

# 2025 YEAR 8 CURRICULUM GUIDE

KEEBRA PARK  
STATE HIGH SCHOOL



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PERFORM



ACHIEVE





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## General Information

This handbook provides information to assist Keebra Park State High School students have a clearer understanding about their core and elective subject offerings in year 8.

During Year 8, students will build on the foundations established in Year 7 with a focus on high levels of engagement in their studies. Students continue to develop taking more responsibility for their own learning and 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 are given varied, rich, and challenging learning experiences and opportunities that align with their abilities and interests. In year 8 we continue to offer a range of electives to accompany the core subjects aligned with The Australian Curriculum.

We understand that a student's journey throughout 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, weaknesses and options for the future.

Students are also encouraged to seek the advice and guidance received from discussions in class with teachers while participating in core and elective subjects throughout year 8, to support them with making informed subject choices as they enter the senior years of schooling.

### What will students' study?

Year 8 students will study (6) core subjects and rotate through a variety of elective subjects throughout the year. The core subjects Maths, English and Science are studied for a full semester, while 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 and Harmony Arts.

In line with our aim to provide a safe, supportive and inclusive learning environment, opportunity also exists for students to receive focussed teaching opportunities in Positive Education approaches to support the safety and wellbeing of all our students.

If you have any questions, please feel free to contact the relevant Head of Department of individual subjects. 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.

***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.***



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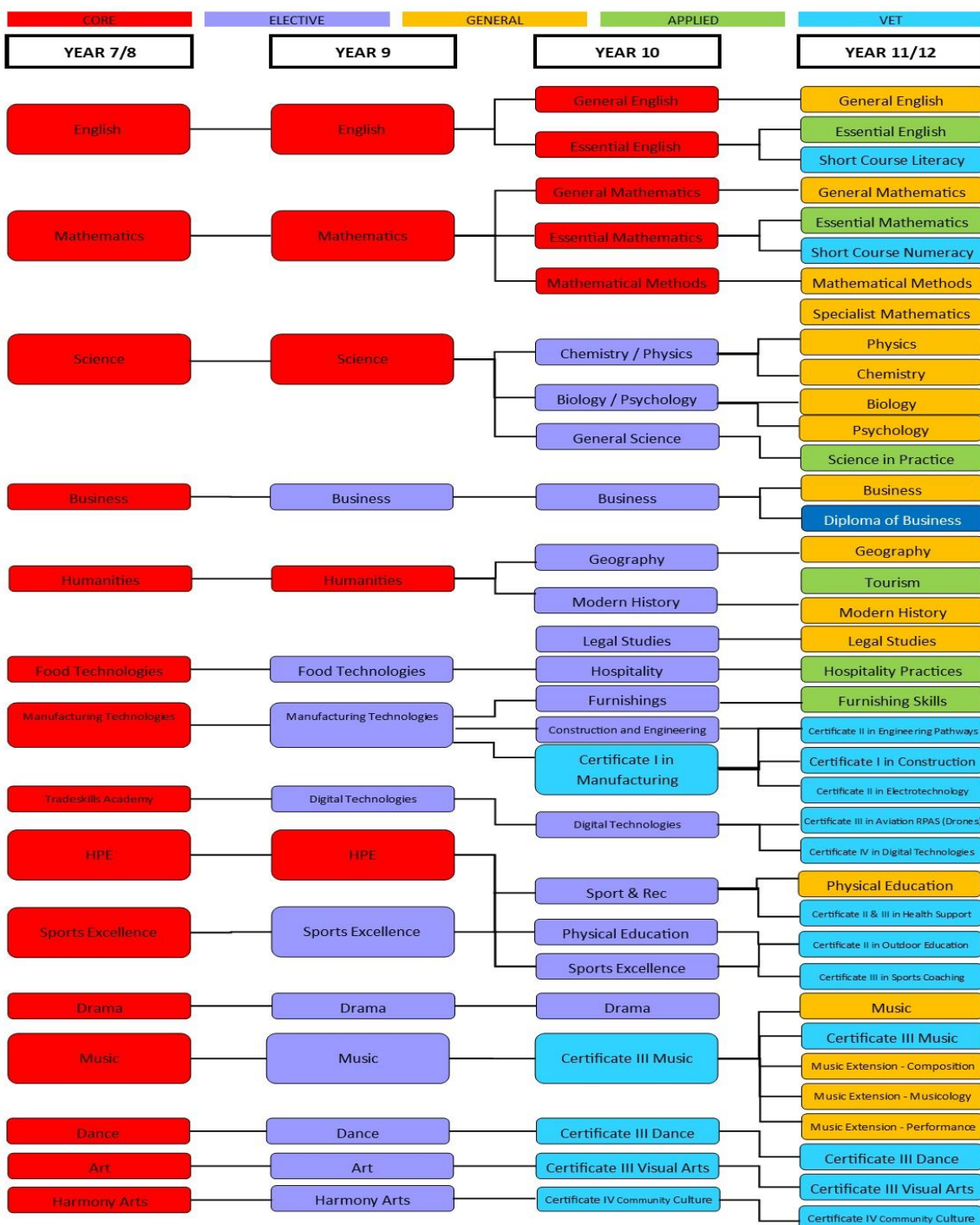
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## Year 7 – 12 Subject Flowchart





