

Terang College

9-10 Handbook



Principal: Mr Greg Button

In recent years, Terang College has undergone significant change in its approach to teaching and learning, curriculum and facilities with a particular focus on Years 9 & 10.

The outcome of these developments is the provision of a vibrant and comprehensive education for all students in a supportive, safe and welcoming environment where the wellbeing of the whole College Community is our major priority.

We provide a range of programs to cater for our diverse student population including VCE and VCAL, VET and School Based Apprenticeships at the Year 10 Level. Our College has strong links with the local community and works in partnership to support the social and emotional development of students. The College also has strong links with local further learning institutions as well as support from local organisations.

Some of our recent achievements include exceptional NAPLAN data, with our students exceeding like-school comparisons, indicating that the work that we are doing with our staff and students is having a positive impact on student achievement. Chess State Competitors, Instrumental Music Program, RACV Energy Breakthrough Participants, Students Participating at National Level in the sporting arena as well as a comprehensive learning technologies program with 1:1 iPad Program for students in Years 9 & 10.

Whether it is in striving for academic excellence, entry into university, further training or a trade, or pursuing music, sports or other interests, we aim to ensure every student is able to reach their maximum potential.

I am extremely proud and honoured to be Principal of such a wonderful school and I would like encourage and welcome parents to contact me at any stage with any further queries.

9-12 Sub-School Manager: Mr Matthew Irving

In the 9-12 sub-school students are encouraged to fulfil their learning and performance potential through a range of curricula and co-curricular programs. Students are prepared for a successful move into further study, employment and the broader community. The final three years of school are centred on making important decisions about individual strengths, interests, future study and career options. This is accomplished by fostering a caring atmosphere and establishing a sense of personal responsibility and self-esteem. At Terang College we recognise that each student is an individual with their own strengths and interests. To accommodate this individuality, we offer a variety of pathways such as the VCE, VCAL, VET and School Based Apprenticeships. These pathways allow our students to choose subjects that appeal to them and to study options that will benefit them in their life beyond school.

YEAR 9 CURRICULUM

ENGLISH

Within Year 9 we begin to focus on the skills needed to complete VCE or VCAL. Students are required to complete three text and one film study. As they analyse and dissect these texts they move past the literal into the inferred meaning, going beyond the obvious and looking at the subtext of the intent of the author and director. They must use evidence drawn from the texts to support their ideas and demonstrate their knowledge. There are several major writing pieces and oral presentations that are completed using the foundation skills of essay writing needed in VCE and VCAL. Within all assessments students are encouraged to increase their independence, taking a proactive role to improve their reading, writing and study skills through homework and classroom tasks.

MATHEMATICS

The focus for mathematics in year 9 is to explore the usefulness of mathematics. Students investigate how mathematics can be used to solve practical problems. This 'real-world' application to problem solving is aimed at arming students with skills that will be useful throughout their lives.

Content areas covered include:

- Statistics and Probability
- Algebra Number
- Geometry/Measurement.

In this year, the course concentrates on the development of the four proficiencies of mathematics as depicted by the Victorian Curriculum; which are understanding, fluency, problem solving and reasoning.

Understanding refers to students building a robust knowledge of adaptable and transferable mathematical concepts and structures. Students make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the "why" and the "how" of mathematics. Students build understanding when they:

- Connect ideas
- Represent concepts in different ways
- Identify commonalities and differences between aspects of content
- Describe their thinking mathematically
- Interpret mathematical information

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Fluency describes students developing skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately. Students are fluent when they:

- Make reasonable estimates
- Calculate answers efficiently
- Recognise robust ways of answering questions
- Choose appropriate methods and approximations
- Recall definitions and regularly use facts
- Can manipulate expressions and equations to find solutions

Problem solving is the ability of students to make choices, interpret, formulate, model and investigate problem situations, select and use technological functions and communicate solutions effectively. Students pose and solve problems when they:

- Use mathematics to represent unfamiliar or meaningful situations
- Design investigations and plan their approaches
- Apply their existing strategies to seek solutions
- Verify that their answers are reasonable

