

2025 YEAR 7 CURRICULUM GUIDE

KEEBRA PARK
STATE HIGH SCHOOL



KNOW



PERFORM



ACHIEVE





TABLE OF CONTENTS

GENERAL INFORMATION	3
WHAT WILL STUDENTS CHOOSE?.....	ERROR! BOOKMARK NOT DEFINED.
YEAR 7 – 12 SUBJECT FLOWCHART	ERROR! BOOKMARK NOT DEFINED.
CORE SUBJECTS	5
ENGLISH.....	5
MATHEMATICS.....	6
SCIENCE	7
HISTORY AND GEOGRAPHY	8
HEALTH AND PHYSICAL EDUCATION.....	8
ELECTIVE SUBJECTS	10
BUSINESS	10
MATERIALS AND TECHNOLOGIES.....	11
ENGINEERING PRINCIPLES.....	12
DIGITAL SOLUTIONS	13
ROBOTICS AND PROGRAMMING.....	14
FOOD TECHNOLOGIES.....	15
VISUAL ARTS.....	16
MEDIA ARTS.....	17
DANCE.....	18
DRAMA.....	19
MUSIC.....	20
HARMONY ARTS	21



General Information

This handbook offers information to assist Keebra Park State High School students make informed decisions about their core and elective subject selections throughout their first year of high school.

Year 7 is the start of the high school journey for our students, starting with the transition from primary school through to preparing for the senior years of high school. Through the early years of high school, we aim to create a curriculum structure that balances both student choice and our commitment to producing well-rounded individuals as they strive to develop an identity for themselves and make responsible educational choices. Students learn best when they are given varied, rich, and challenging learning experiences and opportunities that align with their abilities and interests, which is why we offer a range of electives in years 7 to accompany the core subjects aligned with the Australian Curriculum.

We understand that a student's journey to secondary school offers exciting opportunity mixed with some uncertainties, therefore providing learning opportunities within a range of specialist subject areas enables students to explore their strengths, growth areas and options for the future.

Students are encouraged to seek the advice and guidance received from discussions with parents and carers, teachers while participating in core and elective subjects throughout year 7, so they have the ability to make informed subject choices as they enter the senior years of schooling.

Year 7 students will study (6) core subjects and rotate through a variety of elective subjects. The core subjects Maths, English and Science are studied for a full semester. Humanities and HPE are studied for a Semester each. Elective subjects may be studied for either a term or a full semester (depending on the subject).

- **Core subjects:** English, Maths, History, Geography, Science and Health and Physical Education (HPE)
- **Elective:** Business, Materials and Technologies, Engineering Principles, Digital Solutions, Robotics and Programming, Food Technologies, Visual Arts, Media Arts, Dance, Drama, Music, Harmony Arts.

Some of the most important school decisions concern the subject choices and elective experiences in the junior years as these offerings will help decide the career path a student may wish to follow in the senior years of schooling.

If you have any questions, please feel free to contact the relevant Head of Department of individual subjects. If you are enrolled in an excellence program in Year 7 you will continue with your program next year. If you would like to apply for an excellence program you can see the relevant curriculum Head of Department and collect an application form from the office. For more information regarding our excellence programs, please refer to the links on the previous page

The best general advice about Year 7 and 8 subject offerings is to explore as many options as possible and come to understand the subjects you enjoy and in which you achieve well.



