



John Curtin
COLLEGE OF THE ARTS

GIFTED AND TALENTED
Music Theatre
Program
2022



Create tomorrow.



Welcome Kaya

John Curtin College of the Arts has successfully delivered quality arts programs for more than 35 years. Our outstanding reputation makes us the school of choice for talented arts students and we are Western Australia's only Selective Arts School.

We were the first school in Australia to offer theatre arts and dance as Gifted and Talented courses and we have offered arts programs for selected students in music, ballet and drama since 1973.

A unique curriculum for Gifted and Talented arts students, and those identified as academically talented, is delivered at the college. We provide students with opportunities for extension, acceleration and enrichment not only in the arts, but across all academic studies.

We provide all students with the opportunities to develop their identified creative intelligence in an environment of like-minded peers who share the same passion, motivation and value of education.

We use the arts as a vehicle to motivate and engage students. The arts is as much about providing dynamic opportunities for all students as it is about developing transferable life skills. Creative and critical thinking, empathy, collaboration and communication are all important attributes for any future aspirations.

Our commitment is to build capacity in students' academic pursuits while simultaneously celebrating their achievements in all facets of their education, to make them the very best person they can be.



Judy Hendrickse
Deputy Principal - Arts and Wellness

Ngalak kaadatj ngalang wadjak moort wirin keniny, kawininy, kakarookiny wer warangkiny.
We acknowledge our Wadjak families' spirits celebrating, laughing, dancing and singing.

This acknowledgement has been permitted and translated by Nyoongar Linguist Sharon Gregory.

At John Curtin College of the Arts your child will be immersed in an exceptional and balanced academic program. Students' studies are combined with and supported by their Arts program, giving them the opportunity to excel in all areas. Students are provided with a well-rounded education and develop a wide range of skills and knowledge.

Gifted and Talented courses have a minimum of four hours per week, which is the same amount of contact time as the subject areas of English, mathematics, science and humanities. The selective arts program becomes one of your child's core subjects and a focus on academic balance ensures they have the opportunities to excel in all areas of the curriculum.

The rigour of our arts programs aligns seamlessly with our English, maths, science and humanities learning areas. Students' learning is also enhanced as they access other learning areas - digital technologies, design and technologies, languages (Italian), health and physical education programs.

We support our students in exploring a range of pathways by encouraging curiosity and creativity.

As educators we understand the importance of academic balance and work with our students to provide them with a well rounded education that opens the door to pursue careers in any industry or profession, including the arts.

Participation and Achievement

Academic balance is a priority and there is a requirement that students aim to achieve high standards in all their learning programs. The college encourages students to seek assistance from Student Services, Heads of Department or the Deputy Principal - Arts and Wellbeing if they are experiencing difficulty achieving a balance across all programs.

A continuous commitment and engagement in the arts is necessary for students to succeed and progress, and it is expected that the college's arts activities take priority over external activities. Students are required to discuss external commitments with the Gifted and Talented Directors and/or Assistant Directors of their program to ensure they do not conflict with college activities.

Performance is an integral part of Gifted and Talented performing arts programs and all workshops, rehearsals and performance commitments are regarded as essential extension and/or assessment activities.

Activities including performances, rehearsals and workshops are identified and scheduled prior to the commencement of the school year in order for families to plan around these commitments. Information regarding these requirements will be provided to students and parents/carers in advance. Sometimes, however, it is necessary for changes to be made to schedules and it is essential that students communicate all correspondence provided by the college to parents/carers. The timing of some activities depends on the availability of guest and community artists, performers and directors. There are also some invaluable opportunities that arise throughout the year.

**Curiosity
Imagination
Innovation**

Inspiring the mind





Learning for Life

Academic Balance

What is Acceleration?

The Gifted and Talented curriculum follows a model which takes into account all students' needs and abilities. The most able students need appropriately paced, rich and challenging instruction and a curriculum that differs significantly from normal classrooms.

John Curtin follows a specialised differentiated approach to curriculum delivery that provides your child with opportunities to accelerate, extend and enrich their learning.

Acceleration allows your child to move through key concepts at a faster pace while fostering your child's intellectual growth and proficiency levels.