Reasoning refers to students developing an increasingly sophisticated capacity for logic, statistics, probabilistic thinking and actions such as conjecturing, hypothesising, analysing, proving, evaluating, explaining, inferring, justifying, refuting, abstracting and generalising. Students are reasoning mathematically when they:

- Explain their thinking
- Deduce and justify strategies used and conclusions reached
- Adapt the known to the unknown
- Transfer learning from one context to the other
- Prove that something is true or false
- Make inferences about data or the likelihood of events
- Compare and contrast related ideas and explain their choices

HUMANITIES

Civics and Citizenship

In this unit, students investigate the heritage of Victoria and Australia. They acknowledge the importance of the roles of governments in both Victoria and Australia. An in-depth study of how Australia became a Commonwealth and its links with Britain are explored. Democratic rights, human rights and the rights of Aboriginal and Torres Strait Islanders, integral to Australia's way of life, are focus topics.

History

An in-depth study of World War 1 provides an understanding of the causes of this war and the reasons why men enlisted. The places where Australians fought and the nature of warfare, including the Gallipoli campaign and the impact of the war are focus enquiry topics. The impact on Australians on the home front and the Conscription debate are focus areas. The commemoration of World War 1 includes debates about the nature and significance of the Anzac legend.

Geography

Mapping work associated with Australia includes the BOLTSS features used in maps. A study of European maps from 1914-1918 includes areas where Australians fought, alliances of countries prior to the outbreak of World War 1, the Gallipoli area and the Western Front.

A unit of work on 'Geographies of Interconnections: trade' includes topics on how trade connects people throughout the world, how trade connects Australia to the world, how food and fair trade operates, and Australia's foreign aid connection to the world.

Economics

Sectors of the economy include an investigation into primary, secondary, tertiary and quaternary industries. A mapping task of Australia's major economic regions is included in these investigations.

SCIENCE

Year 9 Science focuses on providing students with generic and transferable science skills and understandings while studying the branches of Biology, Chemistry, Geology, and Physics. The four areas of study cover the following topics;

Biology:

- Ecosystems, matter and energy flows
- The nervous, endocrine and immune systems of the human body

Chemistry:

- Matter, the nature of atoms, radioactivity
- Periodic table
- Chemical reactions



Physics:

- Electricity, electric circuits
- Electromagnetism
- Alternating and direct types of current

Geology:

- Continental drift, tectonic plates
- Earthquakes and volcanoes

Learning Science enables students to:

- Acquire scientific skills and conceptual knowledge
- Acquire and use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions
- Recognise and understand the strengths and limitation of science
- Interpret and communicate scientific ideas effectively
- Appreciate the dynamic role of science in social and technological change

Coursework and Assessment

Students are required to keep a workbook containing a record of all activities undertaken in class. Practical/experimental work is a significant aspect of the course.

A variety of methods are employed to provide feedback on the progress of students including tests written bookwork, assignments (produced by hand or electronically), projects, work sheets, practical records and reports, oral work and group work.



CENTRAL AUSTRALIAN CAMP

THE ARTS, TECHNOLOGY & LOTE

Each semester there will be two elective blocks that contain Arts, Technology and LOTE units. Students will select one unit of study from each of the two elective blocks. Over Years 9 and 10, students will be required to complete a minimum of two units of Technology and two units of Arts. They may complete up to a maximum of four units from any one subject within the Arts and Technology areas (e.g. 4 units of Home Economics.)

Elective Selection Guidelines and Procedures

Students should choose three units of study from each of the elective blocks in preferential rank order. Second and third preferences are as important as the first, so careful thought should be given when selecting units. Students who do select a balanced course are more likely to get their first preferences.

Selections are made before the start of each semester. Course selection sheets will be provided in Term 2 and Term 4. The unit selection process will involve students, parents, teachers the careers teacher and the Year 9/10 coordinator. The school will maintain records of units undertaken by each student.

Personal Development

During the course of the year there will also be a number of key issues addressed concerning personal development. Areas to be covered include: justice, body image, recreation and adventure challenges, Duke of Edinburgh Award, Advance and community service. This part of the year 9 program will largely be funded by the Advance grant from the Department.



