

ACCREDITATION FOR LIFE AND LIVING

Revised modules for use from September 2006 (first certification June 2007)

SKILL AREA	CREATIVE ARTS	
	INTRODUCTORY GRADE	FIRST GRADE
MODULE 1	Explore and respond to creative activities	Select and take part in a creative activity as an individual over a period of time
MODULE 2	Explore and respond to a new creative activity	Select and take part in a new creative activity over a period of time
MODULE 3	Explore and respond to an activity that links two creative arts	Select and take part in an activity that links two creative arts over a period of time
MODULE 4	Take part in a group creative project over a period of time	Select and take part in a group creative project over a period of time
MODULE 5	Take part in building a portfolio of your creative work	Select and display your creative work

ACCREDITATION FOR LIFE AND LIVING

Creative Arts – Module 1

Grade	Introductory	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Explore hand painting and respond to, for example, the different textures of paints returning to a particular favoured texture • Explore sound using a sound beam and respond to, for example, different sounds and different sequences of sound
Module title	Explore and respond to creative activities	
This module is about:	Exploring and responding to creative activities (for example, art, music), taking part in recording what you responded to (for example, glittery materials, percussion instruments) and how you responded (for example, by gesture, vocalisation)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days explore and respond to a different creative activity 2. Take part in recording: <ol style="list-style-type: none"> a) the two different creative activities you explored b) when you explored each activity c) what you responded to in each activity d) how you indicated your response/s 	

Grade	First	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Make a mod-roc face mask and choose paint colours and materials to decorate your mask • Make a three-dimensional collage and select materials from a range of folded paper, threads and yarns • Create and record dance rhythms and choose sounds from body percussion
Module title	Select and take part in a creative activity as an individual over a period of time	
This module is about:	Selecting a creative activity (for example, dance, photography) to take part in as an individual over a period of time, communicating preference/s (for example, choosing the dance music, choosing the photographs to print) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Contribute to selecting a creative activity to take part in as an individual and indicate the reason/s for the choice 2. Take part in the creative activity over a period of time 3. Communicate preference/s 4. Contribute to recording: <ol style="list-style-type: none"> a) the creative activity selected b) the reason/s for the choice c) when you took part in the activity d) the preference/s you communicated 	

ACCREDITATION FOR LIFE AND LIVING

Creative Arts – Module 2

Grade	Introductory	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Use mod-roc to create a sculpture of your hand/foot and respond to, for example, the temperature and texture of the mod-roc • Use a multi-sensory room to explore the costumes, head-dresses, and masks worn in a drama production that you have watched/listened to and respond to, for example, the different textures, materials and colours
Module title	Explore and respond to a new creative activity	
This module is about:	Exploring and responding to a creative activity that is new to you (for example, paper making, electronic music), taking part in recording what you responded to (for example, the wet paper mache, the loud sounds) and how you responded (for example, by gesture, vocalisation)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days explore and respond to a different creative activity that is new to you 2. Take part in recording: <ol style="list-style-type: none"> a) the two new creative activities you took part in b) when you took part in each activity c) what you responded to in each activity d) how you indicated your response/s 	

Grade	First	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Take part in juggling activities, for example, <i>Diablo</i> once a week for four weeks • Make a mosaic using broken china twice a week for three weeks
Module title	Select and take part in a new creative activity over a period of time	
This module is about:	Selecting and taking part in a new creative activity (for example, tie-dying, disco dancing) over a period of time, communicating preference/s (for example, the colours you prefer, the music/dance steps to use) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Contribute to selecting a creative activity to take part in that you have not done before 2. Take part in the creative activity over a period of time 3. Communicate preference/s 4. Contribute to recording: <ol style="list-style-type: none"> a) the creative activity selected b) when you took part in the activity c) the preference/s you communicated 	

ACCREDITATION FOR LIFE AND LIVING

Creative Arts – Module 3

Grade	Introductory	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Create accompanying sound effects for a drama production using percussion instruments</i> • <i>Watch a dance performance and use it as a stimulus to create two dimensional shapes/patterns</i>
Module title	Explore and respond to an activity that links two creative arts	
This module is about:	Exploring and responding to an activity (for example, hand painting to slow rhythmic sounds) that links two creative arts (for example, two dimensional art and music), taking part in recording what you responded to (for example, paint consistency, music tempo) and how you responded (for example, vocalisation, moving hands to the music)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Explore and respond to an activity that links two creative arts 2. Take part in recording: <ol style="list-style-type: none"> a) the activity and the two creative arts that were linked b) when you took part in the activity c) what you responded to when taking part in the activity d) how you indicated your response/s 	

