intention or process in a creative arts product.  Attempted consideration of a personal creative arts idea, opinion, or skill with limited relevance to the program focus. |