

# CRE8 Elective Subjects (Year 8 2018)

Information Booklet for Year 7 Students and Parents

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DULWICH HIGH SCHOOL OF VISUAL ARTS AND DESIGN

2017



Dulwich High School  
of Visual Arts & Design

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CRE8 courses attract a fee to purchase materials and equipment required in the course. **Students are required to pay fees by the end of term one.** If families are unable to meet the cost, please contact the Student Administration Office to discuss a payment plan.

### Note to students

Subject selection will be completed online. Students will receive instructions and a personal user code via their student email.

Please see Ms Dracopoulos or Ms Abihanna if there are any concerns.

## Rationale:

Seeking to harness and develop the students' strong interest in cartooning and cartoon culture, this course offers participants the opportunity to develop skills in perspective drawing, layout techniques, visual-verbal storytelling, creation of cartoon characters and animation. When designing their projects audience is considered. Through exploring contemporary and historical studies of the form, students will develop their conceptual and critical skills.

## Course Outline:

Students will learn about visual communication through the forms of illustration, comics strip, comic books, zines and principles of animation. Student will develop their knowledge and literacy in cartoon culture, its history, genres and the industry. From a wide range of options, students design and create an individual or small group project. The stages of the project include planning, production and presentation. Students will develop confidence in practical, technical and conceptual skills for cartooning. Students will undertake professional learning opportunities which may include excursions to view contemporary animation, and relevant exhibitions and workshops or tours, at either of TAFE Enmore Design Centre or The Japan Foundation.

Student work at creating zines, comic books, T shirt designs, badges, stickers, short animation sequences and may use other graphic forms. The course will provide an introduction to entrepreneurial thinking by engagement with real world markets, within and outside the school; art competitions, the annual MCA Zine Fair, Design Marketplace, Live It Create It, Dulwich Village Fair and WOO/C7 Website. Through such interactions learning experiences are extended and high expectations are reinforced as cartooning and illustration projects are created to an exhibition standard. To produce their cartoon and animation work students may use cameras and BYOD computers including drawing tablets. There is no bias in this course towards traditional methods of production or contemporary use of technology. While all tasks can be hand drawn, a student may choose to employ a range of technology to complete tasks.

## Outcomes: Students will:

- demonstrate development of a range of strategies and conventions for cartooning.
- applies knowledge of cartooning conventions and develops procedures to create an original comic zine.
- demonstrate the ability to manipulate a subject through a series of drawings to create short proto animation and animation sequences.
- demonstrate creativity, organisational skills and reasonable progress on an individual or small group project.
- Identify a problem or opportunity, plan and create an entrepreneurial product which embodies innovative solutions and could be produced for an authentic purpose or event

## Assessment

Semester 1	Semester 2
Milestone 1: Character development.	Milestone 1: Moving images. 'Persistence of vision'
Milestone 2: Produce/exhibit and market Zine Fair MCA	Milestone 2: Individual or group project (progress mark)

For more information: Mr Wootten

Fee: \$60

## CRE8—Ceramics

### Rationale:

Ceramics is the art and technology of forming, firing and glazing clay to make a range of products. Clay can be used a diverse applications ranging from unique one off hand-built sculptural works, or wheel-thrown and cast forms to produce utilitarian wares. It lends itself to a wide range of surface treatments and aesthetic possibilities.

### Course Outline:

Students will learn a range of practical fundamental ceramic skills to enable them to make a range of ceramic utilitarian and sculptural products. They will gain an understanding of design and manufacture a variety of pieces using ceramic techniques. Students will use their imagination and creativity to produce interesting artworks, including an installation within the school. Students' ceramic work will be assessed as school tasks, but the learning experience is extended and high expectations of student work reinforced by engagement with real world markets within the school ( Design Marketplace), the community (Live It Create It, Dulwich Village Fair) and global market (WOO/C7 Website). The course will provide an introduction to entrepreneurial thinking and will have the option of being group project work and may be based on a theme being used across KLAs.