PHYSICAL EDUCATION

Year 9 Outline and Content

Year 9 Physical Education gives the students an opportunity to explore physical activity beyond the boundaries of sports and games. During the first term the students look at developing fitness with a particular emphasis being placed on the benefits of an active lifestyle. The students also gain an understanding of the importance of physical activity and the role of exercise and diet in body weight control. Basic anatomy of the human body, including bones and muscles, are also covered during theory classes. Lesser-known games such as European Handball and Gaelic Football, compliment the traditional sports including Volleyball, Indoor Soccer, Golf and Tennis. However the students are required to look at different aspects including tactics, strategies, skill progression, injury treatment and fitness. The course also looks at Ergogenic aids and the students peer-teach. They undertake a variety of roles in team games (for example, player, coach, umpire and administrator) and assume responsibility for the organisation of aspects of a sporting competition. Students learn to use simple health data to identify the major causes of illness, injury and death in Australia. They investigate personal behaviours and community actions that may contribute to the health of specific groups. Students investigate the work of government departments and non-government bodies in promoting and protecting the health of young people, including laws, policies and provision of health services.

Students examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life. They learn to analyse the links between diet and current community health issues, and consider special dietary needs, and ways of improving their own diet. They research patterns of food consumption in Australia and investigate factors that influence food choice, such as changes in family life.

Coursework and Assessment

- Up to date PE workbook
- Demonstrated ability to apply strategies and tactics into game situations
- Completion of Assignments/s



