



Mansfield Secondary College

# Year 8 Curriculum Handbook

2022



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# GENERAL INFORMATION

## INTRODUCTION

Mansfield Secondary College is an isolated rural Secondary College with approximately 420 students across years 7-12. We are committed to all students achieving excellence in both academic and vocational streams of education and have achieved consistently strong academic outcomes.

At Mansfield Secondary College we value:

- Respect: for self, others and the environment
- Persistence: doing your best all the time
- Curiosity: an interest in the world and our learning

This booklet includes details of the subjects available for Year 8, the structure of the curriculum, support services and general school requirements.

Year 8 is a time for consolidation, development and preparation for Year 9. The curriculum structure at this level ensures that all students are exposed to a broad range of subjects which will prepare them for Year 9 where they will be able to choose from a range of electives.

## ACADEMIC EXCELLENCE

Each student is encouraged to achieve their personal best and to develop a sense of pride in themselves, the College and their community. As well as enhanced in-class learning opportunities, students have the opportunity to pursue areas of individual interest and to develop a high level of competency by participating in a range of activities provided by the College and by external providers such as tertiary institutions and professional associations.

All classes provide differentiated activities and tasks, enabling students to work at their level and to aspire to complete extension work.

## STUDENT PROGRESS AND TRACKING

The 'progressive reporting' system that is used at Mansfield Secondary College allows parents to know how their child is progressing with their studies and participate in discussions with their child and teachers about their learning. 'Progressive reporting' is a report that builds throughout the year and provides students and parents with ongoing assessment of student learning, easily accessed online. Parents are able to access results and feedback throughout the semester rather than waiting for an 'End of Semester Report' for indications on how their child is progressing.

*Note: The College is moving to the Compass portal (from XUNO) and reports will be accessible from this platform.*

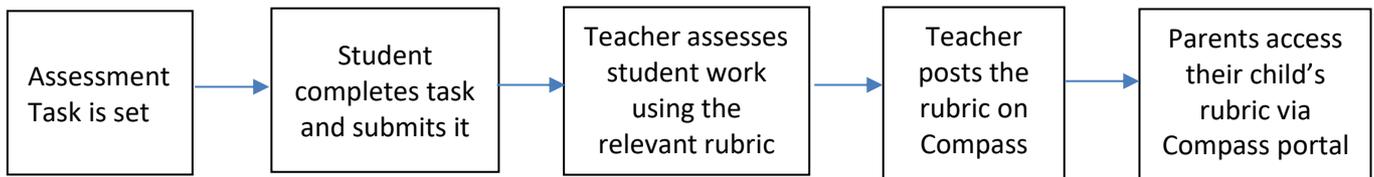
Progressive Reporting will allow the parent and the student to see:

- ✓ What they have achieved
- ✓ What they need to improve and
- ✓ Suggested paths for improvement

### **Assessment Rubrics posted throughout the semester (Years 7-10)**

Each semester parents will receive a minimum of two assessment rubrics per subject. An assessment rubric is how teachers assess a student's learning against the Victorian Curriculum. The rubric outlines a continuum of development. Students are assessed against the selected criteria and placed on the continuum. A comment accompanies the rubric that outlines what the student did well, areas for improvement, and how to achieve that improvement.

Rubrics will be posted on the Compass parent portal when they become available rather than at set times throughout the semester.



*The Assessment and Feedback Process*

### **Progress Report twice a term**

Twice a term (around every 5 weeks depending on term length), a Progress Report will be available on the Compass portal. These are a good way to monitor whether the student is completing homework regularly, meeting deadlines, putting in enough effort, and if the quality of their work is suitable.

### **Summary Report at the end of each semester**

At the end of each semester a summary report of student achievement will be posted on the Compass portal.

### **Parent Teacher interview sessions each semester**

Parent Teacher Interviews will be held twice a year for all students.

## STUDENT SUPPORT

### **Wellbeing**

Mansfield Secondary College is committed to building a secure learning environment where all students feel safe and supported. MSC recognises the importance of developing students' resilience and social and emotional capabilities so that they can achieve their full academic potential. The College values of Respect, Persistence, and Curiosity are supported by both the student and teacher behavior matrix which provide a basis upon which appropriate programs and procedures are developed across the college. The School Wide Positive Behaviour Support Program (PBS) influences the implementation of all programs and procedures which are designed to: develop a culture that does not tolerate bullying and/or harassment; while providing an effective framework within to restore positive relationships.