KNOW



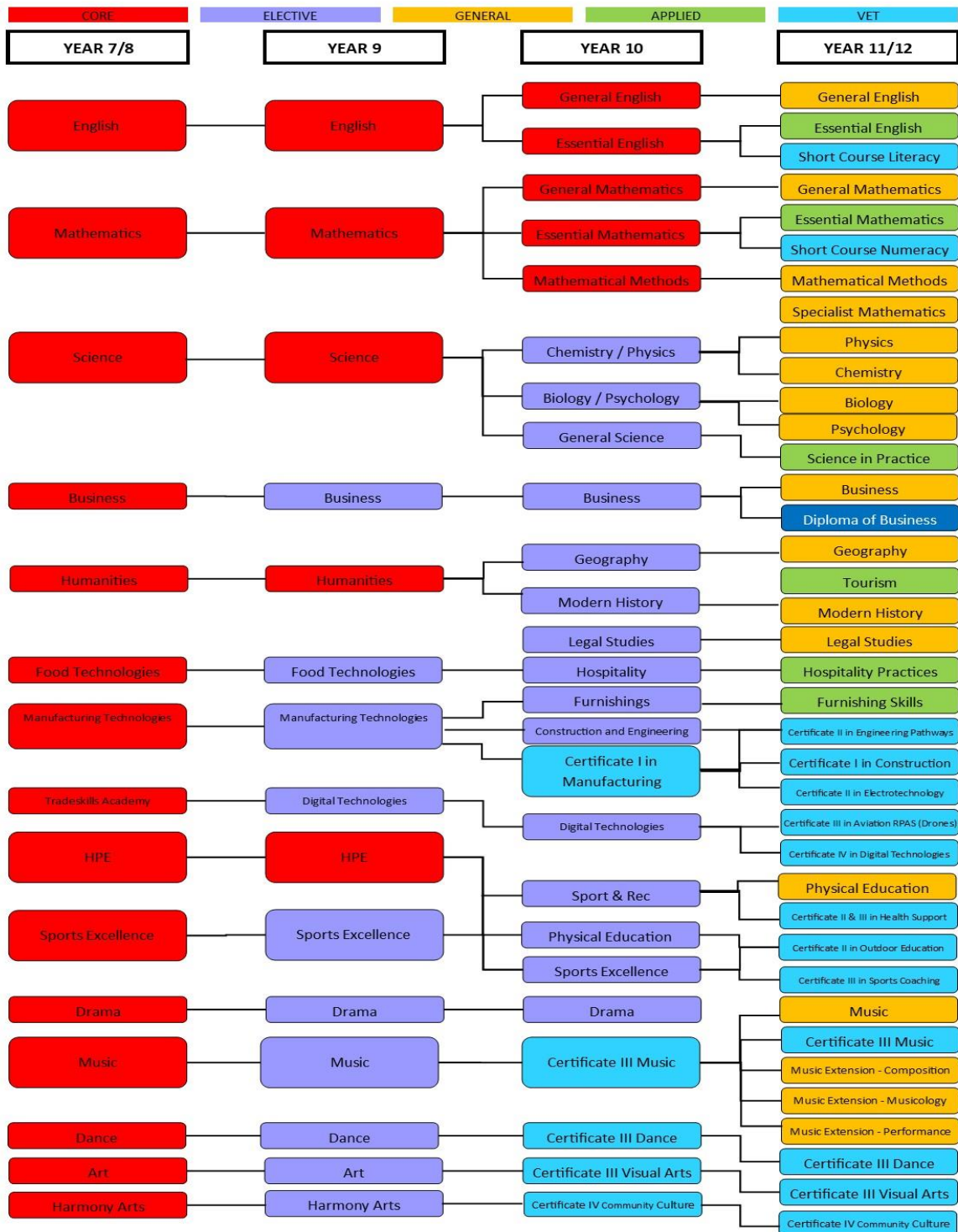
PERFORM



ACHIEVE



Year 7 – 12 Subject Flowchart





Core Subjects

English

Department: English

Core

COURSE DESCRIPTION

By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning.

They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.

<p style="text-align: center;">COURSE OUTLINE</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Indigenous poetry and texts • Novel and Character studies • Film and Documentary studies • Narrative genres 	<p style="text-align: center;">ASSESSMENT</p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Imaginative written • Persuasive spoken • Writing for a public audience • Analytical written essay
<p style="text-align: center;">ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS</p> <ul style="list-style-type: none"> • USB • BYOD personal device 	<p style="text-align: center;">SUBJECT LEADS TO:</p> <ul style="list-style-type: none"> • General English • Essential English



Mathematics

Department: Mathematics

Core

COURSE DESCRIPTION

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

<p style="text-align: center;">COURSE OUTLINE</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Number • Algebra • Measurement • Probability • Graphing • Statistics 	<p style="text-align: center;">ASSESSMENT</p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Exams • Problem solving tasks
<p style="text-align: center;">ESSENTIAL RESOURCES</p> <ul style="list-style-type: none"> • Scientific calculator (CASIO fx-82AU PLUS II) • Exercise book • HB pencil, pens • BYOD personal device 	<p style="text-align: center;">SUBJECT LEADS TO:</p> <ul style="list-style-type: none"> • Essential Mathematics • General Mathematics • Mathematical methods • Specialist Methods



Science

Department: Science

Core

COURSE DESCRIPTION

By the end of Year 7 students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and predict the effects of environmental changes. They model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. They represent and explain the effects of forces acting on objects. They use particle theory to explain the physical properties of substances and develop processes that separate mixtures. Students identify the factors that can influence development of and lead to changes in scientific knowledge. They explain how scientific responses are developed and can impact society. They explain the role of science communication in shaping viewpoints, policies and regulations.

