

GIFTED AND TALENTED

# Music Theatre Program

# 2019





# Welcome

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.

The college was the first school in Australia to offer theatre arts and dance as Gifted and Talented courses and has offered arts programs for selected students in music, ballet and drama since 1973. John Curtin is an Independent Public School that identifies the potential talent of students in ballet, contemporary dance, drama, media arts, music, music theatre and visual arts.

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

The college provides all students in Western Australia the opportunity to develop their identified creative intelligence in an environment of like-minded peers who share the same passion, motivation and value of education.

All students can access unique, high quality learning experiences that add value to their education and contribute to their development of life long skills such as empathy, creative thinking, problem solving and communication, which all contribute to learning for life.



**Travis Vladich**  
Dean of the Arts

**John Curtin College of the Arts is committed to fostering learning for life and pursuing excellence and emphasising learning through active engagement in the Arts. This vision is embedded in the college values.**

We commit to:

- Creativity, innovation and imagination
- Respect, care and compassion
- Excellence
- A fair go
- Responsibility
- Integrity

## **At John Curtin your child will partake in an exceptional and balanced academic program. Students' academic studies are combined with and supported by their arts program, giving students the chance to excel in both areas. Students are provided with a well-rounded education and develop a wide range of skills and knowledge.**

The college has an academic balance policy which identifies how essential it is for all students to achieve their full potential in all areas of their learning. This means students have a variety of choices of pathways at the completion of secondary schooling.

John Curtin provides a rigorous curriculum focusing on high academic achievement in all learning areas for students across all year groups.

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 the student's core subjects and a focus on academic balance ensures students 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 students choose 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**

Educational 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 the Heads of Student Services or Gifted and Talented teachers 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 heads of learning areas 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, students' social, emotional, mental and physical health is a priority and a safe and supportive school environment is provided. Developing students' emotional intelligence and resilience is part of the commitment to creating motivated and engaged young people and artists.

We endeavour to develop students' resilience and maturity by helping students find ways to effectively recognise and manage stress that work for them as individuals.

Support is provided for students in a values rich environment which encourages academic excellence, creative endeavours, personal integrity and positive student behaviour. The dedicated Student Services team provides a range of services including assisting with transition to high school, learning support and career guidance.



# Overview

## Lower School Program

Our 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 character, 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 missing the same classroom lesson.

Ensemble classes occurring outside the curriculum time consist of vocal masterclasses 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 in the context of music theatre with a music theatre emphasis. The other is the Certificate II in Music Industry course, which continues the music theatre content.

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 over the course of the year. One performance focuses on a cabaret style ensemble production and the other presents a complete musical.

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 classes music theatre students are required to wear the John Curtin College of the Arts polo shirt and navy blue performance shorts or college tracksuit pants. Hair needs to be tied back for all classes and all jewellery removed. This dress code is used to encourage a professional ethos, to allow students flexibility in movement, and to develop a sense of neutrality (a blank canvas) which is essential for our performers in all class activities.

For the 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)

### Performance classes - boys

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

## 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.



## Extension

### Reflection

- Excursions to professional 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.



## Sample Year 7 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	7EXPET4_1 Expression Enrichme Mr A Nowrojee RmL4 08:35-09:32	7HASS_4 HASS Mr D Carter RmA19 08:35-09:32	7PE2_9 Physical Education Mr G Brown OUT1 08:35-09:32	7MATH_2 Mathematics Mr AJ Jose RmB17 08:50-09:47	7MATH_2 Mathematics Mr AJ Jose RmB17 08:40-09:37
Period 2	7ENG_4 English Ms E Thatcher RmA32 09:32-10:30	7SCI_8 Science Ms S Harban RmB19 09:32-10:30	7SMT2_1 Music Theatre (GAT) Ms R Pragash RmC2 09:32-10:30	7ENG_4 English Ms E Thatcher RmA32 09:47-10:45	7HASS_4 HASS Mr D Carter RmA19 09:37-10:35
Recess					
Period 3	7SMT2_1 Music Theatre (GAT) Ms R Pragash RmC2 10:50-11:47	7SMT2_1 Music Theatre (GAT) Ms M Ezzy CURSTU 10:50-11:47	7ENG_4 English Ms E Thatcher RmA32 10:50-11:47	7SCI_8 Science Ms S Harban RmB19 11:05-12:02	7HED2_2 Health Education Ms J Porter RmA17 10:55-12:02
Period 4	7PE2_9 Physical Education Mr G Brown OUT1 11:47-12:45	7COM2_6 Computer Studies Ms J Butler RmC4 11:47-12:45	7EXPET4_1 Expression Enrichme Mr A Nowrojee RmL4 11:47-12:45	7HASS_4 HASS Mr D Carter RmA19 12:02-13:00	7COM2_6 Computer Studies Ms J Butler RmC4 12:02-13:00
Lunch					
Period 5	7HASS_4 HASS Mrs J Correia RmA19 13:15-14:12	7PREC2_2 Physical Recreation Ms J Porter OUT1 13:15-14:12	7SCI_8 Science Ms S Harban RmB19 13:15-14:12	7SMT2_1 Music Theatre (GAT) Ms M Ezzy CURSTU 13:33-14:30	7ENG_4 English Ms E Thatcher RmA32 13:33-14:30
Period 6	7SCI_8 Science Ms S Harban RmB19 14:12-15:10	7MATH_2 Mathematics Mr AJ Jose RmB17 14:12-15:10	7MATH_2 Mathematics Mr AJ Jose RmB17 14:12-15:10		
After School					