The College has a group of experienced staff members who support students in their learning and participation in school life. These include:

- A team of Year Level Coordinators who monitor overall student progress and provide support to students when required
- A Wellbeing Coordinator provides support to students, staff and parents of the College community and is an integral part of the counselling and support services.
- A School Counsellor provides counselling and assessment support. Students and parents/guardians are welcome to access our counsellors by appointment.
- Adolescent Health Nurse provides general health-related information and advice to students and is available by appointment.

### **Specialist Services**

To support student progress and development, Mansfield Secondary College has access to various onsite and visiting educational specialists. Your permission for referral, testing or support will be sought where a teacher considers that your child would benefit from these services. You may also request support through the class teacher if you have a specific concern regarding your child's social, emotional or educational needs.

- An Educational Psychologist is available to support students in a range of areas.
- Learning Support Staff are engaged in designing programs of enrichment or learning support as required and working with students within classrooms and in small groups.

These specialists work in partnership with parents, classroom teachers, teacher aides and specialist agencies to ensure that we provide our students with a diverse, responsive and supportive College environment.

## JUNIOR SECONDARY CURRICULUM

Mansfield Secondary College's Year 8 curriculum represents a sequence of carefully planned and balanced learning experiences designed to meet the current and future needs of our students. At the core of our curriculum is the focus on literacy, numeracy and ICT. All subjects are aligned with the Victorian Curriculum.

Students will participate in mandated subjects (i.e. there are no elective subjects) and will participate in learning experiences in the core areas of Mathematics, English, Science, Humanities, Health and Physical Education and Languages Other than English (LOTE) as well as completing a range of subjects from Technology and The Arts areas. These Art/Technology subjects change from year to year since they are dependent on staffing. Students will make the choice of which language they will study; French or Indonesian.

## CO-CURRICULA ACTIVITIES

Mansfield Secondary College provides a number of different avenues for students to pursue interests outside of the formal classroom. The College provides a range of camps and leadership programs, such as:

- Student exchange programs
- School for Student Leadership China program
- Bi-annual trip to Venilale in East Timor
- School camp to New Caledonia (when numbers permit)
- School trip to Central Australia

We have embedded programs that utilize community partnerships to extend the learning environment and experiences beyond school grounds. Programs include:

- Australian School Based Apprenticeships (ASBA)
- Agribusiness program that has a large farm placement component
- Project 109, which is an enterprise/business course that relies on students working with local businesses to achieve set targets
- Year 10 Work Experience program
- Year 10 mock interviews with local employers

Our strong sporting tradition is supported by our involvement in:

- Mt Buller Annex during Term 3
- Snowsports program during Term 3
- Interschools Snowsports competition
- Round Robin sports during Terms 1, 2 & 3
- Adventure Challenge (Years 9 & 10) & Outdoor & Environmental Studies (Years 11 & 12)

# SUBJECT INFORMATION

## ENGLISH

**Length of course:** Year long / 4 periods per week

### Brief Description / Outline:

The Year 8 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online environments. Spelling, grammar, and punctuation are emphasised and strengthened throughout the duration of the year. Students experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. The course and assessment tasks are differentiated to ensure students engage with and get the most out of the curriculum.

Students engage with a variety of texts for enjoyment and learning. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.

### Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Semester 1	<ul style="list-style-type: none"> <li>Text Studies</li> <li>Presentation Skills</li> <li>Language Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated Text Response</li> <li>Classwork</li> <li>Writing folio</li> <li>Oral Presentation</li> </ul>
Semester 2	<ul style="list-style-type: none"> <li>Text studies</li> <li>Essay Writing</li> <li>Language Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated Text Response</li> <li>Classwork</li> <li>Writing folio</li> <li>Oral Presentation</li> </ul>

**Materials:** 4 x 48 Page Exercise/Binder Book 8mm with holes punched on side

**Future Pathways:** Middle-school English and Literature (accelerated mode)

## ENGLISH (ACCELERATED CLASS)

**Length of course:** Year long / 4 periods per week

**Brief Description / Outline:**

The accelerated Year 8 English program is an opportunity for students who have performed well and achieved good results, and who have been recommended by their year 7 English teachers, to be extended and encouraged to undertake a more challenging curriculum.