Students plan and conduct safe, reproducible investigations to test relationships and aspects of scientific models. They identify potential ethical issues and intercultural considerations required for field locations or use of secondary data. They use equipment to generate and record data with precision. They select and construct appropriate representations to organise data and information. They process data and information and analyse it to describe patterns, trends and relationships. They identify possible sources of error in methods and identify unanswered questions in conclusions and claims. They identify evidence to support their conclusions and construct arguments to support or dispute claims. They select and use language and text features appropriately for their purpose and audience when communicating their ideas and findings.

COURSE OUTLINE	ASSESSMENT
<p>Topics include:</p> <ul style="list-style-type: none"> • Physics – Forces • Chemistry – Particle theory, properties of substances • Biology – Ecosystem relationships, classification • Earth Science – Earth in the Solar System 	<p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Research Investigations • Experimental Investigations • Exams • Folio of Work
ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS	SUBJECT LEADS TO:
<ul style="list-style-type: none"> • Science Quest 7 textbook • Scientific calculator • Exercise book • HB pencils, pens 	<ul style="list-style-type: none"> • Physics General • Chemistry General • Biology General • Science in Practice Applied



History and Geography

Department: Humanities

Core

COURSE DESCRIPTION

In Year 7 students will spend a semester studying Humanities – a combination of History and Geography.

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China. The geography component of the course focuses on water as a renewable environmental resource. Students examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

History and Geography assist students to develop skills that are invaluable, both whilst at school, in further education and in the work force. Students will focus on the use of primary and secondary sources to inform inquiry, developing their understanding of the world around them.

<p style="text-align: center;">COURSE OUTLINE</p> <p>History</p> <ul style="list-style-type: none"> • Ancient Societies <p>Geography</p> <ul style="list-style-type: none"> • Water and the World 	<p style="text-align: center;">ASSESSMENT</p> <ul style="list-style-type: none"> • Short response exams • Investigation – inquiry tasks (research)
<p style="text-align: center;">ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS</p> <ul style="list-style-type: none"> • Exercise book, ruler, highlighters, pens, pencils etc • BYOD personal device 	<p style="text-align: center;">SUBJECT LEADS TO</p> <ul style="list-style-type: none"> • Modern History • Geography • Tourism



Health and Physical Education

Core

COURSE DESCRIPTION

Throughout year 7, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

<p style="text-align: center;">COURSE OUTLINE</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Alcohol and other drugs (AD) • Food and nutrition (FN) • Health benefits of physical activity (HBPA) • Mental health and wellbeing (MH) • Relationships and sexuality (RS) • Safety (S) • Challenge and adventure activities (CA) • Games and sports (GS) • Lifelong physical activities (LLPA) • Rhythmic and expressive movement activities (RE). 	<p style="text-align: center;">ASSESSMENT</p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Exam • Multimodal presentation • Action research report
<p style="text-align: center;">ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS:</p> <ul style="list-style-type: none"> • Sports uniform • Stationery 	<p style="text-align: center;">SUBJECT LEADS TO</p> <ul style="list-style-type: none"> • Physical Education • Health and Psychology • Sport and Recreation • Sport and Fitness • Certificate III in Sports Coaching (Sport Academy students only)



Elective Subjects

Business

Department: Humanities

Elective

COURSE DESCRIPTION

This term-long subject is designed to provide students with a practical introduction to the world of business and entrepreneurship. Students will develop skills and acquire knowledge, which may enable them to become confident and competent participants in the business community. The course also introduces students to financial literacy and teaches the necessary skills, values and behaviours to be responsible consumers in society.

As all fields of employment involve at least some contact with aspects of business, studying this subject will enable students to make informed decisions and work effectively in a variety of career paths.