### Contact

For further information on any aspect of the Gifted and Talented Music Theatre Program contact the Head of Music and Music Theatre E: [Kieran.Drew@education.wa.edu.au](mailto:Kieran.Drew@education.wa.edu.au)



## Our Staff



### Kieran Drew

Kieran is the Head 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.



### Michelle Ezzy

Michelle has a double degree in Education (Music and Science) and Music (Classical Performance Major – Trumpet). She also holds Commonwealth Society of Teachers of Dance Theatrical Dance and Ballet Certificates as well as an Australian Kodaly Certificate. Michelle has taught music theatre classes for the Australian Girls' Choir, and is a member of the Western Australian Music Industry Association. Her industry experience includes touring the Pilbara with composer Tim Davies and the WA Youth Jazz Orchestra. She has played the trumpet in a number of shows including Mary Poppins and Hairspray, and was the Music Director for Anything Goes at Limelight Community Theatre. Michelle has had recording experience as a backup vocalist and a trumpet player for numerous local bands. She recently played lead roles in the musical 1916 A Love Story and Terry Prachett's play, Mort, and also includes performances in Oklahoma and Between Wind and Water in her repertoire.

# Enrichment

**A unique feature of the Gifted and Talented Arts Programs is our Enrichment Program, designed to reinforce the holistic and evolving nature of the arts. The Enrichment Program highlights students' Gifted and Talented disciplines and how they are influenced and enhanced by other art forms.**

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 skills in communication and collaboration. 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 with our Enrichment Programs to develop skills such as goal setting, recognising the difference between study and homework, and establishing positive relationships.

Enrichment Programs could include:

## Circus and Confidence

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 collaborative skills.

## 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 and helps develop a greater understanding of the various aspects of performance.

## 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 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 the arts.



# Additional Information

## Attendance and Punctuality

A high level of attendance and punctuality is necessary for students to access the full range of opportunities at the college. At least 90 per cent attendance has been identified as the requirement for full participation in learning.

The Gifted and Talented Arts Programs have compulsory activities which extend beyond period 6 on Monday, Tuesday and Wednesday and period 5 on Thursday and Friday. 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 visit 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 through to Year 12. One of the Year 11 and Year 12 subject choices must be in the area of the arts under which they gained entry to the college.

Unless a student lives within the college catchment boundary, it is required that they remain in their Gifted and Talented program.

Students are not able to transfer between Gifted and Talented programs.

Students have the opportunity to apply for additional Gifted and Talented Arts Programs for Year 11 and 12. Applications for an additional program in upper school can be accessed through the Gifted and Talented branch at [www.education.wa.edu.au/gifted-and-talented](http://www.education.wa.edu.au/gifted-and-talented). Closing dates are early in the year for the following year. No late applications will be accepted.



## Extended Leave

The Gifted and Talented programs have a developmental structure and 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. Extended absence must be approved by the Dean of Arts and/or Principal.

## 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 follow the requirements in order to have access to all the extra opportunities provided at the college.

All items of uniform are to be sourced from the college uniform shop. 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.

The Gifted and Talented programs and Enrichment Programs also have specific dress requirements and it is essential that these requirements are purchased in time for the start of the college year.

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