### Outcomes: Students will:

- develop entrepreneurial skills to identify problem or opportunity, plan and produce a product for an authentic purpose or event.
- engages in the development of different techniques and aesthetic considerations suited to artistic intentions in the making of ceramic works.
- explores ways of generating ideas as representations in the making of ceramic works .

### Assessment

Semester 1	Semester 2
Milestone 1: Series of works: fundamental skills	Milestone 1: Production of a range of products to sell
Milestone 2: School-based installation	Milestone 2: Self-initiated task

For more information: Mr Wootten

Fee: \$70

## Rationale:

Much like many other team sports, cheerleading involves athleticism and dedication. Cheerleading, through choreographed routines, tumbling, stunts and jumps, improves muscular strength, stamina, flexibility and coordination. Tumbling, stunting and performing choreographed routines involves cardiovascular stamina and endurance. Like dancing, cheerleading teaches coordination through cheers, dancing and stunt sequences. Coordination, or the ability to move your body through a sequence of motions, is essential for the timing and rhythm involved with cheerleading.

## Course Outline:

Students will develop an understanding of the concepts that underpin cheerleading. Tumbling, stunts, jumps, basket tosses, cheer-dance and group choreography will all be learnt in Semester 1, culminating in a small-group performance. Semester 2 focuses on creating a large group performance for the whole school musical. All students are expected to perform in front of an audience.

## Outcomes: Students will :

- Learn about the history of cheerleading
- Learn about safety precautions necessary when performing advanced movement skills
- Identify and evaluate appropriate cheerleading moves, acrobatics and skills that they will use
- Develop cheerleading skills
- Apply relevant cheerleading performance skills to their performance (small group performance task)
- Learn how to collaborate effectively as a part of the creative process

## Assessment

Semester 1	Semester 2
<b>Skills test</b> Students learn the types of skills required to perform a cheerleading routine. They create and perform a routine in small groups	<b>Composition of a routine</b> Students create and perform an extended routine as part of the school musical that involves a larger (possibly whole class) group

For more information: Mr Tari

Fee: \$30

# CRE8-Clowning

## Rationale:

Clowning is a performance discipline and encourages a cooperative approach to exploring the world through enactment. This artform engages students in physical discipline and a creative process of developing and expressing emotions and ideas.

In clowning, students can communicate in powerful and playful ways to entertain audiences. Students investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

## Course Outline:

Students will explore different ways of making people laugh. This unit will allow students to experience the fun, playfulness, skills and teamwork required to entertain audience. Throughout this unit, you may develop a range of skills, including juggling, balancing, skipping hula hooping, applying make-up and creating costumes.

**Outcomes:** Students will :

- Learn about the history of Clowns and Clowning (whiteface, Auguste, Tramp and Character)
- Identify and evaluate how the dramatic conventions of comedy have been applied to their own drama work and others' work
- Develop comic and clowning performance skills
- Apply relevant comic performance skills to the purpose and style of their performance (juggling, balance, slapstick, mimicking, double-take, exaggeration, repetition)
- Learn how to collaborate effectively as a part of the creative process

## Assessment:

Semester 1	Semester 2
<b>History Of Clowning</b> Students learn about the four types of clowns and apply their knowledge to a group performance.	<b>Comedy and Clowning Skills</b> Students apply a number of clowning skills to comedy performance
<b>Clown Design</b> Students design their own clown and create a short group skit for performance.	<b>Scene Work</b> Students rehearse and perform a scripted 'clowning' scene such.

For more information: Mr Talyor

Fee: \$30

**Rationale:**

There are many forms of dance, from ballroom to barn dancing and hip-hop to jazz. Dance has always been a part of human culture, rituals and celebrations. Today, most dancing is about recreation and self-expression. Not to mention, dancing is an enjoyable way to be more physically active and stay fit.