<p style="text-align: center;">COURSE OUTLINE</p> <ul style="list-style-type: none"> Producers and consumers 	<p style="text-align: center;">ASSESSMENT</p> <ul style="list-style-type: none"> Market Day preparation and written reflection
<p style="text-align: center;">ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS</p> <ul style="list-style-type: none"> Class resources – exercise book, ruler, highlighters, pens, pencils etc BYOD personal device 	<p style="text-align: center;">SUBJECT LEADS TO</p> <ul style="list-style-type: none"> Business Diploma in Business



Materials and Technologies

Department: Technologies

Elective

COURSE DESCRIPTION

Materials and Technologies is a practical subject with a hands-on approach which aims to increase students' knowledge and develop confidence when working with technologies. This will be achieved by allowing students to make informed decisions in the selection of tools, machines, hardware and materials to create a solution to real-life problems. Students will engage in the design process to give structure to the "Investigate, design and make journey" that underpins this subject.

<p style="text-align: center;">COURSE OUTLINE</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Workshop, Tool and Machine • Hardware justification/selection • Material and tool justification/selection • Jointing methods and techniques 	<p style="text-align: center;">ASSESSMENT</p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Practical Project • Design Portfolio 										
<p style="text-align: center;">ESSENTIAL RESOURCES</p> <ul style="list-style-type: none"> • 2H pencil • Eraser • Pencil sharpener • Note pad 	<p style="text-align: center;">SUBJECT LEADS TO:</p> <p>Senior Subjects</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">• Furnishing</td> <td style="text-align: right;">Applied</td> </tr> <tr> <td style="padding-left: 20px;">• Certificate II Engineering Pathways</td> <td style="text-align: right;">VET</td> </tr> <tr> <td style="padding-left: 20px;">• Certificate I Construction</td> <td style="text-align: right;">VET</td> </tr> <tr> <td style="padding-left: 20px;">• Certificate III Aviation (Drones)</td> <td style="text-align: right;">VET</td> </tr> <tr> <td style="padding-left: 20px;">• Certificate II Electrotechnology</td> <td style="text-align: right;">VET</td> </tr> </table>	• Furnishing	Applied	• Certificate II Engineering Pathways	VET	• Certificate I Construction	VET	• Certificate III Aviation (Drones)	VET	• Certificate II Electrotechnology	VET
• Furnishing	Applied										
• Certificate II Engineering Pathways	VET										
• Certificate I Construction	VET										
• Certificate III Aviation (Drones)	VET										
• Certificate II Electrotechnology	VET										



Engineering Principles

Department: Technologies

Elective

COURSE DESCRIPTION

In Engineering Principles students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce a product. Students work independently and collaboratively. They specifically focus on preferred futures, taking into account ethics; social values; economic, environmental and sustainability factors. Students develop their creativity, innovation and enterprise skills.

Using a range of technologies including graphical representation techniques to communicate, students generate and represent original ideas and production plans in the form of a design folio. Upon completion of their design folio, students use a range of materials and hand and machine tools to safely make their product in our workshop.

<p style="text-align: center;">COURSE OUTLINE</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • the design process • materials properties • sustainable forms of energy • biomimicry, structures • workshop safety • use of hand and machine tools 	<p style="text-align: center;">ASSESSMENT</p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Practical Project • Design Portfolio 										
<p style="text-align: center;">ESSENTIAL RESOURCES</p> <ul style="list-style-type: none"> • 2H pencil • Eraser • Pencil sharpener • Note pad 	<p style="text-align: center;">SUBJECT LEADS TO:</p> <p>Senior Subjects</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="padding-left: 20px;">• Furnishing</td> <td style="text-align: right;">Applied</td> </tr> <tr> <td style="padding-left: 20px;">• Certificate II Engineering Pathways</td> <td style="text-align: right;">VET</td> </tr> <tr> <td style="padding-left: 20px;">• Certificate I Construction</td> <td style="text-align: right;">VET</td> </tr> <tr> <td style="padding-left: 20px;">• Certificate III Aviation (Drones)</td> <td style="text-align: right;">VET</td> </tr> <tr> <td style="padding-left: 20px;">• Certificate II Electrotechnology</td> <td style="text-align: right;">VET</td> </tr> </tbody> </table>	• Furnishing	Applied	• Certificate II Engineering Pathways	VET	• Certificate I Construction	VET	• Certificate III Aviation (Drones)	VET	• Certificate II Electrotechnology	VET
• Furnishing	Applied										
• Certificate II Engineering Pathways	VET										
• Certificate I Construction	VET										
• Certificate III Aviation (Drones)	VET										
• Certificate II Electrotechnology	VET										



Digital Solutions

Department: Technologies

Elective

COURSE DESCRIPTION

In Digital Solutions students will use a hands-on approach to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. Students will be given opportunities to generate solutions that are relevant in real life. Processes include but are not limited to; Unity, 3D modelling, coding, virtual reality, augmented reality, SQL and product development.

