

# Terang College

## 9-10 Handbook



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## **YEAR 9 CURRICULUM**

### **ENGLISH**

#### **Overview**

The curriculum is focused on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Through studying a range of texts and issues, stud

Students are encouraged to develop critical and creative thinking, and analytical skills. They will develop a range of responses to these texts and issues.

#### **Key Foci**

- Analysis of text structures and effects
- Analysis and explanation of images, vocabulary, conventions, language choices and language features from a number of text types
- Analysis and understanding of how texts position an audience
- Form own interpretations of a range of texts
- Utilise textual evidence to influence audiences
- Develop critical analysis skills and understand that interpretations of texts can vary
- Create texts that respond to issues and topics from other texts
- Edit effectively by enhancing vocabulary, grammar, spelling & punctuation
- Utilise a number of language features to create different levels of meaning
- Actively contribute to class and group discussions

#### **Texts Studied**

- Contemporary music
- *Because of You* by Pip Harry
- *Jasper Jones* by Kate Mulvany (play adapted from Craig Silvey novel)

### **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
- Number and Algebra
- Geometry and Measurement, including trigonometry and Pythagoras' Theorem

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

**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**

Year 9 Humanities provides a framework for students to examine the processes that have shaped our modern world and to investigate responses to different challenges including people's connections with the environment. Students explore the systems that shape society and the processes that have shaped society.

### **Content**

#### **Civics and Citizenship**

- Government and Democracy
- Law & Citizens

#### **History**

- World War One
- Australia & Asia research investigation

#### **Geography**

- Food & Food Security

#### **Economics & Business**

- Consumer & Financial Literacy
- What is an Enterprise?

### **Skills**

- Sequence significant events in chronological order to support analysis of the causes and effects
- Identify, analyse and evaluate the broad patterns of change and continuity
- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability
- Analyse the different perspectives of people in the past
- Evaluate different interpretations and contested debates
- Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments
- Evaluate the significance of an event, idea, individual or place
- Predict changes in the characteristics of places over time and possible implications
- Identify, analyse and explain significant spatial distributions and interconnects

- Collect and record data and information, using ethical protocols, from reliable and useful primary and secondary sources
- Select, organise and represent data and information in different forms

## **SCIENCE**

Year 9 Science focuses on providing students with generic and transferable science skills and understandings while studying the branches of Biology, Chemistry, Geology, Psychology 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.

## **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.

In Year 9 students are able to explore some less traditional sports such as League Tag, Lawn Bowls, Lacrosse and Polo Hockey as well as enjoy the more familiar sports such as Badminton, Soccer. By participating in less familiar sports students are required to transfer their already mastered skills and knowledge of their preferred sports to an unfamiliar sports. This allows students to enhance familiar skills, develop new skills as well as implement tactics, problem solving and team work at the same time.

Over the course students are required to peer teach on a number of occasions where they are required to plan, implement and evaluate their lesson. They are also required to give feedback on lessons taught by their peers.

### **Coursework and Assessment**

- Up to date PE workbook
- Demonstrated ability to apply strategies and tactics into game situations
- Completion of Common Assessment Tasks as well as Learning Tasks on time and to a Yr9 standard.

## **Health**

Year 9 Health students explore the deeper meaning of health and the impact it can have on our everyday life as well as our sporting performances. Students learn to understand the systems of the body and explore the links they have to the muscular and skeletal system, and how this can impact performance.

Students learn about Respectful Relationships, what they look like, understanding themselves, strengths, positive coping strategies and where to seek help if they need to. We explore different types of relationships and learn about sex education.

The year 9 course allows students to learn about types of risk taking behaviours, the dangers of peer pressure and how to manage 'tricky' situations. As well as looking into matters like ethics in sport and the consequences these actions have on both the athletes and their communities.

## **YEAR 10 CURRICULUM**

### **ENGLISH**

#### **Overview**

The curriculum is focussed on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Through studying a range of increasingly complex texts and issues, students are encouraged to extend their critical and creative thinking, and analytical skills. They will produce a range of responses to these texts and issues, all of which is designed to properly prepare them for all senior pathways.