YEAR 10 CURRICULUM

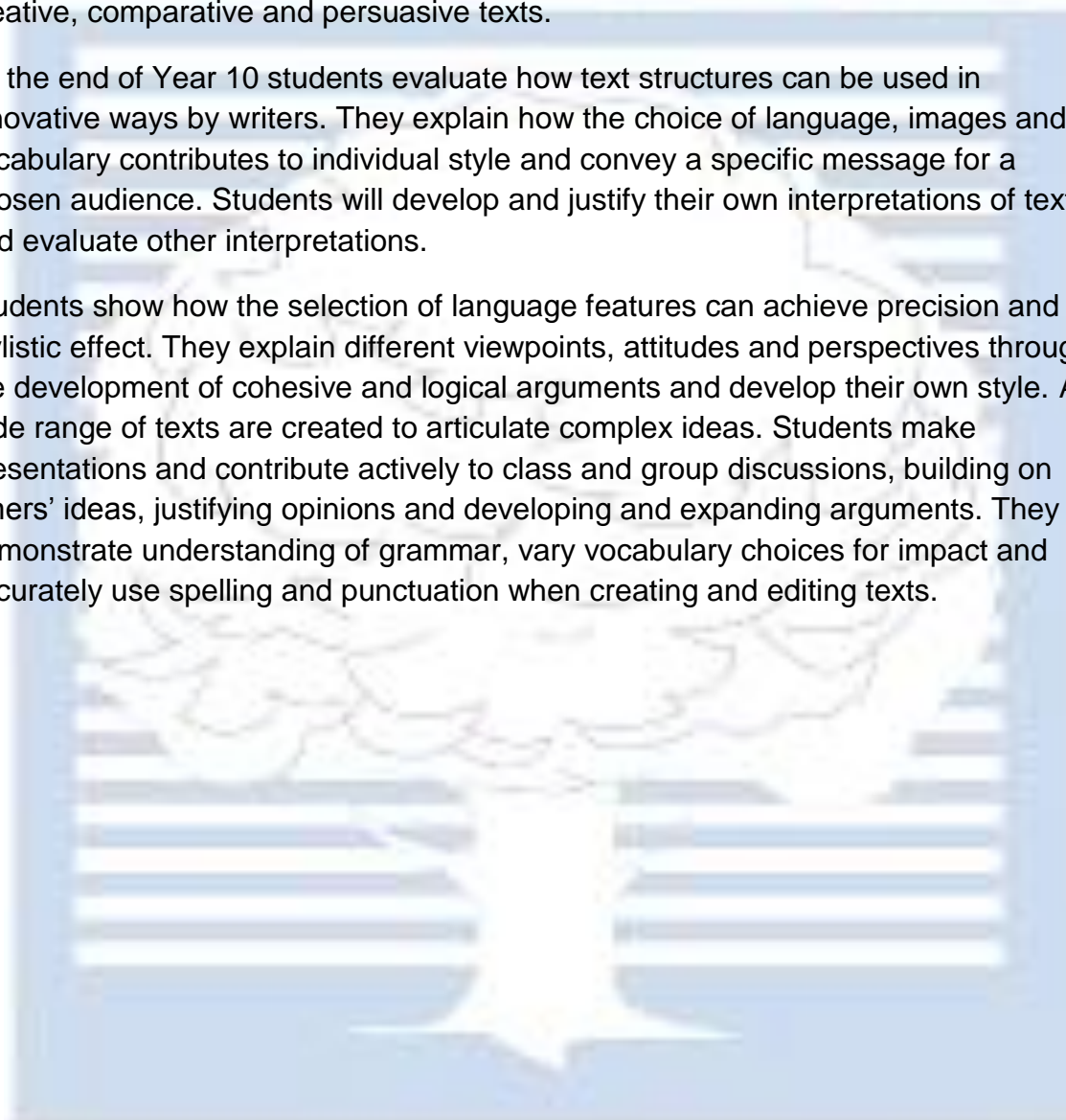
ENGLISH

The curriculum is built around the three interrelated strands of Language, Literature and Literacy. The strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. There is also a strong focus on developing the skills and knowledge necessary for VCE English studies.

Students engage with a variety of texts throughout the year including novels, short stories, plays, film and media as text. Students develop a range of analytical, creative, comparative and persuasive texts.

By the end of Year 10 students evaluate how text structures can be used in innovative ways by writers. They explain how the choice of language, images and vocabulary contributes to individual style and convey a specific message for a chosen audience. Students will develop and justify their own interpretations of texts and evaluate other interpretations.

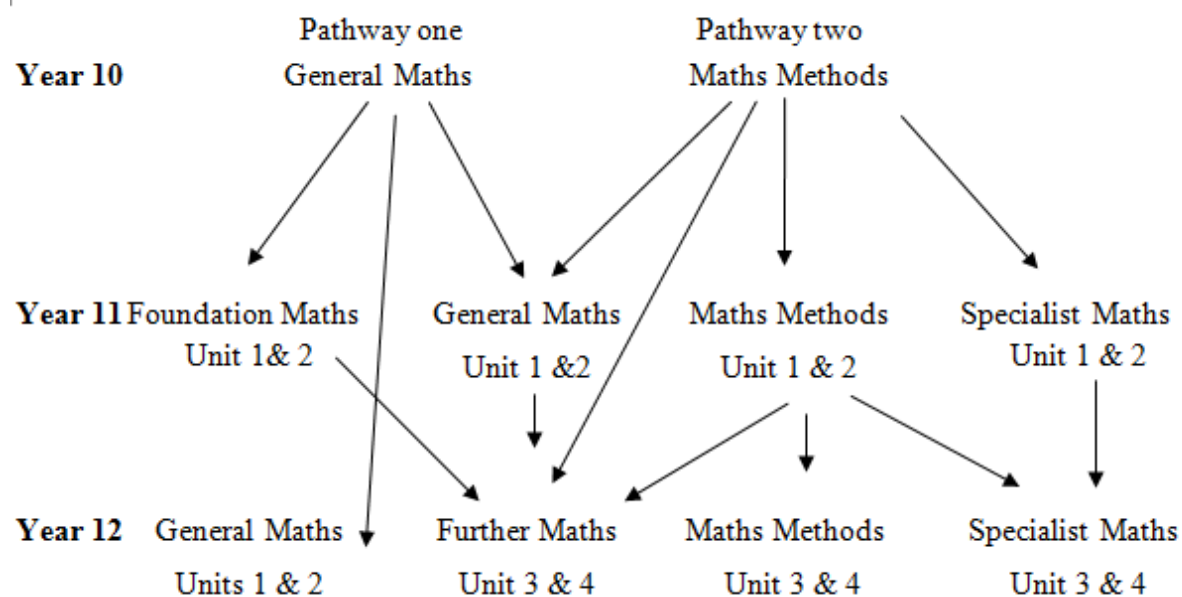
Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments and develop their own style. A wide range of texts are created to articulate complex ideas. Students make presentations and contribute actively to class and group discussions, building on others' ideas, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact and accurately use spelling and punctuation when creating and editing texts.