ACCREDITATION FOR LIFE AND LIVING

Creative Arts – Module 3

Grade	First	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> <i>Investigate line and form by taking photographs of different buildings and use these as a stimulus for your own drawings</i> <i>Use music as a stimulus for creating poetry</i>
Module title	Select and take part in an activity that links two creative arts over a period of time	
This module is about:	Selecting and taking part in an activity (for example, using words as a stimulus for creating movement) over a period of time (for example, once a week for six weeks) that links two creative arts (for example, poetry and dance), communicating preference/s (for example, choosing the words for a dance) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> Contribute to selecting an activity that links two creative arts and indicate the reason/s for the choice Take part in the activity over a period of time Communicate preference/s Contribute to recording: <ol style="list-style-type: none"> the activity and the two creative arts that were linked the reason/s for the choice when you took part in the activity the preference/s you communicated 	

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Creative Arts – Module 4

Grade	Introductory	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Take part in decorating a three dimensional structure - explore textiles and yarns and then indicate which materials you want to use</i> • <i>Take part in a seasonal production - indicate which role you would like to perform</i>
Module title	Take part in a group creative project over a period of time	
This module is about:	Taking part in a group creative project (for example, musical production) over a period of time (for example, four week period), communicating preference/s in response to options and choices (for example, using eye-pointing to indicate which sound you would like to control with your switch) and taking part in keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Take part in a group creative project over a period of time 2. Communicate preference/s in response to options and choices 3. Take part in recording: <ol style="list-style-type: none"> a) the creative project that you took part in b) your individual contribution to the project c) when you took part d) the preference/s you communicated 	

ACCREDITATION FOR LIFE AND LIVING

Creative Arts – Module 4

Grade	First	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Discuss what needs to be done for the activity to happen, for example, which music/songs to use</i> • <i>Take part in a group project to design and construct a wall mural. Use, for example, signing to indicate the section of mural you would like to complete</i> • <i>Take part in making shadow puppets and creating a theatre for the performance. Select the costume/s for the puppet/s that you are making</i>
Module title	Select and take part in a group creative project over a period of time	
This module is about:	Selecting a group creative project (for example, dance production) to take part in over a period of time (for example, six week period), communicating preference/s (for example, choosing a dance step), contributing to planning the activity and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Contribute to selecting a group creative project to take part in and indicate the reason/s for the choice 2. Contribute to planning the project 3. Take part in the project over a period of time 4. Communicate preference/s 5. Contribute to recording: <ol style="list-style-type: none"> a) the creative project that was selected b) the reason/s for the choice of project c) the planning for the project d) when you took part in the project e) the preference/s you communicated 	

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Creative Arts – Module 5

Grade	Introductory	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Take part in selecting your completed two dimensional and three dimensional work for your portfolio.</i> • <i>Use vocalisation to indicate which video clips of your creative musical work you would like to include in your portfolio</i>
Module title	Take part in building a portfolio of your creative work	
This module is about:	Taking part in building a portfolio of creative work you have completed over a period of time (for example, collating paintings and photographs that you have completed over a six week period), communicating preference/s in response to options and choices (for example, using gesture to indicate how you would like to mount a piece of work) and taking part in keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Take part in building a portfolio of creative work that you have completed over a period of time 2. Communicate preference/s in response to options and choices 3. Take part in recording: <ol style="list-style-type: none"> a) the creative art/s included in your portfolio b) when you took part in building the portfolio c) the preference/s you communicated 	

ACCREDITATION FOR LIFE AND LIVING

Creative Arts – Module 5

Grade	First	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Select a dance sequence to display to your peers</i> • <i>Select a wood sculpture and choose the background cloth for the display</i> • <i>Select a piece of weaving and display it alongside the photograph you used as the stimulus</i>
Module title	Select and display your creative work	
This module is about:	Contributing to selecting a piece of your creative work for display (for example, a photograph), communicating preferences about how to display your work (for example, choosing the colour of the mountboard), displaying the work, asking another person to comment and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Contribute to selecting a piece of your creative work for display 2. Communicate preference/s about how to display your work 3. Display your work 4. Ask another person to comment on your work 5. Contribute to recording: <ol style="list-style-type: none"> a) the creative work that was selected for display b) the preference/s you communicated c) the comment/s you received about your work 	