**Creative Arts Skills Development**

**Due Date: Wednesday Week 10**

Develop 4 skills in your chosen area of focus in the Creative Arts. Keep a record of your progress and present it. Evidence can be notes, sketches, photographs, diagrams or multi-modal. Reflect on aspects of the skills you have developed. Focus on personal benefits to your improved skills and how they will contribute to the school and potential application in the future.

Your skills record needs to be carefully formatted and presented as per the instructions. Each skill must reference a practitioner, and you cannot repeat the same example for more than one skill. (eg can use the same practitioner more than once, just not the same example)

Step 1- **identify the skill** (will be provided by teacher)  
Step 2- **identify a practitioner**, analyse/ learn from them- eg teacher tutorial, youtube, book  
Step 3- **implement,** use tips from practitioner- take photos/videos of your tries, take notes and improve your skills- reference problem solving skills  
Step 4- **reflect on learning**, link back to purpose of skill, how it contributes to the musical, how you might use this skill in the future

**Areas to work in**

* **Costumes**- embroidery, bias binding, flounces, fabric painting
* **Props**- foamwork, woodwork, laser cutting, painting
* **Backdrops**- designing backdrops, perspective, day/night lighting, animation

**What You Need To Hand Up**

* **A skills record** with evidence of your development, **1000 words** (evidence should be mainly photos, videos, examples of work) **K&U 1,2,3 PA 1,4**
* Include a **bibliography** of references to places/people you learn skills from.
* **Reflection** on the skills you have developed, with explicit reference to how you will contribute to the school and how you could apply these skills in the future. **R 1,2**

**Suggested time frame for project**

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| **Week 5** | Single- research practitioner  Double- implement skill 1 |
| **Week 6** | Single- implement skill 1  Double- reflect on skill **(draft)** and research second skill |
| **Week 7** | Single- implement skill 2  Double- implement skill 2  Single- reflect skill 2 **(draft)** |
| **Week 8** | Single- research skill 3  Double- implement skill 3  Single- implement skill 3 |
| **Week 9** | Single- reflect skill 3 **(draft)**  Double- research skill 4  Single- implement skill 4 |
| **Week 10** | Single- implement skill 4  Double- reflect skill 4 and final edits |

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. |