

GIFTED AND TALENTED

Visual Arts 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 their Student Services Managers 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 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.

Eight Visual Arts Studio Habits of Mind

Students are encouraged to use the Eight Visual 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).

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 to see things that otherwise might not be seen.

Reflect

Question and explain: Learning to think and talk with others about an aspect of one's work or working process.

Evaluate: Learning to judge one's own work and working process and the work of others in relation to standards of the field.

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.

Students explore and experiment with media including painting, sculpture, textiles, graphics, printmaking and jewellery.

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.



Extension

Art intensive and curriculum

- Participation in the development of individual work briefs which contain clearly outlined tasks and workable timelines to encourage independent learning.
- Challenging and higher order activities such as information technology skill development and written analysis skills.
- Problem solving activities and research.
- Use of reflective journals and portfolios 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 art tutors and artists in residence.
- Guest speakers.

Exhibitions

- Opportunities for selected, resolved, appropriate artwork to be exhibited in the Curtin Theatre, library 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

- 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.
- Written examinations development.
- Students explore a range of broader, deeper and more challenging practical and written learning tasks that are delivered in a normal educational setting.
- A broad skill base which includes drawing, design development, painting, three dimensional work and colour theory.

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



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 the college's Learning Centre, Year 12 Perspectives, Young Originals, the St George's Art Awards, metaMORPHosis, Shaun Tan Award, Black Swan Portraiture, 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.



Sample Year 7 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	7MUS2_2 Music Miss M Khosraviani RmC3 08:35-09:32	7ENGA_1 English - AEP Ms L McBride RmA29 08:35-09:32	7SVAR2_1 Visual Arts (GAT) Ms K Sadler RmD7 08:35-09:32	7HASSA_1 HASS - AEP Mr M Geagea RmA43 08:50-09:47	7HASSA_1 HASS - AEP Mr M Geagea RmA43 08:40-09:37
Period 2	7SCIA_2 Science - AEP Ms P Scorer RmB3 09:32-10:30	7MATHA_3 Mathematics - AEP Mr H Strain RmB14 09:32-10:30	7SVAR2_1 Visual Arts (GAT) Ms K Sadler RmD7 09:32-10:30	7SCIA_2 Science - AEP Ms P Scorer RmB3 09:47-10:45	7ENGA_1 English - AEP Ms L McBride RmA29 09:37-10:35
Recess					
Period 3	7SVAR2_1 Visual Arts (GAT) Ms K Sadler RmD7 10:50-11:47	7HED2_1 Health Education Mrs C Moule RmF3 10:50-11:47	7SCIA_2 Science - AEP Ms P Scorer RmB3 10:50-11:47	7MATHA_3 Mathematics - AEP Mr H Strain RmB14 11:05-12:02	7PPE2_4 Physical Education Mr G Brown OUT3 10:55-12:02
Period 4	7SVAR2_1 Visual Arts (GAT) Ms K Sadler RmD7 11:47-12:45	7COM2_6 Computer Studies Ms J Butler RmC4 11:47-12:45	7MUS2_2 Music Miss M Khosraviani RmA23 11:47-12:45	7ENGA_1 English - AEP Ms L McBride RmA29 12:02-13:00	7COM2_6 Computer Studies Ms J Butler RmC4 12:02-13:00
Lunch					
Period 5	7ENGA_1 English - AEP Ms L McBride RmA29 13:15-14:12	7PPE2_4 Physical Education Mr G Brown OUT3 13:15-14:12	7MATHA_3 Mathematics - AEP Mr H Strain RmB14 13:15-14:12	7PREC2_1 Physical Recreation Ms J Porter OUT3 13:33-14:30	7SCIA_2 Science - AEP Ms P Scorer RmB3 13:33-14:30
Period 6	7MATHA_3 Mathematics - AEP Mr H Strain RmB14 14:12-15:10	7HASSA_1 HASS - AEP Mr M Geagea RmA43 14:12-15:10	7HASSA_1 HASS - AEP Mr M Geagea RmA43 14:12-15:10		
After School					

Contact

For further information on any aspect of the Gifted and Talented Visual Arts Program contact the Visual Arts Coordinator, E: Kirstine.Sadler@education.wa.edu.au

Our Staff



Kirstine Sadler

Kirsty is a professional artist who has a successful art practice. Her work is held in private and public collections both here 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 delivered curriculum for Curtin University's Bachelor of Fine Arts. She has taught at the Fremantle Arts Centre as well as public and independent schools in Western Australia, UK, and India.



Shaaron Du Bignon

Shaaron has worked as a practicing visual artist, curator and educator throughout her professional life. Shaaron has a Bachelor of Arts in Fine Art, Diplomas of Education (Tertiary and Secondary), and a Certificate IV TAE. She 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



Sophie Jacques

Sophie 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 spent seven years working at Seton Catholic College before moving to John Curtin in 2017. She has been a university supervisor at UWA, Murdoch and Curtin universities. 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.



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 created artworks for 20 solo exhibitions over her career. Anne has worked in Arts education for over 23 years and has been connected to JCCA over the past eight years as a tutor and teacher.



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 IMMS 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 <https://www.education.wa.edu.au/gifted-and-talented> 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.

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. 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.

**John Curtin
College of the Arts**

90 Ellen St
Fremantle WA 6160

T 9433 7200

E johncurtin.col@education.wa.edu.au

jc.wa.edu.au

