**Creative Arts Product**

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

**Learning Intentions**

I can understand and apply the creative arts process by following the stages of research, ideation, refinement, production, and evaluation to develop a functional product. I can demonstrate practical skills by using appropriate tools, techniques, and problem-solving strategies to create a functional and high-quality product.

Produce **one creative arts product** to support the **Secondary Musical Cinderella.** 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 1000 words if written or a maximum of 6 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.

We recommend using the 6 A3 pages to create your folio of supporting work for costumes, props, backdrops, hair and makeup. Acting, choreography and marketing lend themselves to PowerPoint- for ease of including videos.

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

**Products available to choose from**

(these will be selected on a first come first served basis)

**Costumes- maximum 15 people**

* Main character costumes
* Male chorus parts
* Horse costumes
* Raccoon/fox costumes

**Props- maximum 10 people**

* Market carts
* Horse
* Stack of packages
* Ball invitations
* Throne
* Venetian glass necklaces
* Piano
* Fox/racoon puppets

**Acting- only available to those already in the cast**

* Focus on your own part in the musical

**Backdrops- maximum 6 people**

* Finishing the house backdrop/ Fox box
* Tree
* Theatre railings/decorations

**Hair and Makeup- maximum 4 people**

* Hair designs
* Makeup designs
* Wig detailing

**Publicity/Marketing- maximum 2 people**

* Trailer for advertising

**Choreography- maximum 4 people**

* Choreograph and teach a section of a song for the musical

**Creative Arts Process**

**Step 1: Empathise- 1-2 lessons**

* Interview the director (Aunty Kirsty) to discover the requirements/limitations for your chosen area
* Find out budget restraints

**Step 2: Ideate- 2-3 lessons**

* Create a vision board
* Ideate MULTIPLE ways to create your product

**Step 3: Refine- 2-3 lessons**

* Refine your ideas and reflect on the positives and negatives of each
* Show designs to the director and get feedback
* Make plans for how each design would be achieved
* Create your final design and plan
* Send in purchasing requests

**Step 4: Create- 10-12 lessons**

* Make your product
* Take photos/videos/notes of the process

**Step 5: Evaluate 1-2 lessons**

* Reflect on your final product
* Reflect on what you learnt/ problem solving/ is it fit for purpose

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 present  ation 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. |