**Course Outline:**

Students will devise and practice dances of all genres in class time. They will also be designing their own dances throughout the year and be required to perform in front of the school at various events e.g. presentation day and graduations.

**DANCE STYLES**

There will be different dance styles covered throughout the year. Styles include:

- Modern
- Jazz
- Hip Hop
- Latin (partner dances)

**Outcomes:** Students will :

- Choreograph dances
- Learn and devise dance sequences
- Perform dances in front of an audience
- Cooperate with others in group situations
- Participate in weekly dance to improve their skill and fitness level

**Assessment:**

Semester 1	Semester 2
Weekly participation	Weekly participation
Dance performance 1	Dance performance 2

**Please note:** If you choose this CRE8 subject, you will be expected to perform dances in front of an audience.

For more information : Mr Tari

Fees: \$100

## CRE8– Drama

### Rationale:

Drama encourages a cooperative approach to exploring the world through enactment. The collaborative nature of this artform engages students in a creative process of sharing, developing and expressing emotions and ideas.

In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

### Course Outline:

Be introduced to all aspects of drama including physical body use and warm-up, voice, basic script reading and improvisation. It's perfect for those keen to develop self-esteem and confidence for personal or work related purposes, or wanting to develop further drama skills. Students will learn to manipulate role, relationships, tension, space, mood, symbol in making drama. They will experiment with innovative and hybrid forms and performance styles, focussing on improvisation. They will rehearse group tasks and refine their performances.

### Outcomes: Students will –

- Develop performance skills, rehearse, refine and polish roles, scenes and other materials
- Gain experience in improvisation, exploring spontaneous scenarios in-class and in front of an audience
- Work collaboratively with others, accepting advice and feedback
- Devise scenarios and scripts for performance, applying dramatic conventions appropriately

### Assessment:

Semester 1	Semester 2
<b>Milestone 1: Performance Skills</b> Using the voice and body to communicate, students will create a spontaneous performance.	<b>Milestone 1: Comedy - It's all in the timing</b> Based on their exploration of a range of comedy styles, students are to create a comic skit for performance
<b>Milestone 2: Group Devised Performance</b> In groups of 3-6, students create their own original performance based on a provided stimulus	<b>Milestone 2: Scripted Scene Work</b> Students will be provided with a piece of scripted theatre for rehearsal and performance

For more information: Mr Taylor

Fee: \$30



**Rationale:**

The aim of this course is to learn how to design and construct simple but practical electronic circuits and devices to marketable standards.

**Course Outline:**

Students will be given the opportunity to construct well finished electronic models embracing “design skills” in relation to material selection, converting circuits diagrams to PCB layouts, housing of projects design modification to suit aesthetic/ functional considerations.

**Planning Skills:**

Reading and drawing circuit diagrams, orthogonal and pictorial drawings  
 Selection of appropriate components, sequencing constructional operations,  
 casting a project and conservation by recycling and computer awareness.

**Construction Skills:**

Safety/workshop procedures, power tools, presentation and treatment of electric shock, recognition of dangers, etchants and solvents, eye, skin and clothing protection.

Identification and assembly of components, wire working, soldering, “breadboarding”, tag strip, “vero board”, PCB, coil winding.

Investigating electrical principles by experimentation, finding and rectifying faults in circuits and presentation of functional products.

**Outcomes:** Students will :

- Develop entrepreneurial skills to identify problem or opportunity, plan and produce a product for an authentic purpose or event.
- Create innovative solutions to produce a breakthrough product.
- Be introduced to knowledge, skills and use of a range of electronic technologies.

**Assessment:**

Semester 1	Semester 2
Milestone 1: Skills and knowledge development:	Milestone 1: Design Market project: Design Project Proposal using electronic circuits for light.
Milestone 2: Design Project Proposal using electronic circuits for sound	Milestone 2: Design Project Proposal using electronic circuits for FM Radio transmissions

For more information : Mr Felman

Fees: \$100

# CRE8– Jewellery Design

## Rationale:

Jewellery Design offers students the opportunity to explore the innovative practice of contemporary Australian jewellers.

