

JUNIOR SECONDARY @ WCC

SUBJECT SELECTION
GUIDELINES

SUBJECT OVERVIEWS



JUNIOR

SECONDARY @ WCC

Junior Secondary in State Schools

1. Distinct Identity

Junior Secondary students will be encouraged and supported to develop their own group identity within the wider high school. This can involve dedicated school areas and events.



2. Teacher Training

Teachers working with students in the Junior Secondary years will be given the skills they need through additional professional development, so they can support young teens through these crucial early high school years.

3. Student Welfare

We will meet the social and emotional needs of Junior Secondary students with a strong focus on pastoral care. For example, schools could provide a home room to support students as they adjust to new routines and greater academic demands.

4. Parental Involvement

Involvement

We want parents to stay connected with their students' learning when they enter high school. Parent involvement in assemblies, special events, award ceremonies and leadership presentations will be welcomed.

5. Leadership

Schools will be encouraged to create leadership roles for students in Years 9, 10 and 11. Dedicated teachers experienced with teaching young adolescents will lead Junior Secondary supported by the principal and administration team.

6. Local Decision Making

The needs of each school community will influence how Junior Secondary is implemented in each school.

1. Distinct Identity

- ◆ Junior Secondary Subject Selections
- ◆ Junior Secondary Transition Strategy
- ◆ Search for 'Welcome to Junior Secondary' +radua, on -vent

Why Year 9 : i\$ (e 0#t , ;

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Queensland's education system is changing for the better for our students. From 2015 Year 9 will become the first year of high school. It is a significant reform that will benefit students at all Queensland schools.

We have consulted widely before introducing this positive change. It follows the successful introduction of a 9-year year in 2008. In 2008 the Year 9 entry age was raised by six months, bringing Queensland in line with other states.

By 2015 more than half the students in Year 9 will be turning 14. Educators agree that young teenagers are ready for greater independence and the depth of learning that high schools provide. Introducing a 9-year year has meant our students have gained an extra year of schooling. By 2015 Queensland Year 9 students will be in their eighth year of school and this is the right year for high school to begin. Also, from 2015 Queensland will adopt the new Australian Curriculum for English, Mathematics and Science.

Year 9 students will study Science, English, Mathematics, History, Physical Education, Music, Art and Design. Science will be a compulsory subject for all students.

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- There will be a strong emphasis on pastoral care for our students, and parents will be encouraged to become even more involved in their student's schooling in 2015. 6025(e)7-11. 62(n)-5. 05105(e) as

In the formal Subject Selection process, students must select one subject from each line of the Subject Selection Form. The Subject Selection Form is arranged into Core Subject groups. It is important that students are familiar with the following selection guidelines:

- Students must select one subject from each "line" or Subject group
- Where a subject is repeated on multiple lines, it may only be selected once

Senior students should make subject selections carefully, and with consideration, as they will only have the opportunity to review their subject selections and make changes at two times during the school year, during the Cr

Students in Years 8 & 9 require text books for most subjects.

The purpose of the Resource Scheme is to ensure that all students are provided with the necessary resources for a quality education and to save parents/caregivers money and the need to shop for textbooks and resources. The scheme is resourced through an annual parent contribution fee, per student. The Resource Scheme operates under the policy and guidelines of Education Queensland.

Your contribution towards your student's education will provide:

- ◆ -Equipment and resources to support literacy and numeracy activities
- ◆ Use of class sets including, but not limited to reading books, dictionaries, musical instruments, calculators, and atlas's
- ◆ Funding for a variety of practical activities such as craft, cooking, art & science experiments
- ◆ Student Yearbook
- ◆ Materials used for classroom projects
- ◆ Information Technology resources including equipment, printing, toner, and software programs relevant to stage learning area
- ◆ Entry to swimming pool for Swimming lessons; fees payable to Weipa Town Authority
- ◆ Music performances
- ◆ Local bus travel
- ◆ Year 6 & 4 Library LAB
- ◆ Literacy & Numeracy workbooks following individual student assessment

If you choose NOT to join the College Resource Scheme, you will be required to provide the above resources for your student throughout the year.