Educators conduct pre-tests to find out what each student already understands and/or is able to do. The curriculum is then condensed so students can engage in activities that provide depth, diversity, difficulty and density.

Research in Gifted and Talented education shows that students achieve their full potential when they work with like-minded peers and are taught by expert teachers in a stimulating learning environment. Students should be challenged continually to work towards their personal best, enjoy the learning experience and embrace the challenge.

What is Extension?

Extension provides your child with open-ended activities that invite curiosity, exploration and manipulation of ideas and materials at a deeper and broader level. Students focus on creativity, innovation, critical thinking, responsibility and leadership.

Gifted and Talented programs involve additional lessons, workshops, rehearsals and performances that are scheduled beyond the normal college day. All scheduled activities are designed to extend the knowledge, skills and development of Gifted and Talented students and are a compulsory part of their program.

Resilience
Perseverance
Reflection

Self Management Practices

Throughout the program, students are encouraged to be responsible for all aspects of their learning. This includes constructing and keeping to schedules and timelines, organising resources for productions, managing their progress, negotiating and problem solving, and making necessary changes to ensure student success.

Students are expected to develop time management and organisational skills to ensure they are committed to all areas of learning and prepared for all activities and assessments. Students should be focused, motivated and committed to the overall life of the college. Our teachers provide an education that is inspiring, challenging and one that enhances all learning experiences.

Health and Wellbeing

At John Curtin, we create teaching and learning environments that enable students to be healthy, happy, engaged and successful. Wellbeing in our school is driven by the themes of Connect, Nurture and Inspire.

Our students' social, emotional, cognitive and physical wellbeing is a priority and we provide a safe and supportive school environment.

Social emotional learning is an important part of the college's efforts to provide a well-rounded education that attends to the development of the whole child, beyond the academic dimension. This includes the promotion of resilience, optimism, confidence and self-efficacy.

Our dedicated Student Services team focuses on student care, which values relationships, engagement, support and respect. The Student Services Team comprises a broad range of professionals including Heads of Student Services, Coordinators, Psychologists, Nurses, Chaplain, Course Advisors and allied support staff. Student Services strives to create a culture in which every student experiences a sense of belonging to the school community, of being known and understood as an individual; and of staff who care about each student's overall progress and wellbeing.



Overview

Lower School Program

Our Gifted and Talented Music Theatre Program combines dance, drama and music to provide your child with the skills to create, present and analyse music theatre.

Students receive tuition in a range of theoretical and practical areas including music theory and knowledge, aural perception, history and analysis of the musical genre, movement, character and theatrical performance skills.

The program is made up of four curriculum sessions per week. Two sessions are focused on music aural and theory development, and literature. The other two sessions develop performance skills through drama and dance.

As part of the Instrumental Music School Services (IMSS), music theatre students develop vocal skills through small group voice lessons. These are timetabled on a rotational basis to avoid repeatedly missing the same classroom lesson.

Ensemble classes occurring outside the curriculum time consist of vocal and production rehearsals appropriately scheduled in the lead up to performances. Commitment to extension classes is compulsory and notification about these commitments will be given in advance.

Upper School Program

Music theatre students in Year 11 and 12 are offered a course leading to two distinct pathways. One is focused on achieving an ATAR for tertiary admission. This is the Contemporary Music course with a music theatre performance emphasis. The other is the CUA20620 Certificate II in Music: Music Theatre course, which continues the music theatre context.

Further details on the music theatre courses can be found in the Year 11 and Year 12 Curriculum Handbooks.

Performances

Performance is an important aspect of this program and your child will take part in at least two compulsory public performances from Year 8 and one in Year 7

over the course of the year. These include cabaret style ensemble productions, and junior and complete musicals.

Rehearsal schedules outlining any after school and weekend commitments will be distributed for families to plan around these times. All rehearsals are compulsory learning experiences.

Throughout their time at the college, students may often be invited to perform for various community events.