“The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. “

Students engage with a variety of texts during the year which build on both their enjoyment and appreciation of literature and the ability to source, interpret and evaluate information.

Class texts are selected to support and extend students as independent readers, and are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters.

These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.

Wider reading is encouraged.

Students develop their understanding of how texts and their own writing are influenced by context, purpose and audience. They create imaginative, informative and persuasive pieces of writing; drafting and effectively editing their work. Spelling, grammar and punctuation are emphasised and reinforced throughout the duration of the year.

Students prepare presentations, and participate in and listen to others during class discussions.

The Year 8 English course and assessment tasks are differentiated to ensure all students engage with and get the most from the curriculum.

**Brief Course and Assessment outline:**

	Course Outline	Assessment Summary
<b>Semester 1</b>	Text Studies Presentation Skills Essay and Creative Writing Language Analysis	Text Response Oral Presentation Written tasks Classwork
<b>Semester 2</b>	Text studies Essay and Creative Writing Language Analysis	Text Response Written tasks Classwork Oral Presentation

**Materials:** 4 x 48 Page Exercise/Binder Book 8mm with holes punched on side

**Future Pathways:** Middle-school English and Literature (accelerated mode)

## MATHEMATICS

**Length of course:** Year long / 4 periods per week

### Brief Description:

The Year 8 Mathematics program has been developed to take into account that different students develop at different rates. The provided written work and activities cover a wide range of abilities, enabling extension opportunities for students as well as ensuring all students acquire the basic skills and concepts involved.

At the beginning of a topic, students will sit a pre-test that will determine where they need to start in the topic. The worksheets, exercises and activities will be selected so that individuals will be working at their level. A post-test will determine the progress made by the student.

The appropriate use of calculators and technology is an important skill that is necessary in Mathematics. In Year 8 it is assumed that students have access to a basic calculator. Other technologies such as spreadsheets, geometry or statistical software may also be used, as appropriate.

### Brief Course and Assessment outline:

	Course Outline*	Assessment Summary
Term 1	Topic 1: Integers Topic 2: Algebra	Pre & post tests
Term 2	Topic 3: Angles & Polygons Topic 4: Decimals, Fractions, Percentages & Ratio Topic 5: Problem Solving	Pre & post tests Written report
Term 3	Topic 6: Indices Topic 7: Chance & Data Topic 8: Scale & Transformations	Pre & post test Project Investigation
Term 4	Topic 9: Linear Equations & Graphs Topic 10: Measurement	Pre & post tests