Conditions of the Scheme

- ◆ Students will supply their own personal requirements – as outlined in the *Booklist and Subject Requirements List*.
- ◆ Books issued to students are to be kept in good condition.
- ◆ Students are responsible for up to the full cost of books that are negligently damaged or lost before any further issues can be made.
- ◆ The Resource Hire Centre should be immediately notified of the loss of any textbook.
- ◆ All textbooks provided under the scheme remain the property of the scheme and must be returned to the Resource Centre when a student leaves or at the end of the school year.
- ◆ Books and resources provided under the scheme cannot be issued to students whose parents/ caregivers choose not to participate.

Is the scheme compulsory?

The textbook and resource scheme and the student contribution scheme are discussed at the October meeting of the Parents and Citizens Association. Parents/ caregivers are invited to attend this meeting held annually and express their opinions on both schemes. A vote is taken at this meeting each year as to the continuation of the schemes.

The scheme is not compulsory but does provide real savings and benefits for the school, parents and most importantly students.



SA6*LE SUBJECT SELECTION EOR6

ENGLIS4

English at Western Cape College – Weipa comes in three forms in the Junior Secondary Area, with all three classes covering core curriculum in relation to the Australian Curriculum and Standards. The three strands of English taught are;

- Extension English
- Core English
- Quicksmart English

Extension and Core English directly follows Australian Curriculum, with the Core class typically requiring more scaffolding to access the 'A' standard descriptor for that particular year level. These two classes both have the potential reaching the 'A' standard descriptors for that particular semester. Entry into the Extension class is through consultation between parents, students and a teaching staff member.

QuickSmart English is where English curriculum, based on the Australian Curriculum Expectations, will be run in conjunction with the QuickSmart program, an intense literacy based program aimed at students with very low literacy levels. These students will be identified here at the school, and through consultation with parents, students will be placed into these classes until adequate literacy skills are reached. The highest mark attainable here would be a 'C' standard against the Australian Curriculum.

Subject Title: English

HUMANITIES

Humanities at Western Cape College will be taught as two separate subjects in Junior Secondary, History and Geography. For each of these subjects, a Core and an Extension stream will be offered. Both of these subjects will fulfill the Australian and Queensland Standards and Descriptors.

HISTORY

Subject Title: HISTORY

Subject Code: HIS081A

Year 8 History Overview

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. The key inquiry questions at this year level are:

How did societies change from the end of the ancient period to the beginning of the modern age?

What key beliefs and values emerged and how did they influence societies?

What were the causes and effects of contact between societies in this period?

Which significant people, groups and ideas from this period have influenced the world today?

Subject Title: HISTORY

Subject Code: HIS091A

Year 9 Overview

Students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

GEOGRAPHY

Subject Title: GEOGRAPHY

Subject Title: GEOGRAPHY

Subject Code: GEO081A

Subject Code: GEO091A

Geography is the study of the human and natural characteristics of places and the interactions between them. Geography is a rich and complex discipline which includes two vital dimensions; the spatial dimension which focuses on where things are and why they are there, and the ecological dimension, which considers how humans interact with environments. Geography prepares students for adult life by developing in them an informed perspective. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.

SCIENCE

Science at Western Cape College – Weipa comes in two forms in the Junior Secondary Area, Core and Extension, with both streams covering core curriculum in relation to the Australian Curriculum and Standards.

Extension and Core Science directly follows Australian Curriculum, with the Core class typically requiring more scaffolding to access the 'A' standard descriptor for that particular year level. These two classes both have the potential reaching the 'A' standard descriptors for that particular semester. Entry into the Extension class is through consultation between parents, students and a teaching staff member.