#### **Key Foci**

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.

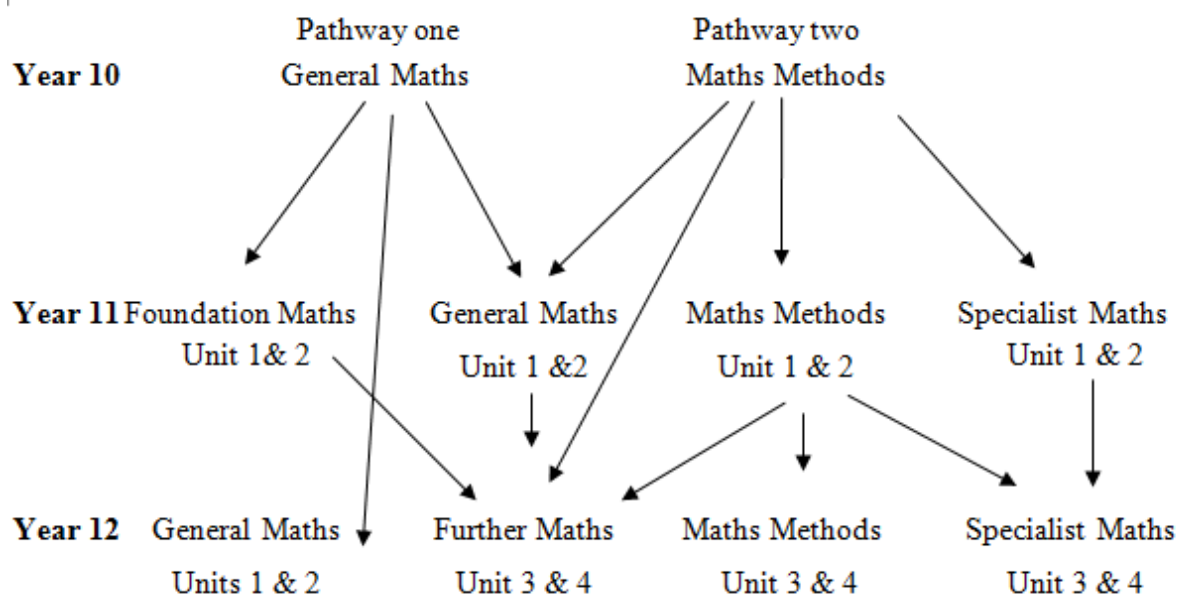
Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

## Texts Studied

- *To Kill a Mockingbird* by Harper Lee
- *The Grave of the Fireflies* directed by Isao Takahata
- *The Art of Incarceration* documentary directed by Alex Siddons
- *The Curious Incident of the Dog in the Night-time* by Simon Stephens (play based on the novel by Mark Haddon)
- *Rain Man* directed by Barry Levinson

## **MATHEMATICS: OVERVIEW**

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: Math Methods**

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
- 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: General Maths**

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.

## **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**

This subject brings together key themes of History, Civics & Citizenship & Economics. Civics & Citizenship:

### **Australian Legal Framework:**

Students will cover the Australian system of democracy with particular emphasis on the structure of the Australian 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. Students present a research task on a particular crime that has shaped Australia.

### **Economics:**

Students will develop their understanding of how the Australian economy is managed. 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 then put their knowledge to the test by designing their own gym training programs.

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 enhance their tactics and strategies further in Year 10 by applying these skills to such games as Ultimate Frisbee, European Handball and Hybrid Games. The students are also required to analyse techniques in a variety of activities and focus on area of improvement.

## **Health**

In the Year 10 course students further build on their knowledge learnt in previous years. 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 Respectful Relationships and how the media can influence our perception of people and objects. They explore self-help strategies as well as what a healthy relationship looks like in more detail. They learn about risk taking behaviours such as Road Safety and substance abuse, the impact it has on themselves, their families and their community as well as where they can seek help in the local area.