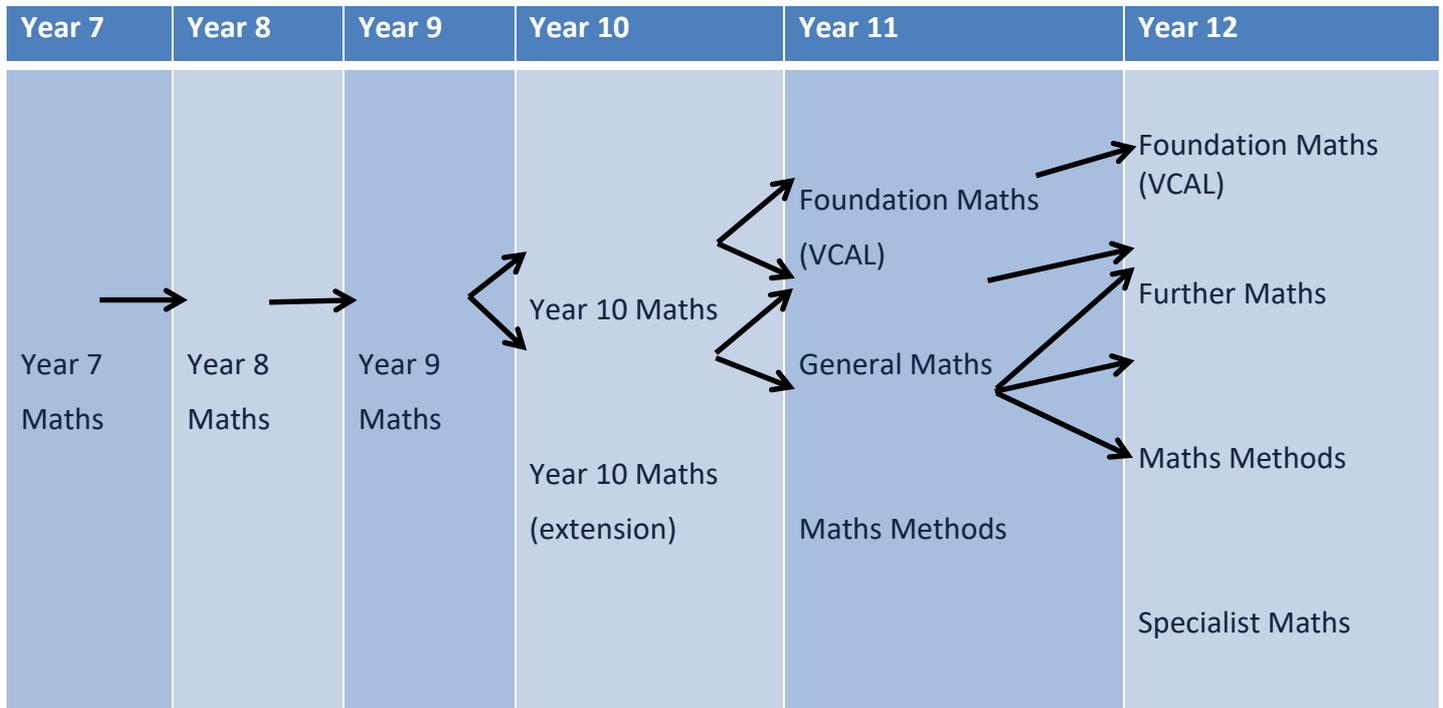
\*Order of topics can be subject to change

**Homework Program:**

Weekly homework sheets are assigned in Year 8 that consolidate work covered in class as well as revising skills from past topics. The homework sheets are designed so that questions involve the same topic area every week (eg. Question 1 might always be about rounding decimals). Progress sheets indicate questions that are areas of concern and students are encouraged to seek help for these questions in class or at Maths Help.

**Materials:** 6 x 48 Page GRID Exercise/Binder Book 10mm squares with holes punched on side

**Future Pathways:**



**MATHEMATICS EXTENSION & SUPPORT**

**Maths Help**

Once a week, teachers volunteer their time to run Maths Help, a 1 hour session available to all students from Years 7 to 12. Students are encouraged to ask questions about work from class, get assistance with their weekly homework sheets or just use the productive environment to work on tasks.

**Australian Mathematics Competition**

The AMC is for students of all standards and year levels and is conducted in Term 3. Students are asked to solve thirty problems in 75 minutes. The problems get progressively more difficult and the last few are challenging to the most gifted student.

The aims of the competition are threefold:

- To highlight the importance of mathematics as a curriculum subject
- To give students an opportunity to discover talent in mathematics, by applying their problem solving skills
- To provide resources for the classroom and to stimulate discussion about methods of solution

### **Mathematics Challenge for Young Australians**

The Maths Challenge targets the top 20% of secondary students and Mansfield Secondary College has been involved in this problem solving task for the last 15 years, with students achieving consistent excellent results. The Challenge (held during a consecutive 3-week period in Term 2) comprises six challenging problems.

The aims of the Challenge include:

- Encouraging students to attempt interesting and unfamiliar problems
- Fostering a greater interest in and awareness of the power of mathematics
- Allowing the discovery of the joy of solving problems in mathematics
- Identifying talented young Australians, recognising their achievements and providing support that will enable them to reach their own levels of excellence

### **Australian Informatics Competition**

Students who have achieved excellent results in the Australian Mathematics Competition can be invited to enter the Australian Informatics Competition. This involves a one hour paper which is in multiple choice and short answer format. The questions involve some mathematical ideas related to computing and determine whether a student might have a talent for designing and writing programs. No experience in computer programming is necessary.