<p style="text-align: center;">COURSE OUTLINE</p> <p>Topics may include:-</p> <ul style="list-style-type: none"> • Gaming • Augmented reality • Virtual reality • SQL • Drones 	<p style="text-align: center;">ASSESSMENT</p> <p>A digital solution to a problem or scenario,</p> <ul style="list-style-type: none"> • A game or simulation in a general-purpose programming language • Multimodal response
<p style="text-align: center;">ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS:</p> <ul style="list-style-type: none"> • BYOD personal device • 16GB USB • A4 sketch pad • 2B and HB pencil • Black felt tip pen • Digital excursions as they appear per calendar year 	<p style="text-align: center;">SUBJECT LEADS TO:</p> <p>Senior Subjects</p> <ul style="list-style-type: none"> • Certificate IV IT VET • Certificate III Aviation (Drones) VET



Robotics and Programming

Department: Technologies

Elective

COURSE DESCRIPTION:

Robotics and Programming is a hands-on approach to fulfil design requirements and criteria's within society. Students are given real-life problems to create solutions through a variety of hands-on practical process. Processes are not limited to; robotics, sketching techniques, coding, Unity, 3D modelling, prototyping.

<p style="text-align: center;">COURSE OUTLINE</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Gaming • Robotics • Augmented reality • Virtual reality • SQL • Drones 	<p style="text-align: center;">ASSESSMENT</p> <p>A digital solution to a problem or scenario,</p> <ul style="list-style-type: none"> • A game or simulation in a general-purpose programming language • Multimodal response
<p style="text-align: center;">ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS:</p> <ul style="list-style-type: none"> • BYOD personal device • 16GB USB • A4 sketch pad • 2B and HB pencil • Black felt tip pen • Digital excursions as they appear per calendar year 	<p style="text-align: center;">SUBJECT LEADS TO:</p> <p>Senior Subjects</p> <ul style="list-style-type: none"> • Certificate IV IT VET • Certificate III Aviation (Drones) VET



Food Technologies

Department: Technologies

Elective

COURSE DESCRIPTION:

In Food Technology students are given the opportunity to learn about where their food comes from, how it is produced and how they can prepare it. They will make decisions about selecting ingredients and designing menus for a variety of situations. There will be a focus on equipping students with the skills to plan, prepare and produce food that is healthy and nutritious and appealing for themselves, friends and family while incorporating the Design Process. The major focus of classes is on developing students' practical skills and learning new techniques.

Students will be given the opportunity to acquire a wide range of knowledge and skills within a diverse range of elective topics. Elective unit topics include food, health and nutrition, hygiene, safety and developing skills and techniques in food preparation using appropriate equipment.

COURSE OUTLINE	ASSESSMENT
<p>Topics may include:</p> <ul style="list-style-type: none"> • Food hygiene and safety • Food selection • Food preparation methods and techniques • Food for health • Sustainability 	<p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Process journal • Written project • Practical tasks
<p>ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS:</p> <ul style="list-style-type: none"> • Ingredients and course supplies will be provided each week as part of the Resource Levy. 	<p>SUBJECT LEADS TO:</p> <ul style="list-style-type: none"> • Year 10 – Food and Textiles Technology • Year 11-12 Hospitality Practices (Applied)



Visual Arts

Department: The Arts

Elective

COURSE DESCRIPTION

Visual Art uses a variety of design techniques to explore the elements and principles of Art to create drawings, paintings and sculptures. Students create visual art works that communicate, challenge and express their own and others' ideas. They develop critical reasoning and practical skills through exploring and expanding their understanding of their world. Furthermore, students learn about the role of the artist and his/ her contribution to society.

In Junior Visual Art, a range of activities will assist students in:

- acquiring skills appropriate to the making of artworks;
- developing creativity in processes; and
- developing an appreciation and understanding of the work of others.