Together we grow

MATHEMATICS

At year 10 the mathematics curriculum is divided between two pathways, one for students intending to study Mathematical Methods in VCE, and the other for students intending to study General Mathematics in year 11 leading to Further Mathematics at year 12 or for those students entering the VCAL program. This program is in line with the Australian curriculum which recognises the need for multiple pathways at year 10 level.



Pathway 1:

In pathway one there is a greater emphasis on the specific skills required for the above mentioned VCE subjects, these include;

- Use of index laws, including scientific notation
- Congruency and similarity in comparing size and shape of two and three dimensional objects.
- Trigonometric ratios sine, cosine, and tangent for both right and non-right angled triangles.
- Algebra which includes
- Manipulating and simplification of algebraic equation.
- Expansion and factorisation of expressions
- Developing and solving linear and quadratic equations from information in a given context
- Plot, sketch, and interpret graphs of linear, quadratic and other simple functions
- Develop variation relationships between data involving two variables.
- Probability.
- Use of Casio graphical calculators

Pathway 2:

In pathway two there is a greater emphasis on the specific skills required for the commencement of VCE or VCAL subjects which include;

- Written and mental computation skills using, directed numbers, fractions, decimals, ratios, and percentages with an emphasis on context problems
- Two and three dimensional objects including;
- Sketching, drawing, and analysing
- Selection of appropriate units, measurements and level of accuracy
- Calculation of perimeter, area and volume.
- Pythagoras' Theorem and trigonometric ratios sine, cosine and tangent
- Surveys and simulations in which students;
- Organise and group raw data
- Construct graphical displays and compare data
- Interpret and evaluate information collected from published data
- Making judgements about the accuracy of results
- Using a range of strategies when responding to tasks and problems
- Communicate solutions to tasks and problems

Coursework and Assessment

As students move into the senior year levels expectations relating to work and behaviour are as follows;

- Students will have a neat, organised and up to date workbook.
- Students will complete set exercises and worksheets and class notes.
- Students will complete problem solving activities including attempts, solutions and explanations
- Students will complete study outside of class hours.
- Students are required to complete an exam at the end of each semester.

Please Note

With consultation with relevant staff students have the option of studying Specialist Maths in year 10 through the Distance Education program.

CAREERS

Students will develop a 'Managed Individual Pathway' (MIPS) using tools such as MIPS online and My Career Match. As part of this they will develop their own Career Portfolio. Students examine vocational pathways and education and training requirements, considering possible work and career options.

They will develop skills and strategies for transition to employment, including work experience, and further education and training, including job application and interview skills. Students will participate in Mock Job Interviews.

HUMANITIES

Commerce

This subject brings together key themes of Civics & Citizenship & Economics. Civics & Citizenship: Students will cover the Australian system of democracy with particular emphasis on the structure of the Australian Parliamentary system, the development of the Australian Constitution and the Legal system. Students will investigate crimes that have played a part in Australia social fabric and the laws that have been put in place to help eradicate these crimes.

Economics:

Students will develop their understanding of how the Australian economy is managed, particularly within the international economic context. Students will also extend their personal financial literacy skills through the completion of a travel assignment focusing on budgeting all their expenses on a planned overseas trip.

History

The main focus is Australia at War between 1914-1945. Students will investigate the role of Australia at WWII, paying specific attention to the Kokoda and Battle of Pacific Ocean (Pearl Harbour) campaigns. The students will also focus on Rights and Freedom between 1945 - Present. A special focus on the Aboriginal rights, with a film study on Rabbit Proof Fence. The final unit of work is focusing on the globalising world. Pop Culture is the focus of this unit and students will investigate a range of ways Pop Culture has affected Australia since 1945.