### **Enrichment Program for Young Australians**

The Enrichment Program, written and organised by the Australian Maths Trust, is a six-month program that commences in April. It comprises comprehensive student and teacher support notes. The materials are designed to be a systematic structured course over the duration of the program and which students are intended to keep for on-going reference.

The Enrichment Program is not run in formal classes but is available to interested students who wish to study areas of mathematics outside the normal curriculum.

## SCIENCE

**Length of course:** Year long / 4 periods per week

### Brief Description / Outline:

The key topics of living systems, growth and reproduction are investigated including a study of cells as the basic unit of life. The concept of energy underlines the key topics of energy use, physical and chemical change; elements, compounds and mixtures; rocks and mining. Students finish off the year with a study of forensics.

Students are expected to work scientifically by selecting and using a range of equipment, collecting data accurately, presenting data in appropriate ways and drawing conclusions and relating them to the aim of the investigation being undertaken.

Assessment is based on key criteria and progression through these criteria can be tracked from year to year. Knowledge and skills are demonstrated across a range of differentiated tasks. These include: topic tests, practical logbook, Scientific posters, extended investigations and oral presentations.

### Brief Course and Assessment outline:

	Course Outline *	Assessment Summary
Term 1	Living Systems: circulatory, respiratory, digestive, reproductive	<ol style="list-style-type: none"> <li>1. Science Understanding</li> <li>2. Planning and Conducting Investigations</li> <li>3. Analysing and Evaluating information</li> <li>4. Communication</li> <li>5. Collaboration</li> </ol>
Term 2	The Basic Unit of Life: Cells States of Matter Elements and Compounds	
Term 3	Substances React: Chemical Change The Rock cycle and Mining	
Term 4	Energy transformations Extended Investigation: Forensic Science	

\*Order of topics can be subject to change

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side  
1 x 48 Page book with both lined and graph pages

**Future Pathways:**

Year 7	Year 8	Year 9 (1 term each)	Year 10 (1 term each)	VCE
All students complete the same course.	All students complete the same course.	Year 9 Biology	Year 10 Biology	Biology Chemistry Physics Psychology
		Year 9 Chemistry	Year 10 Chemistry	
		Year 9 Physics	Year 10 Physics	
		Year 9 Investigation	Year 10 Investigation	

**Note**

- Students do a term of each of the Science subjects in Years 9 and 10

## SCIENCE EXTENSION

### Big Science Competition

This international competition tests critical thinking and problem-solving skills as well as science knowledge. The competition is organised by Australian Science Innovations, a not-for-profit organisation committed to providing high quality science extension programs that inspire, challenge and raise the aspirations of students in science. The results of this competition are often used to offer students other opportunities and residential programs and camps. Information regarding registration is advertised in the Parent Bulletin.

Website: [www.asi.edu.au/site/programs\\_bigscience.php](http://www.asi.edu.au/site/programs_bigscience.php)

## HUMANITIES

**Length of course:** Year long / 4 periods per week

### Brief Description / Outline:

The Year 8 Humanities program is based around the History and Geography Victorian Curriculum and develops student understandings of local and global environments, and the Medieval past. Semester 1 has a focus on Medieval History, while Semester 2 focuses on the geography of landforms, landscapes and water in the world.

The course and assessment tasks are differentiated to enable students of varying ability to access the curriculum.

### Medieval History

Students place historical events in order and understand their links to one another, using historical language and concepts. They develop research questions, using relevant information resources and develop an understanding and opinion on different events and people's views of the Medieval past.

### Geography

Students focus on landscapes and their landforms, the processes that shape them and the values and meanings placed on them by diverse cultures. Selected hazardous environments are examined as well as the management of landscapes. Students collect and evaluate information from a range of sources including satellite images and atlas maps, and learn mapping conventions. Students collect, record and organize geographical data in a meaningful way to complete assessment tasks.