Students will develop an understanding of conceptual jewellery practice and create jewellery pieces that tell stories and communicate ideas.

Students will evaluate the ways contemporary jewellers create perceived value, build a personal brand and connect to an audience. Students will use their understanding to inform their own approach to promotion.

Students will present a custom-designed series of jewellery pieces for sale to an authentic audience at a school exhibition in term 4

## Course Outline:

Students will have the opportunity to gain authentic trade jewellery skills using the same tools and techniques as professional jewellers, such as saw piercing, polishing, annealing, soldering and lost-wax casting.

Students will visit contemporary jewellery galleries and hear visiting contemporary jewellers speak about their approach to concept development, jewellery making and the promotion of their work.

**Outcomes:** Students will -

- Select appropriate procedures and techniques to make and refine jewellery objects.
- Evaluate and utilise concepts and meaning in their development of jewellery designs.
- Develop entrepreneurial skills to identify problem or opportunity, plan and produce a product for an authentic purpose or event.
- Undertake a sustained approach in the design process to produce innovative, attractive and functional jewellery objects.

## Assessment:

Semester 1	Semester 2
Milestone 1: Personality Pendant	Milestone 1: Wax Carved Series
Milestone 2: Saw pierced silver ring Milestone 2: Produce/exhibit and market- Design Market	Milestone 2 Promotional Plan

For more information: Mr Wootten

Fee: \$100

## Rationale:

Maker Space, through the design and development of quality projects, gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects.

The development of functional and aesthetic design solutions allows students to be innovative and creative in their thinking and application. Students will develop the skills necessary for the safe use and maintenance of a variety of technologies. In the production of their design projects. Information and Communication Technologies (ICT) are vital tools for this course.

## Course Outline:

Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of materials, tools, machines and techniques. Students will learn to design, produce and evaluate items across a range of technologies. Project work gives students the opportunity to develop and refine skills to produce quality products. When documenting project work students will demonstrate knowledge and skills in the application of ICT.

**Outcomes:** Students will -

- develop entrepreneurial skills to identify problem or opportunity, plan and produce a product for an authentic purpose or event.
- select, apply and interpret a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- select and use a range of technologies competently in the development and management of quality design solutions including WHS.

## Assessment:

Semester 1	Semester 2
Milestone 1: Google Sketchup	Milestone 1: Design Project for the Design Market. (group work)
Milestone 2: Design Project 1 (Self-directed)	Milestone 2: Design Project 2 (Self-directed)

For more information: Mr Felman

Fee: \$80

# CRE8-Music Performance & Production

## Rationale:

Music performance and production is a growth industry, one that has been acknowledged by the federal government with recent investment to build the skills and knowledge base of creative industries within Australia. Students should have the opportunity to develop skills and abilities related to music performance both individual and as part of an ensemble (i.e. rock band). Music performance and production requires the development of skills in a range of musical, technical, creative and digital technologies. This course will align with the ethos of DHSVAD providing opportunities for students to develop critical thinking and problem solving skills within a creative and skills based framework.

## Course Outline:

In this interactive course, students will learn about music performance and production through the development of their own performance repertoire. Students will plan and experiment with pieces of music using a range of musical disciplines including vocal, instrumental, electronic and digital music making. Students will need to develop the necessary rehearsal, arranging and ensemble skills in order to successfully compile contemporary music performances.

## Outcomes: Students will -

- Identify a problem or opportunity, plan and create an entrepreneurial product which embodies innovative solutions and would be produced for an authentic purpose or event.
- create innovative solutions to produce a breakthrough product.
- develop knowledge and skills related to the terminology and technical aspects of musical performance.
- plan a repertoire using the appropriate instruments and vocals to create a completed project listening and the manipulation of musical concepts in differing musical contexts.