Subject Title: SCIENCE

Subject Code: SCI081A

Year 8 Overview

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.

Subject Title: SCIENCE

Subject Code: SCI091A

Year 9 Overview

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms

Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

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Maths at Western Cape College – Weipa comes in three forms in the Junior Secondary Area, with all three classes covering core curriculum in relation to the Australian Curriculum and Standards. The three strands of Maths taught are;

- Extension Maths
- Core Maths
- QuickSmart Numeracy

Extension and Core Maths directly follow the Australian Curriculum, with the Core class typically requiring more scaffolding to access the 'A' standard descriptor for that particular year level. These two classes both have the potential of reaching the 'A' standard descriptors for that particular semester. Entry into the Extension class is through consultation between parents, students and a teaching staff member. A modified numeracy based program will be run to support students in a similar way to the QuickSmart program for literacy.

Subject Title: EXTENSION MATHS
Subject Title: CORE MATHS

Subject Code: MAX081A
Subject Code: MAT081A

Understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations and their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area

Fluency includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and their volumes and three dimensional objects

Problem Solving includes formulating, and modelling practical situations involving ratios, profit and loss, and areas and perimeters of common shapes, using two-way tables and Venn diagrams to calculate probabilities

Reasoning includes justifying the result of a calculation or estimation as reasonable, deriving a probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Subject Title: EXTENSION MATHS
Subject Title: CORE MATHS

Subject Code: MAX091A
Subject Code: MAT091A

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms

Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

HEALTH AND PHYSICAL EDUCATION YEAR 5

Subject Title: HEALTH AND PHYSICAL EDUCATION

Subject Code: HPE081A

This unit has been designed to encourage students to continue to experience, learn and refine a number of different sports. It provides written and practical work and aims to develop a clear link between the practical and theoretical studies of physical activity.

All units offered are guided by facilities available, resources, class size, staff experience, cost and

HEALTH AND PHYSICAL EDUCATION YEAR 10 @

Subject Title: HEALTH AND PHYSICAL EDUCATION

Subject Code: HPE091A

This unit has been designed to encourage students to continue to experience, learn and refine a number of different sports. It provides written and practical work and aims to develop a clear link between the practical and theoretical studies of physical activity.

All units offered are guided by facilities available, resources, class size, staff experience, cost and workplace health and safety guidelines.

Content Areas: Fitness Instructor, Physiotherapist, Sport and Recreation Officer, Sports Administrator, Sports Coach, Sports Scientist, Sports Person, Health and Physical Education Teacher (Primary or Secondary), Nutritionist, (Recreation).

Units

Unit 1: Students focus on the impact of the media as a key socio-cultural factor influencing health, self-concept and self-esteem.

Unit 2: Students develop and refine specialised movement skills and develop teamwork, tactical knowledge and strategic thinking when participating in archery and volleyball.

Unit 3: Students develop and refine specialised movement skills and develop teamwork, tactical knowledge and strategic thinking when participating in volleyball and softball.

Unit 4: Students focus on the development of the components of fitness through active participation in fitness sessions.

Unit 5: Students develop and refine specialised movement skills and develop teamwork, tactical knowledge and strategic thinking when participating in athletics and ultimate Frisbee.

Unit 6: The focus of this unit will be on examining and analysing the physical advantages of understanding and utilising biomechanics in physical activities. Students will develop in depth knowledge about the specific areas of biomechanics and test their knowledge in a range of practical situations. Through a range of laboratory exercises and reports students will further develop their knowledge of how understanding biomechanics can improve our performance.

Unit 7: Students apply motor skills, movement sequences, tactics and strategies, and explore attitudes towards fair play.

LOTE 5



Vietnamese

Western Cape College is proud to boast a comprehensive selection of Secondary Schooling Subjects through our on-campus / Virtual Schooling modes.

For Year 8 students, studies in Languages other than English ;=7T-< are compulsory. At Weipa Campus, we provide students with the opportunity to undertake =7T- studies in Japanese.

This subject is delivered to students via Virtual Schooling. Students are provided with support and teacher supervision by our Virtual Schooling Coordinator.

In Year 9, students have the opportunity to continue their =7T- studies by choosing the subject as an *elective*.

JAPANESE

Subject Title: JAPANESE

Subject Code: JAP081A

Subject Title: JAPANESE

Subject Code: JAP091A

From 2024, studying another language has been made compulsory in Queensland for students in Years 9, 10 and 11. The =languages other than English ;=7T-< programme at Western Cape College. 04 Tfc 1711 0

BUSINESS STUDIES

5 ICTs

YEAR ?

Subject Title: BUSINESS STUDIES

Subject Code: BST081A

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Business refers to enterprising endeavours undertaken to meet human needs and wants. Business, economic and legal activities impact on and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs.

In this course there is a blend between Business Studies and effective use of the computer to communicate within a business environment.

Units of work studied throughout the semester include

- Financial literacy ; Being a Wise Consumer
- Business and Economic Systems
- Communication in a business environment, including Word processing and Excel Spread

BUSINESS STUDIES

YEAR @

Subject Title: BUSINESS STUDIES

Subject Code: BST091A

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Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Business refers to enterprising endeavours undertaken to meet human needs and wants. Business, economic and legal activities impact on and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs.

There is a strong foundation in basic skills and the use of technology to enhance day to day processes, such as book keeping, understanding the stock market and economic forces.

Units of work studied throughout the year include

- Financial literacy
- Bookkeeping and Accounting practices
- Small Business skills and services
- Legal studies
- Investing and trading in the stock market
- Business and Economic Systems

ICT

YEAR @

Subject Title: INFORMATION COMMUNICATION STUDIES Subject Code: ICT091A

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Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated.

Students independently and collaboratively work in online and stand-alone environments across a range of learning contexts.

Students autonomously and routinely use a range of ICT functions and applications. They develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context. They communicate with others in an ethical, safe and responsible manner. They develop understandings of the impact of ICTs on society.

Applying ICTs as a tool for learning assists students to become competent, discriminating, creative and productive users of ICTs. ICTs can be integrated in a variety of ways within and across all key learning areas to support thinking, learning, collaboration and communication.

406E ECONOMICS

YEAR 5 @

Subject Title: HOME ECONOMICS
Subject Title: HOME ECONOMICS

Subject Code: HEC081A
Subject Code: HEC091A

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The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. Home Economics encourages personal independence and effective living within wider society, and promotes preferred futures for self and others. Home Economics is an interdisciplinary study drawing on the fields of nutrition, textiles and fashion, the built environment, human development, relationships and behaviour.

In home economics education, 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.

Units include:

- Food Studies
- Nutrition
- Textiles Studies
- Introducing catering ;Fes ve Season<

6 ANNUAL ARTS

YEAR ? #nd @

Subject Title: MANUAL ARTS
Subject Title: MANUAL ARTS

Subject Code: MAN081A
Subject Code: MAN091A

People in all cultures and contexts are affected by the pervasiveness, impact and opportunities of technological change and development. Technology education plays a vital role in preparing students to appropriately respond to technical advances and to shape technological futures. It provides the means to extend human capabilities to solve problems and to improve the human condition.

The purpose of manual arts education in schools is to enable students to use technology successfully, responsibly and creatively. By working technologically, students develop knowledge and understanding and ways of working to expand their capabilities as confident, critical and creative designers and users of technology.

Over the semester of study students will learn about

- Different construction Techniques, using different materials such as wood, metal and plastics
- Graphic design using computer Aided Design (CAD)

G+#0%ics

YEAR @

Subject Title: GRAPHICS

Subject Code: GPH091A

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ENGINEERING

YEAR @

Subject Title: ENGINEERING

Subject Code: ENR091A

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Dear ' -ngineering has a strong focus on working with and manipulating metal products and plastics. This subject prepares students with the basic hand skills and knowledge to pursue -ngineering in the future.