## Core Subjects

### English

Department: English

Core

#### COURSE DESCRIPTION

By the end of Year 8, 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 elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

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

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



# Mathematics

Department: Mathematics

Core

## COURSE DESCRIPTION

By the end of Year 8, students recognise irrational numbers and terminating or recurring decimals. They apply the exponent laws to calculations with numbers involving positive integer exponents. Students solve problems involving the 4 operations with integers and positive rational numbers. They use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts. Students apply algebraic properties to rearrange, expand and factorise linear expressions. They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. They make and test conjectures involving linear relations using digital tools.

Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles. Students use formulas to solve problems involving the area and circumference of circles. They solve problems of duration involving 12- and 24-hour cycles across multiple time zones. Students use 3 dimensions to locate and describe position. They identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity. Students apply the properties of quadrilaterals to solve problems. They conduct statistical investigations and explain the implications of obtaining data through sampling. Students analyse and describe the distribution of data. They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. Students represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems. They conduct experiments and simulations using digital tools to determine related probabilities of compound events.

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



## Science

Department: Science

Core

### COURSE DESCRIPTION

By the end of Year 8 students will explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They explain how the properties of rocks relate to their formation and influence their use. They compare different forms of energy and represent transfer and transformation of energy in simple systems. They classify and represent different types of matter and distinguish between physical and chemical change. Students analyse how different factors influence development of and lead to changes in scientific knowledge. They analyse the key considerations that inform scientific responses and how these responses impact society. They analyse the importance of science communication in shaping viewpoints, policies and regulations.

Students plan and conduct safe, reproducible investigations to test relationships and explore models. They describe potential ethical issues and intercultural considerations needed for specific field locations or use of secondary data. They select and use equipment to generate and record data with precision. They select and construct appropriate representations to organise and process data and information. They analyse data and information to describe patterns, trends and relationships and identify anomalies. They identify assumptions and sources of error in methods and analyse conclusions and claims with reference to conflicting evidence and unanswered questions. They construct evidence-based arguments to support conclusions and evaluate claims. They select and use language and text features appropriately for their purpose when communicating their ideas, findings and arguments to specific audiences.

COURSE OUTLINE	ASSESSMENT
<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Physics – Types and transformations of energy</li> <li>• Chemistry – Elements, compounds, chemical reactions</li> <li>• Biology – Structure and function of cells</li> <li>• Earth Science – Rock cycle and tectonic activity</li> </ul>	<p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> <li>• Experimental Investigations</li> <li>• Research Investigations</li> <li>• Exams</li> <li>• Folio of Work</li> </ul>
<p>ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS</p> <ul style="list-style-type: none"> <li>• Science Quest 8 Textbook</li> <li>• Scientific calculator</li> <li>• Exercise book</li> <li>• HB pencil, pens</li> </ul>	<p>SUBJECT LEADS TO:</p> <ul style="list-style-type: none"> <li>• Physics                      General</li> <li>• Chemistry                    General</li> <li>• Biology                        General</li> <li>• Psychology                    General</li> <li>• Science in Practice        Applied</li> </ul>



## History and Geography

Department: Humanities

Core

### COURSE DESCRIPTION

In Year 8, students will spend a semester studying Humanities – a term of History and another of Geography.

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The geography component of the course focuses on landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

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;"><b>COURSE OUTLINE</b></p> <p>History</p> <ul style="list-style-type: none"> <li>• Medieval Europe</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Landforms and Landscapes</li> </ul>	<p style="text-align: center;"><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Short and extended response exam.</li> <li>• Investigation – inquiry tasks (research).</li> </ul>
<p style="text-align: center;"><b>ESSENTIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Exercise book, ruler, highlighters, pens, pencils etc</li> <li>• BYOD personal device</li> </ul>	<p style="text-align: center;"><b>SUBJECT LEADS TO</b></p> <ul style="list-style-type: none"> <li>• Modern History</li> <li>• Geography</li> <li>• Tourism</li> </ul>