### Brief Course and Assessment outline:

	Course Outline*	Assessment Summary
Term 1	<ul style="list-style-type: none"> <li>• Viking History</li> <li>• European Medieval Society</li> </ul>	Research tasks Classwork
Term 2	<ul style="list-style-type: none"> <li>• The Black Death</li> <li>• The Crusades</li> <li>• A Medieval Asian Society</li> </ul>	Research tasks Classwork
Term 3	<ul style="list-style-type: none"> <li>• Geomorphic processes &amp; landforms</li> <li>• Spiritual, cultural and aesthetic value of landscapes</li> <li>• Volcanoes &amp; earthquakes</li> </ul>	Research tasks Classwork
Term 4	<ul style="list-style-type: none"> <li>• Landscapes formed by Water</li> <li>• Drought, El Nino &amp; fire</li> <li>• Cyclones, La Nina &amp; floods</li> </ul>	Research tasks Classwork

\*Order of topics can be subject to change

**Materials:** 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side

**Future Pathways:**

Geography to Victorian Curriculum Level 10 and VCE History, Legal Studies and Outdoor & Environmental Studies

### HUMANITIES EXTENSION

National History Challenge, which is a research-based competition that requires students to engage with primary sources and challenge themselves, with a particular focus on sources and stories that are directly connected to their lives.

All assessment tasks for Humanities are differentiated, meaning that students will always have an option available to them that is appropriately challenging without being overwhelming. The curriculum and content are also differentiated, such as having the opportunity to extend the core requirements of the curriculum to a level that is suited to them, such as creating physical models of a topic.

## HEALTH

**Length of course:** Year long / 4 periods per week

### Brief Description / Outline:

In this unit, students investigate physical, mental and social experiences in the adolescent stage of the lifespan. They take part in activities to develop their personal identity and values, and the importance of fitness components in various sports. They analyse influences on personal and family food selection, and identify major nutritional needs for growth and activity. Students also identify risk-taking behaviours and harm-minimization strategies. Students identify the health concerns of young people and the strategies and health resources that are designed to improve their health. They analyse influences on personal and family food selection, and identify major nutritional needs for growth and activity.

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
Values and Relationships	Bookwork assessment task Wellbeing beliefs and values Personal identification
Fitness components	Training program assignment Muscle and skeletal systems Types of fitness
Nutrition	Weekly eating plan Nutrient identification Balanced diet
Sexual education	Assignment on healthy relationships/Media influence Marketing
Drug Education	Assessment on drug of interest Legal illegal Classification of drugs

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side

## PHYSICAL EDUCATION

**Length of course:** Year long / 4 periods per week

### Brief Description / Outline:

In Physical Education students perform complex movement and manipulative skills, measure their own fitness and physical activity levels, and identify factors that influence motivation to be physically active. They combine the use of skills, strategies, and tactics to improve their understanding of performance needs in major sports.

### Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Term 1	Swimming Athletics Game Sense	Vic Swim standards Athletic Sports Rules and participation
Term 2	Netball Aussie Rules Fitness training Soccer	Participation Participation Bio Tech Participation
Term 3	Badminton Table Tennis Soft Cross Indoor Hockey Korfball	Understanding of rules – class work Understanding of rules – class work
Term 4	Basketball Volleyball Softball Cricket Swimming	

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side

## INDONESIAN

**Length of course:** Year long / 4 periods per week

### Brief Description / Outline:

#### Semester 1:

Students study classroom objects, ages, telling the time, days of the week, months, daily routine and family. Bali is the cultural focus, including its history, culture, traditions and family lifestyle. Much of this is taught through traditional stories. Classroom activities include songs, games, listening comprehensions, written exercises, role plays, written projects and tests.

#### Semester 2:

This unit focuses on Indonesia's regional diversity. Traditional stories deepen understanding of a variety of traditional Indonesian housing styles. Students design and describe their dream home. They study traditional costumes, the occasions for which they are worn and how this influences Indonesian fashion today, parts of the body and what people look like. Classroom activities include a fashion parade, songs, games, listening comprehensions, written exercises, interviews, written projects and tests.