PHYSICAL EDUCATION

Year 10 Physical Education focuses on the development of fitness and an appreciation for different types of physical activity. Advanced Anatomy is reviewed with bones and muscles being covered along with the Cardiovascular System and component of Fitness. An understanding of Training Methods is developed and students apply their knowledge as they conduct practical classes. Students also improve their own fitness through training for and participation in a Year 10 Triathlon/Biathlon.

They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students learn to set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate its success. They investigate community facilities available for health and physical fitness activities, engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for enhancing safe participation in these activities.

The students also help organise and co-ordinate this event. The use of tactics and strategies are encouraged further in Year 10 and these are applied to games such as Korfbal, soccer and Touch Football. The students are also required to analyse techniques in a variety of activities and focus on area of improvement. Developing personal fitness and an in-depth training program.

Building on the peer teaching introduced in Year 9. Students examine perceptions of challenge, risk and safety in a variety of settings such as in the home, school, the workplace and the community. They contrast risks that promote personal and social growth with those that endanger health. They discuss ways to balance risk and safety, and refine and evaluate harm-minimisation strategies. They examine strategies to promote safety such as those associated with occupational health and safety.

Students examine the concept of adventure in outdoor activities as well as perceived and actual risk. They learn basic first aid skills such as cardiopulmonary resuscitation (CPR), asthma management and sports injury management.



SCIENCE

Year 10 Science focuses on providing students with a taste of the science disciplines offered at VCE level and is split into four areas of study, Biology, Chemistry, Physics, and Psychology. The four areas of study cover the following topics;

Biology:

- Theories of evolution
- Genetics

Chemistry:

- Elements and the periodic table
- Ionic and covalent bonding
- Chemical reactions

Physics:

- Forces in motion
- Energy transformations
- The Universe and theories on its' evolution

Psychology:

- Structure of the brain
- The role of the different areas of the brain

Learning Science enables students to:

- Acquire scientific skills and conceptual knowledge
- Acquire and use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions
- Recognise and understand the strengths and limitation of science
- Interpret and communicate scientific ideas effectively
- Appreciate the dynamic role of science in social and technological change

Coursework and Assessment

Students are required to keep a workbook containing a record of all activities undertaken in class. Practical/experimental work is a significant aspect of the course.

A variety of methods are employed to provide feedback on the progress of students including tests written bookwork, assignments (produced by hand or electronically), projects, work sheets, practical records and reports, oral work and group work. Students are required to complete an exam at the end of each semester.

9/10 ELECTIVES

Students choose from a selection of LOTE, Arts and Technology subjects as part of their year 9 and 10 studies. Students are strongly encouraged to complete at least one semester of each subject during either Year 9 or Year 10. Students choose their preferences from the subject blockings. Every attempt is made to give the students their first choice.

Elective Selection Guidelines and Procedures

Students should choose three units of study from each of the elective blocks in preferential rank order. Second and third preferences are as important as the first, so careful thought should be given when selecting units. Students who do select a balanced course are more likely to get their first preferences.

Selections are made before the start of each semester. Course selection sheets will be provided in Term 2 and Term 4. The unit selection process will involve students, parents, teachers, the careers teacher and the Year 9/10 coordinator.

The school will maintain records of units undertaken by each student.

LOTE ~ FRENCH

Goals

- To understand and use French to speak about themselves, their likes, dislikes, family, friends and daily routine
- To be able to ask questions in French on a number of subjects
- To be able to write short paragraphs in French on a variety of topics using correct sentence structure
- To gain greater understanding of basic grammatical concepts
- To understand spoken and written French on topics studied
- To gain a general appreciation of the culture of France and other French speaking countries

Outline and Content

Studying from the course book, *Quoi de Neuf 2*, students will read cartoons and stories on a variety of situations and from these learn new vocabulary as well as develop reading, writing, listening and speaking skills. New grammatical concepts will also be introduced including all major verb groups. In addition to the present tense, the imperative, immediate future and perfect tenses will be studied. Student

work will be completed in the course workbooks which will also be used for homework exercises.

