



**John Curtin**  
COLLEGE OF THE ARTS

**GIFTED AND TALENTED**

# **Visual Arts 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 Wellbeing

Ngalak kaadatj ngalang wadjak moort wirin keniny, kawininy, kakarookiny wer waranginy.  
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 your child will be immersed in an exceptional and balanced academic program. Students' academic studies are combined with and supported by their arts program, giving them the chance to excel in both 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 core academic 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.

Students study their arts course alongside these core subjects and have equal access to all academic programs. They also have access to digital technologies, design and technologies, languages (Italian), health and physical education programs.

Academic balance is about creating pathways of choice for whichever direction your child chooses to take in their future. The focus on a well-rounded education allows students to continue careers in the arts industry or pursue careers in numerous other professions including medicine, law, education, politics and science.

## 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 Learning Areas or the Deputy Principal - Arts and Innovation 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 Coordinators 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 and some opportunities arise throughout the year.

# 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.

## 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.

## Mental 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

## Our Vision

**Making and learning about art is a journey of discovery, experimentation and problem solving.**

## Lower School Program

Our Gifted and Talented Visual Arts Program provides your child with opportunities to develop the skills required to reach their full potential in visual arts through a mix of visual inquiry, studio work, exhibitions, and critical and historical reflection in a creatively challenging and supportive environment.

## Eight Visual Arts Studio Habits of Mind

Students are encouraged to use the Eight Visual Arts Studio Habits of Mind as part of the program.

### Develop Craft

**Technique:** Learning to use tools (eg brushes, viewfinders), materials (eg paint, charcoal).

**Learning artistic conventions** (eg perspective, colour, mixing, figure drawing).

**Studio practice:** Learning to care for materials, tools and space.

### Engage and Persist

Learning to embrace problems of relevance within the art world and/or of personal importance, and to develop focus and other mental states conducive to working and persevering at art tasks.

### Envision

Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.

### Express

Learning to create works that convey an idea, feeling or personal meaning.

### Observe

Learning to attend to visual contexts more closely

than ordinary 'looking' requires, and thereby seeing things that otherwise might not be seen.

### Reflect

**Question and explain:** Learning to think and talk about aspects of one's own work or working process and that of others.

### Stretch and Explore

Learning to reach beyond one's capabilities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.

### Understand Art World

**Domain:** Learning about art history and current practice.

**Communities:** Learning to interact as an artist with other artists (ie in classrooms, in local arts organisations, and across the art field) and within broader society.

Opportunities exist to encourage accelerated learning through excursions, exhibition viewing and exposure to a range of resources and techniques by teachers and professionals who are leaders in their field.

The curriculum is designed to enable students to develop foundation skills in their visual arts practice in many studio areas including painting, sculpture, textiles, graphics, printmaking and jewellery.

Students are encouraged to develop their own visual sensibilities and discover their own unique ways of looking at and exploring the visual world within their art practice.

There is a requirement for all students to commit to extension opportunities after school hours, which is reliant on the availability of artist tutors and timetables of exhibition events.

Students keep records of the practical and theoretical aspects of the course. Students also reflect on their own artwork and works of others, skills, processes and understandings that are covered in the workshops, class work and excursions.

Visual diaries play an important part in the process of recording, exploring and experimenting. They form an integral part of classwork and homework; being a place for generating ideas and taking ownership of learning.



## Extension

### Art intensive and curriculum

- Participate in the development of individual projects which contain clearly articulated aims and workable timelines to encourage independent learning.
- Challenging and higher order activities such as integration of multimedia projects and written analysis skills.
- Problem solving activities and research.
- Use of reflective journals to integrate content across curriculum by focusing on issues, themes and ideas.
- Participate in a diverse range of visual arts experiences including the input of local artists as art tutors, visiting and participating in external exhibitions, and workshops.
- Visual Arts Camp in Year 8 and Year 11.