### Brief Course and Assessment outline:

	Course Outline	Assessment Summary
<b>Semester 1</b>	Ask and answer questions in Indonesian about classroom objects, ages, times, days, months, and family members. Study daily routine in Indonesia, Balinese family life, Balinese culture, the history of Bali and traditional stories.	Weekly homework sheets Role play in Indonesian Daily routine written project Cultural knowledge test Listening test Written test
<b>Semester 2</b>	Learn to say who owns something, pronouns, describe people, houses and their surroundings. Study traditional Indonesian house styles and stories, traditional and western clothing, parts of the body, describe people's appearance and what they are wearing, take part in 'dress ups' and finish with a fashion parade	Weekly homework sheets Family written project Dream home written project Interview about family and dream home Cultural knowledge test Listening test Written test

**Materials:** 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side

**Future Pathways:** Year 9 Indonesian

## INDONESIAN EXTENSION

Participation in on-line language learning activities and competitions. If time permits, students undertake a research project on an Indonesian cultural topic of their choice.

## VISUAL COMMUNICATION DESIGN (VCD)

**Length of course:** One term / 4 periods per week

### Brief Description / Outline:

In Year 8 VCD, students respond to design briefs using appropriate skills and techniques to communicate a number of ideas for a specific purpose or audience. Each design task requires students to follow a design process of brainstorming, exploring and refining in order to produce final designs. There is a particular focus on students using graphical equipment, such as rulers and templates, so designs are accurate, precise and visually appealing.

Students identify, using appropriate visual communication language, the use and manipulation of design elements and principles in their own designs as well as in historical designs.

### Brief Course and Assessment outline:

Course Outline *	Assessment Summary
Topic 1: Communication Design	Practical Task
Topic 2: Communication Design	Practical Task
Topic 3: Environmental Design	Practical Task
Topic 4: Industrial Design	Practical Task
Topic 5: Design Analysis	Written Task

\*Order of topics can be subject to change

**Materials:** 2 x Sketch Pad Spiral 20 pages

Set of 12 coloured pencils, HB Pencil, Eraser, Pencil Sharpener

Black 0.6mm Fineliner

30mm Ruler

### Future Pathways:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Year 7 Graphics	Year 8 Graphics	Year 9 Graphics (Basic)	Year 10 Graphics (Advanced)	Year 11 Visual Communication Design Units 1&2	Year 12 Visual Communication Design Units 3&4

## VISUAL ARTS

**Length of course:** One term / 4 periods per week

### Brief Description / Outline:

In this unit students respond to a design brief involving an independent project. They also brainstorm, explore, refine and present artworks that address different purposes. Students trial a variety of ideas, mediums and techniques, including typography generating software on the computer, selecting the most appropriate for each exercise. A printmaking program includes techniques including frottage, collograph, relief, screen and monoprinting. Written assignments deal with Street Art in Australia and an Analysis of Printmaking created by international artists.

### Brief Course and Assessment outline:

	Course Outline *	Assessment Summary
Topic 1	Front Cover Design	Practical Assessment Task
Topic 2	Street Art Assignment	Written Assessment Task
Topic 3	Printmaking Program	Practical Assessment Tasks
Topic 4	Printmaking Assignment	Written Assessment Task

\*Order of topics can be subject to change

**Materials:** 2 x Sketch Pad Spiral 20 pages, 2B graphite pencil, coloured pencils

### Future Pathways:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Year 7 Art	Year 8 Art	Year 9 2D Art Year 9 3D Art	Year 10 2D Art Year 10 3D Art	Studio Arts Units 1&2	Studio Arts Units 3&4

## MUSIC

**Length of course:** One term/ 4 periods per week

### Brief Description / Outline:

Students build on their performance skills in keyboard and guitar. This also provides a learning platform for theory knowledge including scales, chords and aural work. Rhythm reading and drumming is also undertaken with a study of African drumming and an assignment on non-pitched instruments. Creative work includes notated and original rhythmic compositions on a variety of instruments, which are performed and evaluated. Listening to a range of musical styles and analysing elements of music is also covered.

