

## SECONDARY SCHOOL WORKSHOPS

Arena Theatre Company's work with young people through creative and collaborative practice also aims to assist teachers and students to address learning outcomes across a range of Victorian Curriculum Learning Areas and Capabilities.

The Arena Theatre Company Secondary Workshop focuses on learning in:

- Audio visual technology and digital animation
- Constructing character and narrative using technology
- Presenting and performing to an audience
- Personal and social learning by considering aspects of 'identity' and 'character'
- Literacy by exploring language, texts and narrative building
- Critical and creative thinking through discussion, questioning and creative problem solving

In particular, the workshop enables students to develop the skills to meet many of the key Achievement Standards at Levels 7 and 8, and Levels 9 and 10.

LEARNING AREAS	Levels 7 & 8 – Achievement Standards	Levels 9 & 10 – Achievement Standards
The Arts - Media	By the end of Level 8, students identify and analyse how representations of social values and viewpoints are portrayed in the media artworks they make, distribute and view. Students produce representations of social values and viewpoints in media artworks for particular audiences. They use production processes, equipment and technologies to achieve their intentions	By the end of Level 10, students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning. They apply design, production and distribution processes to the media artworks they make.
The Arts – Visual communication	By the end of Level 8, students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.	By the end of Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks
Literacy across the Curriculum	Navigate, read and view a variety of texts with a wide range of graphic representations. Interpret and evaluate information, identify main ideas, analyse and comprehend a range of texts.	Navigate, read and view a variety of texts with a wide range of graphic representations. Interpret and evaluate information, identify main ideas, analyse and comprehend a range of texts.
CAPABILITIES	Levels 7 & 8 – Achievement Standards	Levels 9 & 10 – Achievement Standards
Personal and social capability	By the end of Level 8, students explore the values and beliefs of different groups in society. They identify indicators of respectful relationships in a range of social and work-related situations. They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives.	By the end of Year 10, students evaluate personal characteristics, strategies and sources of support used to cope with stressful situations and life challenges. They critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks.
Critical and creative thinking	By the end of Level 8, students demonstrate flexibility in thinking by using a range of techniques in order to repurpose existing ideas or solutions to meet needs in new contexts. Students independently segment problems into discrete stages, synthesise new knowledge during problem-solving and develop and apply criteria to assess ideas, proposals and emerging thinking.	By the end of Level 10, students identify, articulate, analyse and reflect on their own and others thinking processes. They use, monitor, evaluate and redirect as necessary a range of learning strategies. Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes. They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions.