Junior Secondary Programs are developed from the Australian Curriculum and allocations for subjects reflect the National priorities for schooling. In this context, we have six core subjects and some choice for elective subjects.

Students will study six core subjects throughout the year: English, Health & Physical Education, Humanities, Mathematics, Religion and Science.

Selection of subjects by students is an important part of focussing their thinking on what their strengths and interests are. With the majority of study mandated for them, we ask parents to provide guidance, but to allow students to make their personal selections from the elective courses.

Chris Noonan
Principal
“Our goal is to develop reflective and self-directed learners who can shape and enrich our changing world as Catholic Christians now, and in their lives beyond school.”

ASSISTANT PRINCIPAL’S MESSAGE

This booklet contains information to assist students and parents in making an informed decision as to which courses to study for Year 8 Semester Two 2019.

Society is changing rapidly. Many of the traditional careers and occupations available ten years ago do not exist now and there are occupations being created that we know little about today. What is known about the future is the requirement for students leaving school, to experience an education that equips them with the capabilities to be a worthwhile and flexible citizen in society, ready to have a number of different careers in their lifetime.

A student should study a range of courses. When selecting electives, students needs to be guided by their interests and abilities and be flexible in their choices.

Students will choose two (2) electives and one (1) reserve elective. After students have made their choices, the school places the subjects in groups to create a timetable. In doing so, some students may find that clashes appear on the timetable, or it may not be possible to run a course if an insufficient number of students choose to study it. In these cases, the students’ next reserve elective will be allocated.

FIND OUT ABOUT THE SUBJECTS THAT ARE OFFERED

Even though you have studied a wide range of subjects in Year 7 and the first semester of Year 8, it is important to find out as much as possible about the subjects offered in Years 8 Semester Two. Some of the subjects will be new and others with the same name as in Year 7 may be a little different for higher year levels.

BE PREPARED TO ASK FOR ASSISTANCE

If you need more help then seek it, otherwise you may regret it later. Talk to your parents, teachers, and staff from the Careers Office, Learning Support Centre and Counsellors.
CAREERS OFFICE

The Careers Office is situated in the P&F Courtyard and is accessible to all students.

The office is open from 8:00am until 4:00pm every school day.

Staff are available to assist students in all areas of careers and vocational education. This can include finding and applying for a part-time job, initiating School Based Apprenticeships and Traineeships (SBTs) and researching university courses and career options.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects:

- You enjoy - in which you have already had some success
- Which will develop skills, knowledge and attitudes useful throughout your life
- Which will assist you in making career choices

This may sound difficult, but if you approach the task calmly, follow the guidelines provided and ask for help along the way, you should come up with a list of subjects, which meets your needs.

Course selection is an important time for students and one that needs the advice and support of parents and teachers. Please feel free to contact the College and in particular staff from Student Services for assistance.

Katrina Nicholson
Assistant Principal Junior Curriculum
LIBRARY AND RESOURCE CENTRE

The Library and Resource Centre provides easily accessible, relevant resources to support student learning.

The Teacher Librarian is available to offer guidance to students in completing their research assignments and locating appropriate resources both digitally online and from the book collection. We encourage them to be critical thinkers, making informed decisions.

The Library offers students a welcoming environment in which to study and read.

LEARNING SUPPORT CENTRE

Learning Support Centre (LSC) provides support for both gifted students and for any students experiencing difficulties in their studies.

The LSC assists the regular classroom teachers to design, implement and evaluate appropriate curriculum so as to respond to the particular needs of students. Assistance is available, either for directional help, short or long term help. An English as a Second Language (ESL) teacher is available to work with students who have a non-English speaking background. The LSC is available to all students so that their learning is enhanced. Students and parents are encouraged to contact the LSC, particularly when they have concerns regarding issues that may affect learning.
**YEAR 8 SUBJECTS**

**In Semester 1:** Students will study the SIX core subjects and will study the remaining four electives from the Year 7/8 Elective program.

**In Semester 2:** Students will study the SIX core subjects and will choose TWO Year 8 electives to study for the semester.

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<tr>
<th>Core (full year)</th>
<th>Elective (semester)</th>
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<td>• History (Semester 1)</td>
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<td>• Civics &amp; Citizenship (Term 3, 4 weeks)</td>
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<td>• Geography (Term 3 &amp; 4)</td>
<td>• Economics and Business</td>
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<td><strong>Health &amp; Physical Education</strong></td>
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**CHOOSING SUBJECTS**
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<td>Year 7/8 Elective 9</td>
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<td>Year 7/8 Elective 10</td>
<td>Year 7/8 Elective 12</td>
<td>Year 8 Semester Elective 2</td>
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**TO FIND OUT MORE INFORMATION:**

- Read the subject descriptions in this booklet
- Ask heads of departments and teachers of particular subjects
- Find out about the content (i.e. What topics are covered in the subject)
- How the subject is taught and assessed. For example: is there a heavy emphasis on research and assignments or are they practical subjects or is the emphasis on oral work?

Remember too, that your choice of subject now may affect your choice later in the senior years.

For example: Music and Languages in the Senior years almost always require previous study. Subjects such as Business subjects may be taken for the first time in Year 11, although it is useful (but not essential) to have taken related subjects in Years 9 and 10.

It is important to remember that you are an individual and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are not taking it
- You like or dislike certain teachers

Be honest about your abilities and realistic with your career aims.

Course selection is an important time for students and one that needs the advice and support of parents and teachers. Please feel free to contact the College and in particular staff from Student Services for assistance.
Topics Studied

- Poetry to Prose: Imaginative
- Historical Fiction: Analytical
- Technology & Advertising: Persuasive
- Media: Informative

Assessment

- Written imaginative (exam conditions)
- Written analytical (exam conditions)
- Spoken persuasive
- Written short response (exam conditions)
- Written informative
- Multiple choice comprehension (exam conditions)

Pathways to Year 11 & 12 Subjects

All aspects of the Middle Years English program are designed in preparation for the senior QCE and ATAR system

- Literature (prerequisite B+)
- General English (prerequisite B+)
- Essential English

SUBJECT OVERVIEW

The Year 8 English program is developed in accordance with the Australian National Curriculum and is built around the three interrelated strands of Language, Literature and Literacy. Each of the program’s four units is designed to develop students’ knowledge, understanding and skills in preparation for the senior years of schooling.

- Students examine a range of contemporary literature, including poetry and historical fiction, as well as media material that is directly relevant to their present and future lives.
- An increased level of challenge is built into tasks throughout each year as students move through their middle years of schooling. These tasks are purposefully aligned with the text structures and cognitive demands of the senior ATAR system.
- Technical control of language is emphasised through a strong focus on grammar, vocabulary, spelling and expression. Students learn how to master writing for a particular purpose and audience.
- Comprehension is an integral part of the English program in the middle years, with students developing their skills in literal, inferential and evaluative understanding.
- The English program is designed to assist students to become self-directed learners. Feedback is purposefully shaped to help them develop independence in editing and refining ideas.
Students at Marymount College are expected to participate fully in the Religious Education Program. There are two distinct complementary dimensions – Classroom teaching and learning of religion and the Catholic Christian ethos and the Religious Life of the School. This includes the formal in-class work and the broader religious life of the College (Reflection Days off campus, Liturgies, Prayer Life, Feasts, Celebrations, Outreach and Social Justice).

Students are expected to complete set tasks encouraging them to be lifelong learners and to develop students’ religious literacy. The Religious Education program at Marymount College has been prepared in accordance with Archdiocesan guidelines and approved by the Brisbane Archdiocesan Accreditation panel.

A Religious Education program is not static. It continues to develop to meet the students’ needs. Resources, teaching methodology, structure of the program, assessment techniques and criteria are reviewed and adjusted to meet the needs of the students.

Students are required to demonstrate overall performance according to the year level achievement standard. The demonstration of learning intentions for each strand studied is monitored and recorded in student folios during the four terms of the school year. The four strands are: Beliefs, Church, Christian Life, and Sacred Texts. These are inter-related and their content is taught in an integrated way.
**Topics Studied**
- Medieval Europe
- People in the Middle Ages
- Landforms and Landscapes
- Changing Nations
- Laws and Citizens
- Citizenship, Diversity and Identity

**Assessment**
- Short Response Tests
- Research Assignment
- Night of Living History live presentation
- Field Report

**Pathways to Year 11 & 12 Subjects**
- Ancient History
- Geography
- Legal Studies
- Modern History

**SUBJECT OVERVIEW**

Humanities is a composite subject that combines the Australian Curriculum subjects of History, Geography and Civics & Citizenship. Humanities is a core subject at Marymount College.

Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts, with a historical and contemporary focus, from personal to global contexts, with consideration of challenges for the future. Humanities provides a broad understanding of the world in which we live, the relationship between the past and the present, people and the environment, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Through studying Humanities students will develop inquiry processes, the ability to question, think critically, solve problems, make decisions, adapt to change, and communicate effectively in written and spoken forms across a range of genres. One of the highlights of the Humanities year is the Night of Living History, held on the first Monday in June.

The key areas of study across the three components in Year 8 Humanities are:
- The Ancient to the Modern World 650 AD – 1750 AD.
- Place, space, environment, interconnection, sustainability and change in Australia and the world.
- Citizens and the Law, and Diversity and Multiculturalism in Australian society.
SUBJECT OVERVIEW

One semester of Economics and Business will focus on students developing an awareness of the business world and the economy in which they live. Consumer and financial literacy is mandatory in the Australian Curriculum.

During this semester, students have an opportunity to develop an understanding of economics and business concepts by considering the rights, responsibilities and opportunities that arise for businesses, consumers and governments along with the influences on the ways individuals work now and in the future.

Topics Studied

Smart Consumers: Why consumers and businesses have both rights and responsibilities?

- Informed Consumers
- Protected Consumers
- Deceived consumers
- Persuaded consumer
- Ethical Consumers

Work and Me (Term 4)

- Types of work
- Understanding labour markets and what may affect the ways people work, now and into the future

Assessment

- Multimodal- Buy Smart Competition (term 3)
- Test—Response to stimulus (term 4)

Pathways to Year 11 & 12 Subjects

- Accounting
- Business Management
- Economics
- BSB30115 Certificate III in Business
- Diploma of Business
HEALTH & PHYSICAL EDUCATION

SUBJECT OVERVIEW

Health and Physical Education is one of the five mandatory subjects from the Australian Curriculum. In Health and Physical Education at Marymount College, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.

As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others’ health, safety and wellbeing.

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

### Topics Studied

- My Adolescent Relationships
- High on Life
- Cultural Understandings
- Introduction to Anatomy
- Wet Ball
- AFL 9s
- Soccer
- Tee Ball

### Assessment

- Practical Assessment of Performances in Physical Activities (50% of Course)
- Theory Assessment is a combination of content in workbooks, written tests, multi-model presentations and assignments (50% of Course)

### Pathways to Year 11 & 12 Subjects

- Physical Education
- Health
- Certificate II Sport and Recreation/Certificate III Fitness
**TOPICS STUDIED**
- French Dress Codes
- Nationality
- Numbers
- Pets
- Descriptions

**ASSESSMENT**
Students learn to listen, speak, read and write in the foreign language. Tests in all four skills are conducted throughout the course.
- Listen and understand
- Speak with confidence
- Read simple texts and practical examples of the written language
- Write short answers

**PATHWAYS TO YEAR 11 & 12 SUBJECTS**
- French
Topics Studied
• Introducing yourself
• Family and pets
• Food and drink
• Month, dates, & days of the week
• Numbers
• Daily routines and activities

Assessment
• Reading exam
• Writing exam
• Listening exam
• Speaking exam
• Multimodal projects
• Hiragana & Katakana tests

Pathways to Year 11 & 12 Subjects
• Japanese

SUBJECT OVERVIEW

Studying a foreign language is beneficial to students in a number of ways:
• It contributes to the cultural, personal, educational and intellectual development of the student;
• It is proven that studying a foreign language improves the standard of the student’s other subjects;
• It develops greater sensitivity to and understanding of English and improves the student’s use of English;
• It provides more opportunities for employment;
• It leads the student to recognize the worth of all languages and cultures and thus develop a respect and tolerance for other people;
• It also has recreational benefits in that knowledge of another language is useful when travelling overseas.
• If you put in effort, learning a language is incredibly FUN!
MATHEMATICS

Topics Studied
• Number and Algebra
• Measurement and Geometry
• Statistics and Probability

Proficiency Strands
• Understanding
• Fluency
• Problem Solving
• Reasoning

Assessment
• Unit test
• Semester exam
• Modelling and problem solving task
• (PSMT – written report)

Extension Activities
• Mangahigh Competition
• Maths Trust Problem Solving Competition

Pathways to Year 11 & 12 Subjects
• Essential Mathematics
• General Mathematics
• Mathematical Methods
• Specialist Mathematics

SUBJECT OVERVIEW

Mathematics is organised around the interaction of three content strands and four proficiency strands, following the Australian Curriculum. The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. These strands describe how content is explored or developed, that is, the thinking and doing of mathematics.

The Mathematics curriculum provides the opportunity to apply mathematical understanding and skills in context, both in other learning areas and in real world contexts. Students will use online programs to support their classroom activities and provide alternative learning experiences.

Students develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives. Data provided from NAPLAN, Year 7 assessment tasks and other sources, will provide the information necessary to place students in appropriate classes. The more mathematically able classes will be exposed to content and experiences in all strands which will develop understanding and higher order thinking processes necessary for the more difficult mathematics subjects in senior school.

Teachers set homework and class tasks as part of the ongoing assessment of the progress and application of the individual. Results of assessment in Year 8 Mathematics will give the information required to guide placement of students in Mathematics classes in Year 9.
Topics Studied
- Rocks – We will rock you
- Chemistry – What’s the matter?
- Biology – Multiplying by dividing
- Energy – Energy for my lifestyle

Assessment
- Topic exams
- Experimental lab reports
- Major science project for Science night
- Multi-model presentations
- In-class tasks

Extension Activities
- Science Night
- Griffith Uni Science Competition
- STEM Cup
- STAQ Science Competition
- Griffith University Trivia Challenge

Pathways to Year 11 & 12 Subjects
- Biology
- Chemistry
- Physics
- Marine Science
- Agriculture Science
- Aquatic Practices

SUBJECT OVERVIEW

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

By the end of Year 8, Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions.

They use appropriate language to communicate scientific ideas, methods and findings.

Students will complete a project for their major Science night where they will get to choose a topic that fits into one of 5 categories given. These projects will be presented to the college community on the night.
SUBJECT OVERVIEW

In this elective students have the opportunity to further explore digital technologies. This is an introductory course with the emphasis on problem solving through web development, game and application creation and coding wearable technologies.

Students will have the opportunity to discover emerging technologies and get creative with our Maker Space. Our makerspace is a place where students can create, invent, tinker, explore and discover using a variety of tools and materials.

Unit One of the course will introduce students to the design process of creating a digital game using HTML and building a mobile application.

Unit Two of the course will introduce students to coding and wearable technologies. Students will use our maker space to create an electronic project they can wear and code, to sense the environment using either colour sensors or movement sensors.

Note: Students will use different software in the elective subject compared to the core subject.
**Topics Studied**
- Materials and technologies
- Engineering principles and Systems
- Graphical Communication

**Assessment**
- Design Folios
- Logbook/Project Evaluation
- Practical Projects

**Pathways to Year 11 & 12 Subjects**
- Certificate I in Construction
- Certificate II in Electrotechnology
- Certificate II in Engineering Pathways
- Design Pathways

**SUBJECT OVERVIEW**

Design & Technologies is a subject within the Design & Technologies subject area of the Australian National Curriculum.

During this course, participants will develop an understanding of the use, development and impact of technologies in people’s lives.

Design students will acquire processes and production skills through the critiquing, exploring and investigating of real world needs or opportunities. They will generate, develop and evaluate design ideas for designed solutions. The students will then plan, produce(make) and evaluate these designed solutions.

These design solutions will be produced using the various skills, processes and materials available within the Industrial Technology and Design disciplines of Metal, Wood, Plastics and Graphical Communication.

Design students will also gain experience in Workshop Safety within the context of the Queensland Workplace Health and Safety Act. They will participate in the College’s OnGuard safety program and will gain certificates of completion for a variety of safety units.
SUBJECT OVERVIEW

The central focus of Design & Technologies (Food) is the wellbeing of people within their personal, family, community and work roles. Design Technologies (Food) encourages personal independence and effective living within wider society, and promotes preferred futures for self and others. It is an interdisciplinary study drawing on the fields of nutrition, the built environment, human development, relationships and behaviour.

In Design & Technologies (Food), students become increasingly aware of the processes of growth and development and take increasing responsibility for their own growth and development. They make decisions and take actions to promote healthy eating and develop a sensitive approach to interpersonal relationships.

They contribute to environments that are supportive of human growth and development, and develop a respect for the lifestyle choices of other people. Informed people who think critically and creatively make socially and ethically responsible actions that enhance wellbeing. People who promote wellbeing and design their futures understand that the decisions and actions taken by them and others have consequences.
Design & Technologies (Textiles) will contribute to the overall education of students by enabling them to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits. The course encourages students to be proactive, competent, creative, responsible and reflective learners able to take part in further study, work or training.

Textiles have played a significant role throughout human history, satisfying both functional and aesthetic needs. Textiles continue to satisfy needs in society by being a means of self-expression, by having social meaning and cultural significance, and by performing specific functions in commercial, industrial and personal settings.

Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

Students will develop an appreciation of the factors affecting them as textile consumers. Current technologies and innovations that continue to emerge in the textile industry will be addressed with emphasis on their economic, social and environmental consequences.
DANCE

SUBJECT OVERVIEW

Dance assists in developing a student’s self-confidence, coordination, fitness, expressive presentation and analytical skills. These are valuable as overall life skills and also for a variety of professions.

The Year 8 Dance course allows students – male and female – to learn about and acquire skills in various aspects of dance.

The course is organised around the three central areas of choreography, performance and appreciation. Choreography is the making of dances and students gain skills in experimenting with the elements of movement to construct movement sequences.

Through the study of performance, students develop physical and expressive skills required when dancing in a variety of styles. The appreciation aspect encourages students to learn about dance styles and features of dance in our society.

In addition to learning routines in a classroom setting, students are given the opportunity to demonstrate their skills in public performances. The viewing of professional dance companies during excursions also enhances the learning experiences of all students.

It is not necessary for students to have studied dance prior to participating in this subject. While there is an emphasis on practical work (approximately 70%), the theory component (approximately 30%) is very important.

Topics Studied

Dance of the People
In this unit, students make and respond to dance cultures, from local, Australian and global contexts, that reflect identify, self-expression and community. Styles studied include: stepping, hip hop, street dance, cultural dance.