## **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
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## **9/10 ELECTIVES**

Students choose from a selection of Arts and Technology subjects as part of their year 9 and 10 studies. Students are required to complete at least one Arts and one Technology subject across their Year 9 or Year 10 program. 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.

### **THE ARTS 2022**

The Arts enable students to develop their creative and expressive capacities. Students are both artist and audience in the Arts. They make and respond and learn to appreciate how this occurs.



The Arts present ideas that are dynamic and rich in tradition. The Arts also contributes to the development of confident and creative individuals and enriches Australian society.

Students express, represent and communicate ideas in contemporary, traditional and emerging arts forms. In the Visual Arts and Visual Communication Design students explore the world of visual representation and expression.

The significant contributions of Aboriginal and Torres Strait Islander peoples to Australia's arts heritage and contemporary arts practices are explored across the Arts, and students are encouraged to respect and value these unique and evolving traditions.

## **VISUAL ARTS: OVERVIEW**

The Visual Arts curriculum aims to develop students':

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- respect for visual arts as social and cultural practices, including industry practices
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

The Victorian Curriculum dimensions and strands covered in these units are:

- Explore and Express Ideas, Visual Arts Practices, Present and Perform & Respond and Interpret.

## **9/10 VISUAL ART**

### **2022 TERANG ARCHIBALD PRIZE & CLAY SCULPTURE**

Students will study portraiture and complete a painting for the Archibald Prize exhibition at the Terang Art Show. There will be a Peoples' Choice Award and guest artists will select an Archibald prize winner.

Materials and Painting techniques will be explored. With the final artwork being completed on canvas.

Students will also focus on eyes and create a collaborative eye wall.

Three-dimensional figures will also be created in clay.



All artwork will be presented at the Terang and Community Art Show.

**Homework: Inspirational research and completion of practical work.**

**Assessment: Folio of selected artworks and studio process in a Visual Diary.**

**- Visual analysis tasks.**

## **VISUAL COMMUNICATION DESIGN: OVERVIEW**

The Visual Communication Design curriculum aims to develop students':

- confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices
- creative and innovative ways to communicate ideas and information
- aesthetic knowledge, including the application of design elements and principles, as they explore visual communications
- visual communication design practices, processes and technologies
- creative, critical and reflective thinking, using visual design thinking skills
- respect for and acknowledgement of the diverse roles and practices of designers, and the cultural context of visual communication design.

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

Explore and Express Ideas, Visual Communication Design Practices, Present and Perform & Respond and Interpret.

## **9/10 VISUAL COMMUNICATION DESIGN**

### **CREATIVE POSTER DESIGN**

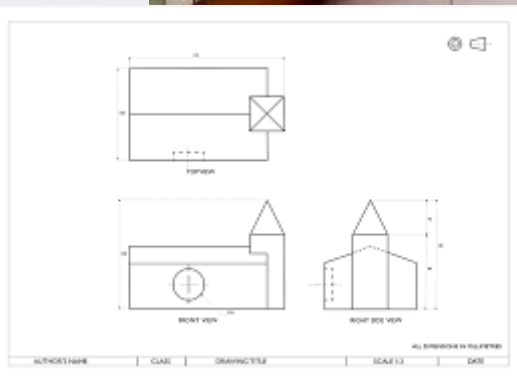
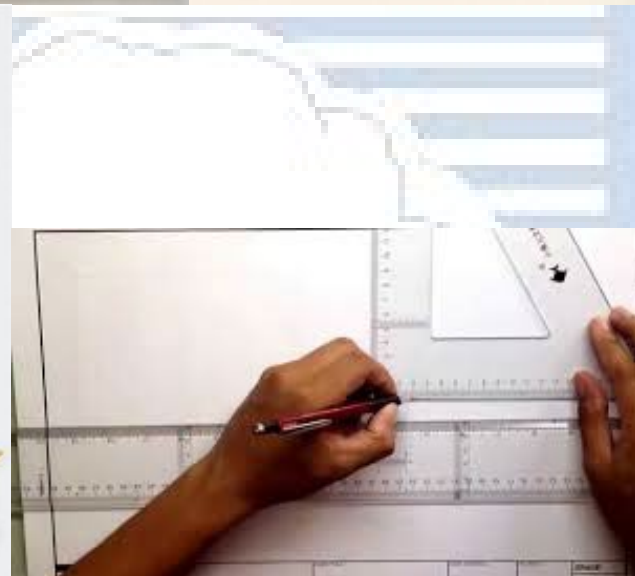
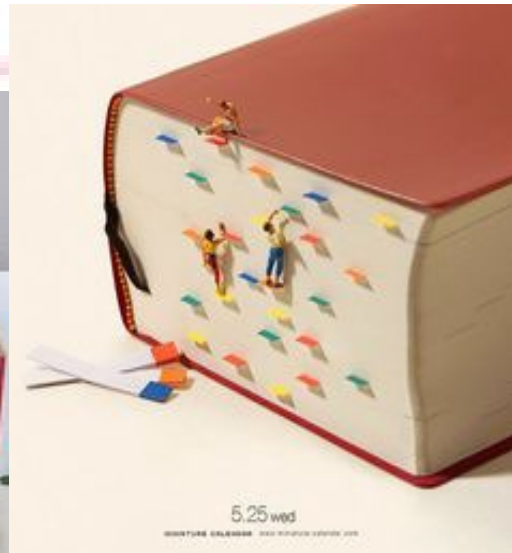
Students will study effective poster design from different historical and cultural contexts. Inspired by Japanese artist, Tatsuya Tanaka, they will respond to a brief and produce their own creative posters. Using everyday objects and some model making they will create a 3D image for their poster. They will then take digital photographs and add text using Adobe Illustrator. Student posters, printed to A2 size, will be displayed at the Terang and Community Art Show. Students will also further their competence in manual and digital drawing methods.

**In Visual Communication Design :**

**Homework: Completion of Practical work & Revision.**

**Assessment: The Design Process, Final presentations, Tests on the Elements and Principles of Design and Drawing Conventions. Manual and Digital drawing methods, Responding to a Brief.**

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## Photographic and Digital media

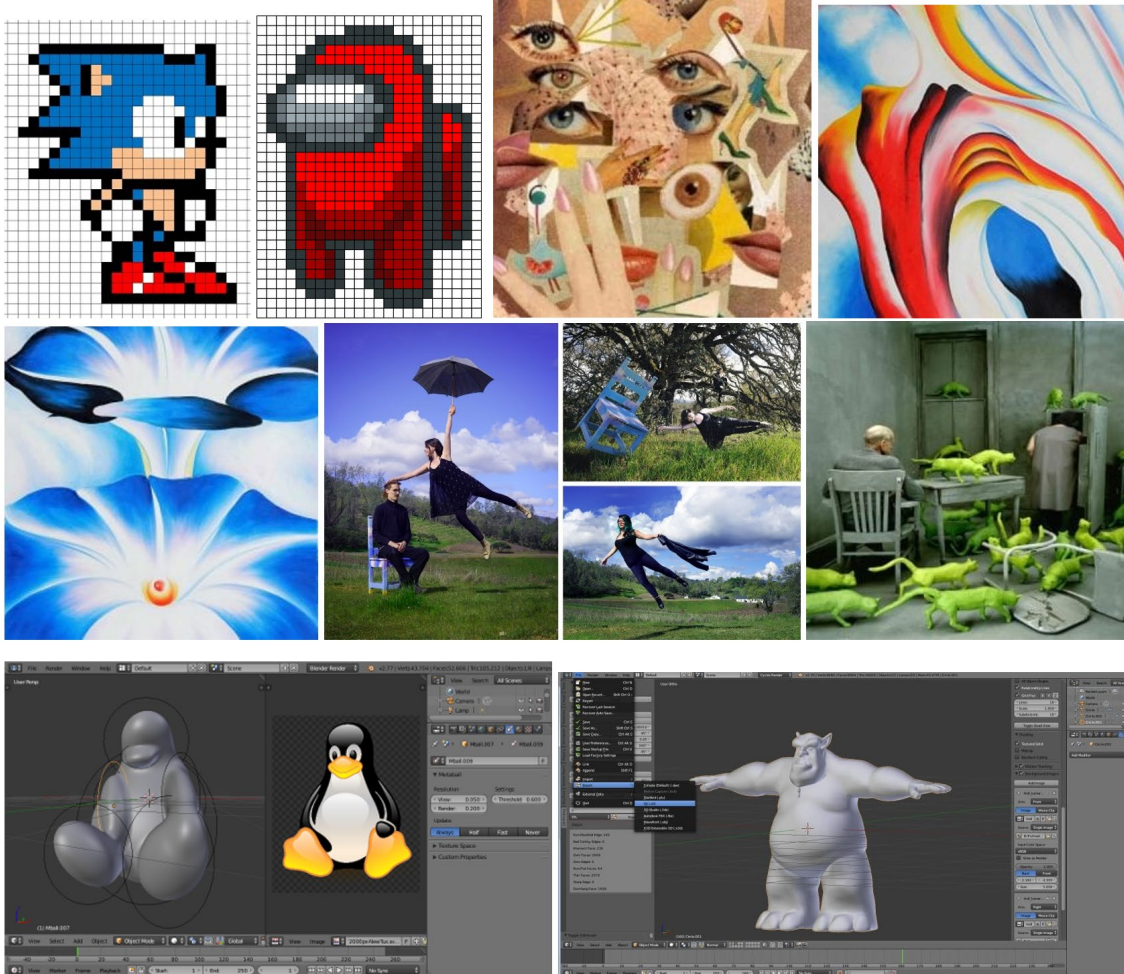
Photographic and Digital Media is a fun, exciting and engaging course, which equips students with skills and techniques desired in the digital creative fields. It provides opportunities for students to enjoy making and studying a range of photographic and digital media works. Students will have opportunities to explore their own ideas and interests to develop units of work in contemporary forms of communication.

Students will be exposed to a range of modern digital programs, including the Adobe suite (Photoshop, lightroom, Premier Pro, After Effects), Blender and Fusion 360.

The subject will focus on a series of units such as:

1. **Filmmaking** – Students will film short videos and learn programs such as Adobe Premiere Pro and After Effects. Students will get the opportunity to use greenscreens and add animations to their products.
2. **Photography** – Students will learn/extend their understanding of composition and exposure. They will learn programs such as Adobe lightroom and Photoshop to realise their ideas through editing and compositing images.
3. **Retro art** – Students will go back in time and learn how to create 2D images using pixel art and animation.
4. **3D design** – Students will learn how to use programs such as Blender and Fusion 360 to create 3D models which can be used as 3D art or utilised in animation.
5. **Animation** – Students will create 2D or 3D animations
6. **Web design** – Students will learn the basics of HTML to create simple websites from the ground up. They will also use website builders such as Squarespace or Wix to create their own website used to showcase their digital work throughout the semester.
7. **Game development** – Students will learn the basics of game development and create their own game.





## PRODUCT DESIGN & TECHNOLOGY: OVERVIEW

In Product Design and Technology 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.

## Electronics

- Entry level electronics components, jointing methods and mounting boards
- Construction
  - Students will construct a range of circuits, test for effectiveness and problem solve when not working, and identify parts and their functions.
  - Modify circuits to suit their individual cabinetry, they design for their circuit.

Students will use kits to complete working models and then design and manufacture the cabinetry appropriate for housing the kits and making them fit for their intended use. Students will also undertake designing manufacturing and testing their own simple circuit they choose.

All work undertaken should be completed to a high level and should function as intended for the end user.

## **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:

- Basic beginner timber joints including rebate, mitre, domino and housing joins.
- Construction:
  - Coffee Table or Hall Stand
  - Design Port Folio representing all stages of the design process.

Students will be asked to construct a project from two different options for their major project. It will be either a coffee table or Hall stand that the students will produce.

Students will need to purchase all their own timber for the construction of this project. It will be a guided process to ensure students complete this task to a high level.

## **METALWORK**

Design Challenges:

- wrought iron design using the metalcraft equipment
- Outdoor Industrial Kettle
- Introductory to metal, Sheetmetal toolbox,

All students will create a Design Port Folio representing all stages of the design process covered throughout the production of their individual project.

Students will be asked to construct their own project based on their skills learnt throughout the introductory project. Students will need to purchase all their own material required for the construction of this project. This will be a guided process to ensure students complete this task to a high level.

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

## **FOOD TECHNOLOGY**

### **Program 1 - Food from Paddock to Plate**

In this unit students will investigate the development of food production in Australia and how our food choices affect our health. 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 2- 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.

## **OUTDOOR ADVENTURE**

In this unit students will get a taste of Unit 1 and 2 Outdoor Education. They will complete basic theory tasks from Units 1 and 2 as well as undertake and learn key skills in several related outdoor activities, such as:

- Hiking
- Canoeing
- Bike riding
- Orienteering
- Archery
- Setting up a campsite

Students will also look at both local and national environmental issues and evaluate the health of local environments.

## **Digital Photography: Semester One**

**Stage 1: (Introduction to Photography)** In this elective, students will develop understanding about the role of, and how to take effective photographs. By exploring ideas of personal interest, they will investigate and demonstrate a variety of composition styles. Students will go beyond the automatic setting of the digital camera and learn the 'functionality' of a camera in order to have greater artistic control over their photographs. This elective also provides students with the opportunity to explore how they can use the programs Adobe Photoshop and Adobe Lightroom to transform images by editing, retouching, image enhancement and



manipulation. On completion of this elective, students will be able to create professional quality images for print and multimedia.

#### Coursework and assessment

- Complete a range of photography tasks
- Visual diary containing notes, research, techniques, inspiration and development of their own photos
- A selection of professional quality images printed

#### **Stage 2 (Application of photography): \*Must complete stage 1 first\***

Students will continue to learn about the operation and function of a digital camera and Adobe software to produce a folio of photographs. They will be encouraged to explore ideas in an imaginative way and applying their camera craft techniques creatively to produce photographic images of quality. Students will document the process in a visual diary through contact sheets and annotations.

They will learn the elements and principles of art and how composition is used within the photography. Works by significant photographers, both historic and contemporary, will also be studied. Students will learn how to discuss their own work and the work of others using appropriate vocabulary.

#### Coursework and assessment

- Complete a range of photography tasks
- Visual diary containing notes, contact sheets, annotations, inspiration and development of their photos
- A folio of professional quality images printed and mounted for display

#### **Digital media; (Video production and Animation): Semester 2**

This elective will introduce students to the principles and practice of video and animation production. Students will learn how to plan a video production, and utilise the necessary tools for execution, such as editing software and file management, lighting, microphones and cameras.

In addition, students will also have the opportunity to learn about digital animation. Students will learn how to plan a video animation, utilising Adobe design software to create their own scenes and characters. In addition to Audio software for recording and editing sound.

Students will work together to create their own scripts, storyboards and be the art directors for both animation and video productions.

#### Coursework and assessment

- Complete a range of digital tasks



- Visual diary containing notes, research, techniques, inspiration, scripts and storyboards
- Produce a complete video and animation

## **MUSIC PERFORMANCE**

In this class students will have the opportunity to practice their chosen instrument and take part in a group performance. Students will learn and prepare a minimum of 2 songs for a performance at the end of the unit. They will also cover general music theory, as well as theory specific to their instrument. Students will also work on things such as stage presence and set up and pack up of equipment.

## **Language: Spanish**

In Spanish students will learn basic conversational skills including: greetings, days of the week, months, colours and counting 0-100. Language is reinforced through games, songs as well as hands on activities.

As well as conversational language students will learn about other cultures who speak Spanish and how they are similar and different to their own culture.



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