## Health and Physical Education

Core

### COURSE DESCRIPTION

By the end of Year 8, 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;"><b>COURSE OUTLINE</b></p> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• Alcohol and other drugs (AD)</li> <li>• Food and nutrition (FN)</li> <li>• Health benefits of physical activity (HBPA)</li> <li>• Mental health and wellbeing (MH)</li> <li>• Relationships and sexuality (RS)</li> <li>• Safety (S)</li> <li>• Challenge and adventure activities (CA)</li> <li>• Games and sports (GS)</li> <li>• Lifelong physical activities (LLPA)</li> <li>• Rhythmic and expressive movement activities (RE).</li> </ul>	<p style="text-align: center;"><b>ASSESSMENT</b></p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> <li>• Exam</li> <li>• Multimodal presentation</li> <li>• Action research report</li> </ul>
<p style="text-align: center;"><b>ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS:</b></p> <ul style="list-style-type: none"> <li>• Sports uniform</li> <li>• Stationery</li> </ul>	<p style="text-align: center;"><b>SUBJECT LEADS TO</b></p> <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Health and Psychology</li> <li>• Sport and Recreation</li> <li>• Sport and Fitness</li> <li>• Certificate III in Sports Coaching (Sport Academy students only)</li> </ul>



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



## 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;"><b>COURSE OUTLINE</b></p> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• Workshop, Tool and Machine</li> <li>• Hardware justification/selection</li> <li>• Material and tool justification/selection</li> <li>• Jointing methods and techniques</li> </ul>	<p style="text-align: center;"><b>ASSESSMENT</b></p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> <li>• Practical Project</li> <li>• Design Portfolio</li> </ul>										
<p style="text-align: center;"><b>ESSENTIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• 2H pencil</li> <li>• Eraser</li> <li>• Pencil sharpener</li> <li>• Note pad</li> </ul>	<p style="text-align: center;"><b>SUBJECT LEADS TO:</b></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 Pathway</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 Pathway	VET	• Certificate I Construction	VET	• Certificate III Aviation (Drones)	VET	• Certificate II Electrotechnology	VET
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## 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;"><b>COURSE OUTLINE</b></p> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• the design process</li> <li>• materials properties</li> <li>• sustainable forms of energy</li> <li>• biomimicry, structures</li> <li>• workshop safety</li> <li>• use of hand and machine tools</li> </ul>	<p style="text-align: center;"><b>ASSESSMENT</b></p> <p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> <li>• Practical Project</li> <li>• Design Portfolio</li> </ul>										
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• 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;"><b>COURSE OUTLINE</b></p> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• Gaming</li> <li>• Augmented reality</li> <li>• Virtual reality</li> <li>• SQL</li> <li>• Drones</li> </ul>	<p style="text-align: center;"><b>ASSESSMENT</b></p> <p>A digital solution to a problem or scenario,</p> <ul style="list-style-type: none"> <li>• A game or simulation in a general-purpose programming language</li> <li>• multimodal response</li> </ul>
<p style="text-align: center;"><b>ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS:</b></p> <ul style="list-style-type: none"> <li>• BYOD personal device</li> <li>• 16GB USB</li> <li>• A4 sketch pad</li> <li>• 2B and HB pencil</li> <li>• Black felt tip pen</li> <li>• Digital excursions as they appear per calendar year</li> </ul>	<p style="text-align: center;"><b>SUBJECT LEADS TO:</b></p> <p>Senior Subjects</p> <ul style="list-style-type: none"> <li>• Certificate IV IT <span style="float: right;">VET</span></li> <li>• Certificate III Aviation (Drones) <span style="float: right;">VET</span></li> </ul>



## 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;"><b>COURSE OUTLINE</b></p> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• Gaming</li> <li>• Robotics</li> <li>• Augmented reality</li> <li>• Virtual reality</li> <li>• SQL</li> <li>• Drones</li> </ul>	<p style="text-align: center;"><b>ASSESSMENT</b></p> <p>A digital solution to a problem or scenario,</p> <ul style="list-style-type: none"> <li>• A game or simulation in a general-purpose programming language</li> <li>• Multimodal response</li> </ul>
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## 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"> <li>• Food hygiene and safety</li> <li>• Food selection</li> <li>• Food preparation methods and techniques</li> <li>• Food for health</li> <li>• Sustainability</li> </ul>	<p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> <li>• Process journal</li> <li>• Written project</li> <li>• Practical tasks</li> </ul>
<p><b>ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS:</b></p> <ul style="list-style-type: none"> <li>• Ingredients and course supplies will be provided each week as part of the Resource Levy.</li> </ul>	<p><b>SUBJECT LEADS TO:</b></p> <ul style="list-style-type: none"> <li>• Year 10 – Food and Textiles Technology</li> <li>• Year 11-12 Hospitality Practices (Applied)</li> </ul>



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





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



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



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



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



## 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"> <li>• Performance: Song and Dance exploring various cultures</li> <li>• Costume Making: Various Cultures</li> <li>• Language: Common Language terms and greetings across various cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate IV in Community Culture Year 10 – 12</li> </ul>

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