Performance - development of technical and expressive skills in various styles

Choreography - creating dances in a group and improvisation skills

Appreciation - dance analysis and viewpoints (written and/or oral)

Assessment

• Performance of routine
• Group choreography task
• Analysis of dance components (written and/or oral)

Pathways to Year 11 & 12 Subjects

• Dance (General)
• Certificate III in Dance
Topics Studied

• Script work
• Mask Work
• Physical Theatre

Assessment

• Performances
• Assignment
• Short answer Test

Pathways to Year 11 & 12 Subjects

• Drama
• Drama in Practice
• English
• Film, Television and New Media

SUBJECT OVERVIEW

Drama enables students to participate in dramatic play, drama and formal theatrical performances. Students make, create and re-create drama through improvisation, role-play, characterisation and interpretation of texts as they plan, rehearse and present their drama to others. Students also reflect on their own drama and the dramatic work of others.

Students will be required to attend an excursion to the Australian Stunt Academy to study stage combat.

Drama builds on

• Creativity – the ability to respond to situations and seek solutions
• Confidence – the ability to act and react to situations and people
• Critical thinking – the identification and evaluation of evidence to guide decision making
• Collaboration – the ability to work with others on a shared event
• Communication – the expression of ideas to others (within the class and to the audience)
• Culture – the exploration of difference and unity, be that historical or geographical
MEDIA ARTS

SUBJECT OVERVIEW

The Year 8 curriculum provides study of Media Arts, which involves students making and responding to media arts independently, and with their classmates, teachers and communities. They explore media arts as an art form.

Students build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks. They build on their understanding and use of time, space, sound, movement, lighting and technologies. They examine the ways in which audiences make meaning and how different audiences engage with and share media artworks.

By the end of Year 8, students:

• Identify and analyse how film language creates media representations for audiences.
• Combined use of sound and image to construct and reconstruct meaning for a general audience.
• They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning.
• Will understand all elements of the pre-production, filming and editing process.

They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

Topics Studied
• Topic 1: Introduction to Media Arts
• The Art of Storytelling

Assessment
Responding Tasks
• Written exam
• Scene and film analysis

Making Tasks:
Pre-production
• Storey boards
• Shot-list and scripts

Production
• Production of short films

Pathways to Year 11 & 12
Subjects
• Film, Television and New Media
• Media Arts in Practice
ELECTIVE SUBJECT

MUSIC

Topics Studied

• Australian and international folk and cultural music
• The elements of rhythm, beat and metre
• Pentatonic scale
• Part-work on voice and instruments

Assessment

• Singing
• Playing
• Reading
• Writing
• Aurally and visually responding to music

Pathways to Year 11 & 12 Subjects

• Music
• Music Extension

SUBJECT OVERVIEW

Music is offered to students of all ability levels. It is designed to introduce students to basic music literacies through an aural-based, student-centred approach including the elements of music and performance techniques. Music will introduce students to the world of music through a study of a variety of music styles.

Music is a sequential course that builds self-discipline, confidence, creativity, teamwork, coordination, literacy and numeracy skills.

The program focuses on introducing and developing rhythm and aural skills, music literacy and the ability to sing and play in increasingly complex parts. Beginning with the most accessible instrument we all have – the voice – students will develop their musical literacy through a study of folk songs before applying these to instrumental performance and various musical styles.

Students studying music and extension music in Years 9 and 10 are encouraged to develop their skills through participation in the co-curricular music program.
The Visual Arts course provides students with the opportunity to develop their inherent imagination, creative problem solving and art making skills.

Through this course students are encouraged create artworks that communicate, challenge and express their own ideas as artists and develop an understanding of visual language. Students are challenged to build skills, creativity and understanding by exploring a variety of different techniques and media. Through the two units’ they will have the opportunity to investigate artmaking processes such as drawing, painting, sculpture, ceramics, printmaking, photography and digital art. Students are also encouraged to respond to and evaluate their own and others artworks.

Creating art is challenging and enjoyable, students learn perseverance, accountability and the importance of maintaining focus and dedication to a task.

Students are encouraged to develop aesthetic sensitivity, knowledge, understanding and skills in line with the National Curriculum.

**Visual Art Extension**

Students have the opportunity to attend the ‘Fairweather Art Group’ after school to work on their own art, participate in extension activities or complete art assignments.