### Exhibitions

- Opportunities for selected, resolved, and appropriate artwork to be exhibited in the Curtin Theatre, Learning Centre and other local, national and international external venues.
- Regular entries into local, national and international art competitions.
- Excursions to museums, art galleries and offsite drawing locations.
- All projects placed within an art history or contemporary context.
- Variety of media, from contemporary

technologies to traditional techniques, covering a range of studio areas.

- Workshops with a variety of professional artists.

## Acceleration

### Curriculum

- Extended curriculum that includes an extra in-depth Art History strand. This is made possible by compacting and accelerating the existing curriculum. Students work on content one year level above a normal curriculum delivery.
- Written examinations development.
- Students explore a range of broader, deeper and more challenging practical and written learning tasks than those delivered in a normal educational setting.
- A broad skill base which includes foundation skills in painting, drawing, sculpture, jewellery, textiles, design, print making and digital media.

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



# Nurturing the Person

## Writing Skills

Students develop skills in writing for a visual arts context on a regular basis. They are also required to write exhibition reviews, complete extended responses, research reports and notate visual inquiry pages. Frameworks will be taught in class and will place students at an advantage for further upper school studies.

## Exhibitions and Displays

Exhibitions and displays of student work are an integral component of the visual arts course. All students will have the opportunity to participate in exhibition processes, both internally and externally.

Our students regularly exhibit in Year 12 Perspectives, Young Originals, the St George's Art Awards, metaMORPHosis, Shaun Tan Award, The Lester Prize, 25 under 25, the college's Learning Centre, and other specific exhibitions in the local community and internationally, ie Saatchi Young Artist Awards.

## Professional Artists and Tutors

All Gifted and Talented visual arts students have the opportunity to participate in workshops conducted by industry professionals.

Students work with professional artists, designers, illustrators and curators. Professional artists and mentors work with students in after school classes.

The skills obtained from these workshops are invaluable and instrumental to the development of our students in the Gifted and Talented Visual Arts Program.

## Upper School Program

The development of skills in visual arts is designed to prepare students for upper school WACE courses in visual art, which prepare students for university or TAFE entry while offering enrichment, extension and acceleration.

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

**Respect  
Care  
Compassion**

## Sample Year 7 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	7DESET4_1 Design Enrichment T Ms S Jaques RmD8 08:50-09:32	7HASS_5 HASS Miss E Clark RmA47 09:32-10:32	7SVAR2_1 Visual Arts (GAT) Ms S Jaques RmD8 09:35-09:37	7SCI_3 Science Mrs N Cuthbertson RmB5 09:47-10:47	7SCI_3 Science Miss K Stacey RmB5 08:40-09:37
Period 2	7ENGL_5 English Mr L DEL FANTE RmC6 09:32-10:30	7MATH_9 Mathematics Mrs J Nielsen RmB17 09:32-10:30	7SVAR2_1 Visual Arts (GAT) Ms S Jaques RmD8 09:32-10:30	7ENGL_5 English Mr L DEL FANTE RmC6 09:47-10:45	7HASS_5 HASS Miss E Clark RmA47 09:37-10:35
Recess					
Period 3	7SVAR2_1 Visual Arts (GAT) Ms S Jaques RmD8 10:50-11:47	7COM2_2 Computer Studies Mr W Maguire RmA9 10:50-11:47	7ENG_5 English Mr L DEL FANTE RmC6 10:50-11:47	7MATH_9 Mathematics Mrs J Nielsen RmB17 11:05-12:02	7PE2_4 Physical Education Ms J Porter OUT1 10:55-12:02
Period 4	7SVAR2_1 Visual Arts (GAT) Ms S du Bignon RmD6 11:47-12:45	7HED_4 Health Education Mr C Abbott RmF8 11:47-12:45	7DESET4_1 Design Enrichment T Ms S Jaques RmD8 11:47-12:45	7HASS_5 HASS Miss E Clark RmA47 12:02-13:00	7PREC2_4 Physical Recreation Mr C Abbott SPORT 12:02-13:00
Lunch					
Period 5	7HASS_5 HASS Miss E Clark RmA47 13:15-14:12	7PE2_4 Physical Education Ms J Porter OUT1 13:15-14:12	7MATH_9 Mathematics Mrs J Nielsen RmB17 13:15-14:12	7COM2_2 Computer Studies Mr W Maguire RmA9 13:33-14:30	7ENG_5 English Mr L DEL FANTE RmC6 13:33-14:30
Period 6	7MATH_9 Mathematics Mrs J Nielsen RmB17 14:12-15:10	7SCI_3 Science Miss K Stacey RmB5 14:12-15:10	7SCI_3 Science Mrs N Cuthbertson RmB5 14:12-15:10		
After School					