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
Performance skills	Guitar and keyboard performances
Theory development	Worksheets, tests and ICT music programs.
Rhythmic development	Assignment and performances
Creative work	Original compositions
Listening and Analysis	Sequential listening activities

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side  
Binder Folder A4, 4 Ring 25mm spine

### Future Pathways:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Year 7 Music (1 semester)	Year 8 Music (1 term)	Year 9 Music (elective)	Year 10 Music (elective)	Unit 1&2 VCE Music	Unit 3&4 VCE Music
			Unit 1&2 VCE Music	Unit 3&4 VCE Music	

## TEXTILES

**Length of course:** One term / 4 periods per week

### Brief Description / Outline:

In this unit students develop a range of ideas in response to a design brief for a 'Crazy Critter' developed from a variety of inspirational sources. They follow a design process involving brainstorming ideas, exploring possibilities and refining, to arrive at a final solution for this textiles product. Students learn pattern making and enrichment techniques including fabric painting and printmaking. They learn how to use a sewing machine to construct their product and they negotiate criteria for evaluation. Bookwork records their journey and also includes topics involving fibres and fabrics.

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
Design Process	Practical Assessment Task
Pattern Making	Practical Assessment Task
Product Decoration and Construction	Practical Assessment Task
Evaluation	Written Assessment Task
Cotton Assignment	Written Assessment Task

**Materials:** 2 x 48 Page Exercise/Binder Book 8mm with holes punched on side  
Pens, graphite pencils, coloured pencils, eraser

### Future Pathways:

Year 7	Year 8	Middle School		Year 11	Year 12
Year 7 Textiles (1 semester)	Year 8 Textiles (1 term if offered)			Unit 1&2 VCE Studio Arts	Unit 3&4 VCE Studio Arts

## FOOD TECHNOLOGY

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

Students build on skills and knowledge acquired in Year 7 home economics (or food tech). Students learn the importance of producing food safely and hygienically and within a time frame. New kitchen appliances and equipment are introduced and used as part of the production classes. Meals and snacks are planned, produced and evaluated, taking into consideration healthy eating principals and the dietary needs of adolescents. Living skills such as reading food labels, food ordering and shopping are also addressed.

### Brief Course and Assessment outline:

Course Outline *	Assessment Summary
Topic 1: Food safety and hygiene	Test
Topic 2: Basic nutrition and menu planning	Design briefs
Topic 3: Recipe basics and cooking techniques	Practical observation
Topic 4: Properties and use of foods within each of the five food groups	Research project Practical observation

\*Order of topics can be subject to change

**Materials:** Bring a container on prac days to take home leftovers  
2 x 96 Page Exercise/Binder Book 8mm with holes punched on side

### Future Pathways:

Food Studies is an elective throughout middle school and leads to VET Hospitality in Year 11.

## WOOD TECHNOLOGY

**Length of course:** One term / 4 periods per week

### **Brief Description / Outline:**

Students are introduced to workshop safety and organisation. They use a range of measuring and marking out tools in the construction of basic joints and small projects. The emphasis is on attention to detail and an understanding of basic woodworking practices and design skills. Students generate ideas, plan and design their own wooden model.

### **Brief Course and Assessment outline:**

Course Outline *	Assessment Summary
Safety in the workplace	Test
Hand-skill development	Practical observation
Design & production of wooden model	Design brief
Review of product	Final report

\*Order of topics can be subject to change

**Materials:** 2 x 48 Page GRID Exercise/Binder Book 10mm squares with holes punched on side

## PERFORMANCE PRODUCTION

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 2 periods per week

### Brief Description / Outline:

In this program, students work collaboratively towards a performance at the end of the year. They are given the opportunity to develop skills in the Arts and Technology areas that contribute to the success of such a production. In Semester one they participate in Graphics, Art, Textiles and Drama classes learning the basics of promotion, painting on a large scale, sewing and script writing. In Term three students can specialize in the area of their choice to extend on these skills directing them towards the actual performance. In addition to the above selected students will also have an opportunity to participate in Music, Woodwork, Media and Sound and Lighting during Term four.

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
Graphics : Promotional materials.	Practical tasks
Art : Set Painting, puppet construction.	Practical tasks
Textiles : Sewing skills, puppet construction.	Practical tasks
Drama : Theatre skills. Script writing	Written and practical tasks
Woodwork : Set construction	Practical tasks
Music : Performance	Practical task
Sound and Lighting :	Practical tasks

**Materials:** 46 page exercise book

**Future Pathways:** Middle School Drama