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- 1 etal Fabrica on
- 1 achine 7pera on
- 9asic -lectrics
- #las cs

FURNISHINGS

YEAR @

Subject Title: FURNISHINGS

Subject Code: FUR091A

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Dear ' Furnishing is concerned with technology and its influences and impact on people, their communities and environments.

From a member perspective, students design and reflect on new products and technologies which are developed to meet changing needs and wants of people.

VISUAL ART 5 6 MEDIA

Visual Art and Media are powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and created is fundamental to becoming a critical consumer and/or producer of artworks.

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic expression. At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living. Artists, designers and craftspeople reflect identity and document culture through persuasive and inventive ideas.

Media involves teaching young people how to construct meaning, considering specific audiences and specific purposes, by manipulating media languages and technologies to shape representations. Students look at still and moving images, sounds and words are used to construct and reconstruct meaning in media texts. They consider how media techniques and practices are used to market, promote, deliver and exhibit media texts. Gain an understanding of how people represent different beliefs and ideas in media texts and how they are influenced by regulations and by contexts of audiences, producers and institutions.

In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In appraising artworks, students investigate artistic expression and critically analyse artworks and media within diverse contexts.

Students will engage in a range of arts experiences which could include drawing, painting, sculpture, printmaking, ceramics, photographic art, fibre art, installation, performance art, wearable art and body adornment, built, public and environment design, costume and stage design, curatorial design, graphic design and illustration, product design, cross-arts events, electronic imaging, film, animation and television and sound art.

Career opportunities: Sculptor, Designer, Painter etc., Animator, Graphic Designer, Interior Designer, Museum Curator, Photographer, Teacher, Web Designer/Developer, Graphic Artist, Fashion Designer, Cartoonist, Artist, Curator, Director, Illustrator, media production specialists, audio engineers and producers, interactive designers, music technologists and composers.

Subject Title: VISUAL ART AND MEDIA Subject Code: VMA081A

YEAR ?

6JED 6EDIA 6ADDRESS Apply mixed media and digital software to create a selection of experimental artworks either individually or in pairs. Create a finished piece based on initial drawing works in a group or individually. Students become familiar with evaluating mixed media materials and processes including digital manipulation when creating a mixed media experimental folio.

ANIMAL PRINTS Create an animal reduction lino print that tells a story or narrative using symbols, shapes, descriptive lines and simulated textures. Students evaluate and apply reduction printmaking techniques while analysing a range of styles, artists and prints.

MUSIC

Studying Music fosters student's confident expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas, whether at home or in the wider community. Students become adaptable and innovative problem solvers, making informed decisions and, as performers, develop their ability to deconstruct and critically evaluate. They are also encouraged to become adept in using various music-related technologies.

Students develop "audiation", which is the process by which the brain makes sense of what the ear hears, or the ability to think in sound. They apply their developing audiation through exploring the musical elements of duration, dynamics, harmony, melody, structure, texture and timbre, within a variety of contexts, genres and styles.

Students study music by

- analysing and evaluating repertoire from a variety of social and cultural contexts
- creating music compositions in a variety of genres and styles; students are encouraged to move towards developing their own creative style
- performing musical repertoire by playing an instrument, singing or conducting; performing may include solo or ensemble experiences.

Career paths include: Choir Director, Composer, Concert Promoter, Copyist, Organist, Musicologist, Instrument Repairer, Jingle Composer, Music Teacher, Music Therapist, Musical Instrument Builder, Nightclub Manager, Orchestra, Performer, Piano Tuner, Producer, Session Musician, Sound Technician, Stage Manager, Tour Coordinator.

YEAR ?