## Social, Cultural and Environmental Responsibility

## Our Staff

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### Sophie Jaques

Sophie is the Director of Visual Arts and Media Arts. She has a Bachelor of Arts (Honours) in Fine Art from Bristol Polytechnic and a Post Graduate Certificate in Education from Brighton University. She has more than 20 years of teaching experience in a variety of different high schools in the UK and WA. Sophie joined John Curtin in 2017 after seven years at Seton Catholic College. She has been a university supervisor at UWA, Murdoch University and Curtin University. Sophie has been delivering professional learning and support to teachers for many years in a variety of different capacities. She is a Year 12 general exam checker for the School Curriculum and Standards Authority, and a Teacher Development School facilitator.

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### Shaaron Du Bignon

Shaaron has worked as a practicing visual artist, curator and educator throughout her professional life. She has a Bachelor of Arts in Fine Art, Diplomas of Education (Tertiary and Secondary), and a Certificate IV TAE. Shaaron has worked with communities and art centres in Esperance, Albany, Mandurah and Fremantle as an artist, curator and tutor. In these roles she has created participatory art projects and exhibitions involving visual artists from across Australia, many featuring as headline events in the Perth International Arts Festival. Shaaron was selected to work as a WACE marker for the 2018 visual arts practical and written exams.

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### Sarah Elson

Sarah is a visual artist and educator. She received a Samstag Visual Arts Scholarship and with it completed a Masters at the Chelsea School of Art and Design in London. Sarah has exhibited internationally and held several solo exhibitions to date. Her art work is held in the collections of the Art Gallery of Western Australia, City of Perth, St John of God Hospital, John Curtin Gallery, Edith Cowan University and Janet Holmes à Court. Sarah has lectured at Curtin University in the area of Jewellery and 3D Design for 23 years, and has taught at Central TAFE and Fremantle Arts Centre.

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### Anne McCaughey

Anne holds a Bachelor of Arts (Honours) in Illustration from Brighton Art College, a Masters in Art History, and a post graduate degree in visual arts education. Anne has worked as a freelance illustrator and was a Moderator of 'A' Level Courses whilst living in London. Her art has been awarded many times and she has created artworks for 20 solo exhibitions over her career. Anne has worked in arts education for more than 23 years and has been connected to John Curtin over the past eight years as a tutor and teacher.

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### Kirstine Sadler

Kirsty is a practicing artist and is the college's Exhibition Coordinator. Her work is held in private and public collections in Australia and abroad. Kirsty holds a Bachelor of Arts in Fine Arts, a Bachelor of Science with Honours, and a Post Graduate Certificate in Education. Kirsty has been a board member of Port Community School since 2009, and is an Art Gallery Western Australia Education Program Evaluation committee member. Her curriculum experience includes WACE marking in Visual Arts, and she has worked as a lecturer for Curtin University's Bachelor of Fine Arts course. She has taught at the Fremantle Arts Centre and in schools throughout Western Australia, the United Kingdom and India over a period of nearly 40 years.

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## Contact

For further information on any aspect of the Gifted and Talented Visual Arts Program contact the Director of Visual Arts. E: [Sophie.Jaques@education.wa.edu.au](mailto:Sophie.Jaques@education.wa.edu.au)



# Learning for Life

# Enrichment

Our Enrichment Program provides 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.

**Resilience**  
**Perseverance**  
**Reflection**



## 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/carers 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/carers 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 Thursdays 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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