<p>COURSE OUTLINE</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Abstract portraits • Pop art • Relief printing • Clay 	<p>ASSESSMENT</p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Folio and final portrait • Responding essay • Acrylic painting
<p>ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS:</p> <ul style="list-style-type: none"> • Visual diary 	<p>SUBJECT LEADS TO:</p> <ul style="list-style-type: none"> • Cert III in Visual Arts



Media Arts

Department: The Arts

Elective

COURSE DESCRIPTION

Media Arts builds on each student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representation, audience, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences.

In Junior Media Arts, a range of activities will assist students in:

- Explore and respond to media arts works, practices and contexts from across cultures, times, places and/or other contexts
- develop practices and skills across the three phases of production: pre-production, production, post-production
- create media works in forms such as print, audio, and moving image using production processes

<p>COURSE OUTLINE</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Short film/ photography • Conceptualising – Youth audience • Podcast, sound editing • Advertising, poster-making 	<p>ASSESSMENT</p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Film trailer – storyboard, shooting, editing • Responding essay • Folio - storyboard, concept statement
<p>ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS:</p> <ul style="list-style-type: none"> • Film academy workshop 	<p>SUBJECT LEADS TO:</p> <ul style="list-style-type: none"> • Certificate III in Visual Arts • Drama



Dance

Department: The Arts

Elective

COURSE DESCRIPTION

Dance is expressive movement with purpose and form. Through Dance, students express, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication.

Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

<p style="text-align: center;">COURSE OUTLINE</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Popular dance • Hip hop • Social dance • World dance 	<p style="text-align: center;">ASSESSMENT</p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Performance • Responding to dance – essay • Choreography
<p style="text-align: center;">ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS</p> <ul style="list-style-type: none"> • Dance workshop 	<p style="text-align: center;">SUBJECT LEADS TO:</p> <ul style="list-style-type: none"> • Certificate III in Dance



Drama

Department: The Arts

Elective

COURSE DESCRIPTION

Drama aims to develop students' confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity.

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyses their own and others' stories and points of view.

Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

<p style="text-align: center;">COURSE OUTLINE</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Realism • Children's Theatre • Commedia Del Arte • Acting for Film • Live Performance 	<p style="text-align: center;">ASSESSMENT</p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Scripted performance • Responding to live theatre • Scriptwriting • Group devised performance
<p style="text-align: center;">ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS</p> <ul style="list-style-type: none"> • Pens, pencil, highlighters • Exercise book/journal • Theatre performance excursion 	<p style="text-align: center;">SUBJECT LEADS TO:</p> <ul style="list-style-type: none"> • General Drama



Music

Department: The Arts

Elective

COURSE DESCRIPTION

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music.

As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

<p style="text-align: center;">COURSE OUTLINE</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Music for Film • Gaming Music • Popular Music • World Music 	<p style="text-align: center;">ASSESSMENT</p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Performance • Analytical essay • Composition • Musicology exam
<p style="text-align: center;">ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS</p> <ul style="list-style-type: none"> • Student workbook • BYOD personal device 	<p style="text-align: center;">SUBJECT LEADS TO:</p> <ul style="list-style-type: none"> • Certificate III in Music • General Music • Music Extension



Harmony Arts Program

Department: The Arts

Elective

COURSE DESCRIPTION

The Harmony Arts Program (**HAP**) is an innovative program designed to provide students from culturally and linguistically diverse backgrounds with opportunities to learn and participate in cultural experiences from other countries. **HAP** values the learning of other cultures and languages that can assist students with the breaking down of barriers facing young people from culturally diverse backgrounds, and enables them to feel heard, valued, supported, and empowered. **HAP** also provides an opportunity for increased engagement from our wider school community in connecting and welcoming families from culturally diverse backgrounds into a broader range of school activities.

General Capabilities

- Understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities.
- Explore ways that culture shapes the use of language in a wide range of contexts.
- Make a realistic assessment of their abilities and achievements and prioritise areas for improvement.
- Plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals.
- Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives.
- Acknowledge the values, opinions, and attitudes of diverse groups within society and compare to their own points of view.

ASSESSMENT	SUBJECT LEADS TO:
<p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> • Performance: Song and Dance exploring various cultures • Costume Making: Various Cultures • Language: Common Language terms and greetings across various cultures 	<ul style="list-style-type: none"> • Certificate IV in Community Culture Year 10-12

*Note: This subject will require a levy to be paid.
Students will engage in various cultural workshops.*