Subject Title: MUSIC

Subject Code: MUS081A

MUSIC BASICS - Rhythm: Explore the essentials of reading and writing music. In this unit students will reinforce their knowledge of music reading and writing conventions. Students will create an original composition and prepare performance items for the guitar.

MUSIC BASICS - Melody - Explore the essentials of reading and writing music. In this unit students will reinforce their knowledge of music reading and writing conventions. Students will create an original composition and prepare performance items for the keyboard.

YEAR @

Subject Title: MUSIC

Subject Code: MUS091A

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He%& it' See it' P#%\$ it> Students will explore popular styles of music. The major task for this unit is to create and perform an original song using an excerpt of an established song in the structure of theme and variation. Students will also begin to understand how musical elements work together to create meaning in music through analysis.

(i#n M)sic> - Exploring styles of music. In this unit students will be focusing on composition. Students will be creating their own original compositions using visual stimulus. Students will also demonstrate their understanding of how music is constructed and identified through a knowledge exam.

A)ssie M)sic> - Exploring the wide variety of Australian music from popular to classical styles. Students will be choosing an Australian song to replicate as a performance. Students will also use their knowledge of musical elements to analyse an Australian song.

M)sic %nd Ad*e& sin+> - Exploring the use of music in advertising. Students will create their own jingle using advertising techniques. Students will also analyse the use of music in advertising to determine successful advertising.

* PERFORMING ARTS

The Performing Arts in this instance is a combination of Dance and Drama. Dance is a human activity of ancient tradition and an evolving form of expression. Diverse cultures throughout history have refined and manipulated movement to communicate meaning through the symbol systems of dance. As an aesthetic means of ordering movement into an expressive code, dance involves structuring gesture and motion to capture and convey ideas, images and feelings, and uses the human body as the instrument of communication. Dance fulfills various functions in society. The study of Dance is enriched by experiences in Choreography, Performance and Appreciation.

Drama provides a medium for personal exploration, social criticism, celebration and entertainment. Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unified means of enquiry that contributes to knowing and understanding themselves and the world. Drama provides students with a range of skills transferable to a variety of pathways.

Drama explores and celebrates the human presence drawing on experiences from real life, the imagination and the realms of media. Students study dramatic elements which are the foundations and working materials of drama by which dramatic meaning and action is created. This mode of learning and expression integrates oral, kinesthetic, visual and aural dimensions and sign systems.

Career paths include: Actor, Sound technician, Director, Costume designer, Choreographer, Coach, Workshop facilitator, Aerobic instructor, Health and Fitness instructor, Area vice director, Doctor, Director, Stage manager, Sound technician, Producer, Human resources, Area vice director, event manager, Acting manager, Workshop facilitator, Promotions, Advertising, Theatre critic, Area vice writer, Author, Playwright, Dramaturgy, Teacher, Editor

YEAR 7

Subject Title: PERFORMING ARTS

Subject Code: PAR081A

LET'S GET LOUD! In this unit student will learn how to use their voice and body for stage. They will engage in workshops on how to protect your voice when on stage and they will explore movement through human forms.

EVERYBODY! DANCE! Students will explore the elements of dance. Students will explore dance and performance skills for the stage. Basic choreography explored through creating a fad.

YEAR 8

Subject Title: PERFORMING ARTS

Subject Code: PAR091A

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MUSE! - ploring scripts and developing skills in script writing. In this unit students will explore scriptwriting and will manipulate the skills that they have learnt about applying the elements of drama, to write interesting and engaging scripts based on visual stimulus. Students will consider and negotiate dramatic languages and conventions in order to devise a script.

6AS4 *OTATO! Students explore forms of social dance in popular culture to develop their understandings about the cultural, social and historical contextual factors that have shaped the evolution of popular dance.

PROMISE! Y! - ploring the world of comedy and script analysis. In this unit students will explore the world of comedy and become a director to analyse a comedic script in order to perform in this genre. Students will consider and negotiate dramatic languages and conventions in order to present a polished performance.