## Assessment:

Semester 1	Semester 2
Milestone 1: Band formation, role allocation, research and repertoire. Documentary evidence of the process	Milestone 1: Live It Create It presentation/performance
Milestone 2: Class performance of repertoire.	Milestone 2: Introduction to performance recording using the studios.

For more information: Ms Taylor

Fee: \$40

## CRE8 – Garden To Table

### Rationale:

School gardens offer a place of rich teaching while providing a unique learning environment for students. School gardens are a great way to promote environmental and sustainability whilst connecting students with healthy food and lifestyles.

This course is aimed at encouraging the creation and design of a sustainable school fruit and vegetable garden by students where waste reduction concepts such as composting, consumption and recycling are introduced.

### Course Outline:

Students learn and develop specific skills in organic gardening such as managing soil health, sowing seeds, cultivation, propagation and pest management. Through the development and design of the garden, students will be given the opportunity to explore food systems and develop positive food habits through fun, hands-on learning.

Project work includes students planning and proposing a digital design garden concept which they will pitch to their class. Information and Communication Technologies (ICT) skills are vital for this course. The winning design proposal will then be implemented by students.

In collaboration with their peers, students will harvest the food grown to design, produce and evaluate a food product for sale at the DHSVAD Design Market.

### Outcomes: Students will -

- develop an increased awareness and knowledge of food sustainability
- understand and implement practices on how to reduce food waste and food miles
- perform plant management practices safely and in cooperation with others
- select, apply and interpret a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- develop skills and knowledge in food preparation and presentation

### Assessment :

Semester 1	Semester 2
Milestone 1: Skills and knowledge development: Sowing, organic farming, composting, sustainability of food Research task: Identify plants suitable for current season and school environment	Milestone 1: Design Market project: Harvest to create a food product (group work)
Milestone 2: Design Project Proposal: Planning, planting and management	Milestone 2: Design Sustainability Project: Planning and planting for the future

For more information: Mr Felman

Fee: \$30

## CRE8 – WEARABLE ART

### Rationale:

The aim of the course is to introduce students to the world of wearable art in its many possibilities including high fashion, street fashion, costume and body adornment.

The course will allow students to approach the concept and making of their wearable art with creative, expressive, and imaginative solutions.

Students will learn to think creatively and solve problems in producing for an authentic purpose or event. Inquiry based learning will emphasise a context as well as a framework for questions. Completion of projects will develop skills and confidence in the manipulation of a range of materials, equipment and techniques

### Course Outline:

Students will explore the possibilities of using leather, ceramic or paper to create jewellery or body adornment. Students will work collaboratively to create an imaginative headpiece using recycled and embellished materials. Students will learn about the techniques of screen printing and hand painting to create a garment from printed fabric or a t shirt design. In the final unit of work students will work on a project of their own devising which could be a wearable piece inspired by any genre, tradition or culture.

### Outcomes: Students will -

- Develop skills and learn techniques to fabricate unusual materials to be used in the creation of fashion or wearable forms.
- Explore design concepts used in fashion and a variety of wearable forms.
- Acquire methods and skills in constructing and making fashion or wearable objects.
- develop entrepreneurial skills to identify problem or opportunity, plan and produce a product for an authentic purpose or event.

### Assessment

Semester 1	Semester 2
Milestone 1: Jewellery skills and planning, small product	Milestone 1: Screen printed T Shirt design or fabric piece
Milestone 2: Headpiece	Milestone 2: Major product or collection

For more information: Mr Wootten

Fee: \$60



**Steps to complete subject selection:**

1. Check your student email to ensure you have received a link and personal code
2. Select your preferred course, including 2 reserves
3. Make sure to submit your choices by Friday 25th August
4. See Ms Dracopoulos or Ms Abihanna if you have any difficulties
5. See the TSO if you cannot access your student email. (located in A block)