Dress Requirements

For performance classes, music theatre students are required to wear the following uniform:

Performance classes - girls

- Navy blue leotard
- Black footless tights
- Navy blue jazz shorts
- Black jazz shoes
- Black tap shoes with buckles (not required until Semester 2)
- Character shoes (black leather look) in Years 7-9 and chorus heels in Years 10 -12

Performance classes - boys

- White t-shirt
- Phys ed shorts
- Black jazz shoes
- Black tap shoes with buckles (not required until Semester 2)
- Character shoes (black leather look)

Professional Artists

All Gifted and Talented music theatre students have the opportunity to work with professional artists, choreographers, teachers and performers.

The skills obtained from guest director workshops, masterclasses and rehearsals are invaluable and instrumental to the development of our students in the music theatre program.



Nurturing the Person

Extension

Reflection

- Excursions to music theatre productions.
- Workshops and masterclasses with industry performers, Western Australian Academy of Performing Arts (WAAPA) graduates, IMSS staff, tutors and professional artists.

Technical development

- Introduction to music theatre specific technology (eg radio microphones and other sound equipment).
- Use of music software for aural perception and compositional skill development.

Performances

- College productions.
- Opportunities that encourage students to demonstrate their work to the wider community.
- Festivals and community events that broaden performance experience.

Ensemble development

- Developing practical skills in song, dance and character.

Acceleration

Curriculum

- Compacted curriculum so students are fast tracked through content that has been mastered. Students work on content one year level above a normal curriculum delivery.
- Students explore a range of broader, deeper and more challenging learning tasks than those that are delivered in a normal educational setting.
- Individual performance programs set at a year level above current year or study.

Please note: This presents an example of what is offered as part of the program.

Respect
Care
Compassion



Sample Year 7 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	7DRAET1_1 Circus Enrichment T Mr D Sharp RmF2 08:35-09:32	7ENG_2 English Mrs E Anda RmA25 08:35-09:32	7HED1_3 Health Education Mr C Abbott RmA13 08:35-09:32	7HASS_2 HASS Miss E Clark RmA43 08:50-09:47	7HASS_2 HASS Miss E Clark RmA43 08:40-09:37
Period 2	7SCI_4 Science Miss S Marfatia RmA7 09:32-10:30	7MATH_9 Mathematics Mrs J Nielsen RmA16 09:32-10:30	7SMT1_1 Music Theatre (GAT) Ms N Edmunds CURSTU 09:32-10:30	7SCI_4 Science Miss S Marfatia RmA7 09:47-10:45	7ENG_2 English Mrs E Anda RmA25 09:37-10:35
Recess					
Period 3	7SMT1_1 Music Theatre (GAT) Ms N Edmunds CURSTU 10:50-11:47	7SMT1_1 Music Theatre (GAT) Ms M Ezzy RmC2 10:50-11:47	7SCI_4 Science Miss S Marfatia RmA7 10:50-11:47	7MATH_9 Mathematics Mrs J Nielsen RmA16 11:05-12:02	7PE1_9 Physical Education Mr G Brown OUT3 10:55-12:02
Period 4	7PREC1_3 Physical Recreation Mr M Donlevy OUT4 11:47-12:45	7F&F1_4 Food & Fibre Ms A Agnew RmA11 11:47-12:45	7DRAET1_1 Circus Enrichment T Mrs E Wallis RmF2 11:47-12:45	7ENG_2 English Mrs E Anda RmA25 12:02-13:00	7F&F1_4 Food & Fibre Ms A Agnew RmA11 12:02-13:00
Lunch					
Period 5	7ENG_2 English Mrs E Anda RmA25 13:15-14:12	7PE1_9 Physical Education Mr G Brown OUT3 13:15-14:12	7MATH_9 Mathematics Mrs J Nielsen RmA16 13:15-14:12	7SMT1_1 Music Theatre (GAT) Ms M Ezzy RmC2 13:33-14:30	7SCI_4 Science Miss S Marfatia RmA7 13:33-14:30
Period 6	7MATH_9 Mathematics Mrs J Nielsen RmA16 14:12-15:10	7HASS_2 HASS Miss E Clark RmA43 14:12-15:10	7HASS_2 HASS Miss E Clark RmA43 14:12-15:10		
After School					

Contact

For further information on any aspect of the Gifted and Talented Music Theatre Program contact the Director of Music and Music Theatre
E: Kieran.Drew@education.wa.edu.au

Connecting with Community

Our Staff



Kieran Drew

Kieran is the Director of Music and Music Theatre. He holds a Bachelor of Music education and a Certificate IV in Training. He is a AITSL accredited teacher assessor. He has been teaching at John Curtin since 2009 across Contemporary and Western Art courses, and he has also delivered training in Certificate II in Music Industry. He has implemented trial music assessments for the School Curriculum and Standards Authority and delivered professional learning on technology in the music classroom. He has been musical director of numerous shows at John Curtin and has performed piano accompaniments for numerous college productions.