Students watch a variety of French movies depicting both historical and social events important to France. This includes learning about French involvement in both the first and second world wars, and its colonisation of Vietnam and areas of Africa and the Pacific. Also, it includes social issues important in modern France, such as immigration. Food is an important aspect of French culture. Students have a cooking session each term where they make and eat traditional French delicacies, often crepes, and taste traditional cuisine; cheese, croissants and paté.

Students can only select year 11 French if they have studied it at year 10. Students can choose to study French in semester 1, year 9 and if they decide it doesn't suit them, opt out in semester 2.

DESIGN & TECHNOLOGY

In Design and Technologies students have the opportunity to choose between Food Technology or three different Materials Technologies; Wood, Metal or Textiles.

The students are required to solve a design problem which is documented in their design folio as they follow the design process;

- **Investigating** possible design solutions
- **Generating** their own designs
- **Planning and Managing** production including Occupational Health and Safety
- **Producing** their product
- **Evaluating** their product and production processes.

FOOD TECHNOLOGY

Program 1 International Food

Students will study cuisines from a wide variety of countries, including those that have had a significant impact of Australian foods. They will prepare the famous foods and popular dishes from the countries; learn the customs associated with food preparation, study typical daily diets, utensils used and cooking methods.

Nutritional value of food will be included. Included in the course are meal patterns, staple foods, cooking methods and utensils, family roles/tasks, celebrations and

traditions, food selections. Practical work will include investigating designing preparing and evaluating a variety of dishes from foreign countries.

Coursework and Assessment

Notebook containing notes, research, recipes, photos, homework and assignments in an orderly fashion. Independently undertake a variety of food preparation techniques. Complete a research assignment on the food patterns of a country of choice.

Program 2 Food from Paddock to Plate

In this unit students will investigate the development of food production in Australia and how the climate influences food choices. They will develop an understanding of how naturally grown and processed foods assist them to develop a healthy diet. They will investigate stages of growth and development and eating practices for different stages of the lifespan. Students will analyse links between diet and current community health issues and consider special dietary needs and ways of improving their diet. They research patterns of food consumption in Australia and analyse factors that influence food choice, such as changes in family life. Students will investigate design, produce and evaluate a range of healthy quick meals and snack products suitable for consumption in a family. This will include produce from the College garden and orchard.

Coursework and Assessment

- Complete a range of food preparation tasks
- Maintain a neat orderly workbook containing notes, research, recipes, photos, homework and assignments
- Complete a major assignment on food production
- Complete a major assignment on a diet related disease.

Program 3 Celebrating Food and creating food business opportunities.

In this unit students investigate the challenges involved in planning and providing interesting foods for a variety of cultural celebrations. They will also expand their knowledge of the business of food production and investigate how Australian food laws work and how they are enforced.

Coursework and Assessment

- Complete a range of food preparation tasks.
- Students will maintain a neat and orderly workbook.
- Students will complete a major assignment focusing on food and profit.

TEXTILES

Textile Construction

Outline and Content

Students will construct items using basic sewing patterns. Techniques including hand piecing, appliqué and machine sewing will be undertaken. Students will work on individual projects and can use their own materials created in creative textiles.

Coursework and Assessment

- Visual diary containing notes, research information and the design process.
- Presentation of research study.
- Range of items made from fabric.

WOODWORK

Design Challenges:

- shelving using rebate, mitre and housing joins
- table, chair or stool using post and rail construction

Machines:

- router, belt and orbital sander, plunge cut saw, jigsaw, drill, biscuit and domino joiner.



METALWORK

Design Challenges:

- wrought iron design using the metalcraft equipment
- tool trolley using mitre, butt and T-joints
- tool box using hem, seams and patterns

Machines:

- angle grinder, cold metal cut off saw, arc welder, pedestal drill, bench grinder, sheet metal guillotine and folder, spot welder.

THE ARTS

The Arts includes the studies of Art, Dance, Music and Visual Communication and Design.

Goals:

By undertaking a study of the Arts students will be able to:

- Develop intellectual and expressive potential
- Create, perform or present art works
- Develop an understanding of how the Arts evolve within particular social, cultural and historical contexts
- Enjoy participating in the process of creating, presenting and responding to the Arts

VISUAL COMMUNICATION AND DESIGN (GRAPHICS)

Students should be able to:

- Use a visual communication production process to respond to a range of briefs representative of different fields of practice such as information, environmental and product design.
- Define the communication need, purpose and audience of a given brief by exploring the client designer relationship.
- Explore and develop ideas using a range of materials and media, applying design elements and principles and production systems such as drawing, printing, photography and computers.
- Develop their understanding of the conventions and standards of technical, architectural and orthogonal drawing. They use freehand, instrumental and computer drawings and explore the use of mixed media in their two and three dimensional drawings.
- Develop individual approaches, skills and processes and use the most appropriate format for their intended solution. They focus on the communication need of the work, considering layout and a range of presentations.



Renovation Rescue

Outline and Content

Working from a given house plan, students will design an extension to the house. Architectural drawing conventions will apply. The students will use the program SketchUp to assist in the design process.

Coursework and Assessment

The course covers a variety of graphic systems and devices that are typical to architectural design. Students will work from a selection of set house designs to produce a folio of architectural drawings that are based on a redesign of the original plans. Normal architectural drawing conventions will be followed. Two and three dimensional drawings will be produced.

Photo Montage

- Digital photography using ipads will be the main focus of this unit.

Outline and Content

Based on a theme students will produce photographs that illustrate various aspects of visual communication

Students will prepare and exhibit their photographs. Using theme based photographs students will complete a large montage on board. Research will be undertaken on renowned photographers.

Coursework and Assessment

- Workbook for notes and photography experiments.
- Photos that cover the design elements and principals
- Photo Montage
- Research project based on Photographers.

Bright Lights, Big City

Outline and Content

While using the graphic devices and systems that are typical to architectural design, students will design and illustrate a city or urban block, and urban recreation sites. Architectural and technical drawing conventions will be followed. A community identity will also be developed.

Coursework and Assessment

Students are required to present a folio of work that includes two and three-dimensional representations. Students will produce a concept piece that relates to the blockscape that they have designed. A community inspired logo must also be produced. A developmental folio that includes preliminary drawings and ideas developed and show the progress of work will also be completed. Some work will be completed on computers.

VISUAL ARTS

Subject Description: Ideas, feelings and beliefs are explored through techniques and processes in art and design. Students reflect upon their own artworks, and those of others, discussing, analysing, interpreting and evaluating visual art forms from the past and present.

Classroom Focus for 2018: Painting – theme surrealism, Drawing – theme the physical world and book illustration (final books professionally bound), Sculpture – theme recycled materials, Printmaking techniques, Dry point etching, Applying hand colouring, Visual analysis, Gallery visit, Studio process recorded in visual diary.



In 2018 all Art students will present work to a large audience at the Terang Community Art Show.

The Victorian Curriculum dimensions and strands covered in this unit are:

Explore and express ideas, Present and perform, Visual arts practices and Respond and interpret.

Homework : Inspirational research and completion of practical work started in class.

Assessment: Students will be assessed in the following areas:

Folio of selected works and by visual analysis.



Together we grow

ENERGY BREAKTHROUGH:

Terang College takes part in the RACV Energy Breakthrough held in Maryborough in late November each year. The program's aim is to build awareness of environmental issues related to transportation and involves the construction of an energy efficient human powered vehicle which is raced for 24 hours.

The program incorporates a number of skills learnt throughout the curriculum such as Metalwork, Woodwork, Graphics, Science, Mathematics and English as well as developing a range of new skills not covered within the curriculum. The program also involves a significant fundraising campaign and training schedule allowing students to pursue further areas of interest.

The Energy Breakthrough gives students the opportunity to work with students from a range of age groups from grade 5 through to year 12 helping to foster strong relationships throughout the school.