Natalie Edmunds

Natalie has a Masters Postgraduate Certificate in Learning and Teaching in Higher Education: Theatre and Performing Arts from the University of Manchester, and qualifications from the Royal Academy of Dramatic Art, London. She has been the Head of Dance at Cambridge Performing Arts, Bodywork in Cambridge, and more recently Director of Performing Arts at St Stephen's School in WA. She currently lectures at WAAPA in Performance teaching classical ballet, musical theatre, tap, jazz and various repertoire. Natalie's performance career is vast. She has performed in numerous London West End shows including Flashdance, Chicago, and Andrew Lloyd Webber's Cats, as well as being part of the English National Ballet corps de ballet. She has also choreographed and staged London West End productions including Carmen and Chicago.



Warren Bracken

Warren has a Bachelor of Education - Secondary, majoring in Western Art Music with a minor in Mathematics from Edith Cowan University. He also completed a Certificate II in Musical Theatre at WAAPA in 2010 and in the same year achieved his AMEB Certificate level in Singing with Honours. Prior to John Curtin, Warren has held positions at Prendiville Catholic College in Ocean Reef as a classroom music teacher, Director of Concert Bands and Low Brass Tutor. He began his teaching career at Ellenbrook Secondary College in 2016 as a classroom teacher, Choir Director and Choral accompanist. Warren has performed in numerous Musicals and Operas throughout Perth, on stage, and as a Pianist and Trombonist. He is also an avid Chorister, having performed as part of the WASO Chorus and Summa Musica Choir.

Enrichment

Our Enrichment Programs provide all enrolled students at the college the opportunity to work with a range of peers in different learning environments allowing them to explore and discover new opportunities and art forms.

Enrichment Programs are designed to challenge and further develop students with arts specific content and life skills. Exposure to different art forms and experiences helps build their capacity as students, artists and people.

There are two Enrichment Programs: Rotational Enrichment and Music Enrichment.

Music Enrichment is available to all students currently in the IMSS program or equivalent at primary school.

Gifted and Talented Music Program students are automatically enrolled in Rotational Enrichment.

Enrichment Programs are designed to explore a range of art forms, develop critical and creative thinking, and cultivate communication and collaboration skills. This helps students develop effective learning, organisational and management skills that are used in every area of their learning.

These skills are enhanced by our Study Hacks Guide, created specifically for John Curtin by Dr Jane Genovese. This guide is given to students, parents and teachers and is intertwined into Enrichment Programs to help students develop skills such as goal setting, recognising the difference between study and homework, and establishing positive relationships.

Connectedness is emphasised through scheduled year group assemblies and wellbeing workshops with a focus on our college values and how, as individuals, we can positively contribute to the community.

Enrichment Programs could include:

Circus and Perseverance

Draws on circus related skills including juggling, diabolo and tumbling, providing participants with aspects of balance, coordination and team work to instil confidence and develop the ability to persevere when challenged.

Special Effects and Imagination

Involves the theoretical and practical application of make-up to create special effects for the theatre such as cuts, wounds, ageing techniques, and the enhancement of facial features to create character. Exploration of special effects challenges students' imagination and creativity.

Innovation and Problem Solving

Students learn how to develop advanced group skills in problem solving through a range of learning styles. Students explore the ability to innovate and think outside the box using creative and critical thinking skills in solving riddles, puzzles and fictional dilemmas.

Yoga and Mindfulness

The practice of yoga develops strength and flexibility and provides students with techniques and strategies to soothe nerves and calm the mind. Connections between the body and mind are explored, as well as the importance this connection has in society and learning for life.

Social, Cultural and Environmental Responsibility



Attendance and Punctuality

A high level of attendance and punctuality is necessary for students to achieve their full potential. The Department of Education has identified at least 90% attendance as the requirement for full participation in learning.

All Gifted and Talented Arts Programs involve additional lessons, workshops, rehearsals and performances that are scheduled beyond the normal college day. Information regarding these requirements will be provided to students and parents/caregivers before the commencement of the school year. However, sometimes it is necessary for changes to be made to schedules and at times some activities depend on the availability of community artists, performers and directors and it is difficult to provide more than a term's notice of these activities.

Learning to manage travel time, homework and subject requirements is a college priority and students need to learn organisational skills to effectively plan and manage their study program in all subject areas.

All learning areas address this requirement by embedding the learning of management and organisational skills into the programs.

Arts Immersion

All arts students will have the opportunity to participate in activities, excursions and tours. These opportunities are aimed at immersing students into the arts of other cultures and world cities in order to gain an appreciation and understanding of the holistic nature of the arts.

Code of Agreement

John Curtin College of the Arts is committed to ensuring learning occurs within a caring, safe and supportive learning environment that is responsive to students' particular abilities and learning styles, and which challenges and engages them to excel.

A Code of Agreement for students, parents/careers and staff identifies the specific requirements relating to the Gifted and Talented Arts Programs. This is to ensure that students can work effectively and cooperatively in all of their studies at the college. Students and parents/careers sign this agreement on acceptance into the college. Adhering to the elements of this agreement is expected of all students.

Exit Procedures

It is required that students who accept a position in a Gifted and Talented Arts Program continue in that program for the remainder of their secondary schooling through to Year 12. One of the student's Year 11 and Year 12 subject choices must be in the area of the arts under which they gained entry to the college.

If a student does not live within the college catchment boundary then exiting from the Gifted and Talented Program would mean that their enrolment at the college could be impacted.

Students are not able to transfer between Gifted and Talented Programs. Students can apply in Year 8 for entry into a different Gifted and Talented Program in Year 9 depending on availability of places. Students can also apply for an additional Gifted and Talented Program in Year 10 for Year 11 and 12 through the Department of Education's Gifted and Talented selection process.



Extended Leave

The Gifted and Talented programs have a developmental structure and any extended absence may seriously affect the progress of the individual student as well as the progress of other students in the program. This is especially significant in group assessments that may extend over a period of time. The Department of Education has taken a firm position against extended student leave for holidays during school term. All requests for extended absence must be submitted through Student Services and approved by the College Executive.

Gifted and Talented Monitoring Program

For Gifted and Talented students to engage fully in all the opportunities provided at the college, a monitoring system is in place to provide assistance and support. The Student Services team and learning support specialists work together to provide guidance and assistance.

Students enrolled in a Gifted and Talented program who are unable to meet the requirements of the Code of Agreement will be monitored and this can result in their status and place in the program being reviewed.

The college provides support so students can make the most of all the opportunities available in the Gifted and Talented programs.

Parent Support Group

Parent support is integral to the successful running of the arts learning areas at John Curtin College of the Arts. Parents can assist by volunteering time to help with productions, administrative tasks, and providing

technical expertise.

The refreshment canteens in the Ellen Street and Curtin Theatres are managed and staffed by parents. Parents are placed on rosters to work in the canteens on performance nights. Rosters and canteen stocks are prepared and maintained by a manager. These canteens are also fundraising activities and provide funds for student events and equipment.

Uniform Requirements

The college has a specified uniform and students are expected to accept the requirements in order to always retain Good Standing Status and have access to all the extra opportunities provided at the college.

Some Gifted and Talented programs have specified dress requirements and it is essential that these requirements are purchased in time for the start of the college year.

To ensure students have adequate uniform items, parents/carers are expected to place orders at the end of the previous year. Winter items should be ordered at the same time to ensure students have requirements in sufficient time for the colder months.

Uniforms are available from the college Uniform Shop on Tuesdays from 8am to 11am, otherwise from Uniform Concepts' Willetton Super Store from Monday to Saturday.

Contribution and Charges

<https://www.jc.wa.edu.au/community/college-publications/contributions-and-charges-2021/>



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