

Curriculum Handbook

Year 9

2010



INFORMATION HANDBOOK

Effective communication between the School and its community is vital to underpin the development of a collective understanding of the School's mission, its objectives and the strategies designed to help realise these goals.

This information book should be seen in the context of an overall communication of the School to its community through a variety of publications including handbooks, newsletters and the Ivanhoe News.

I hope that you will find this publication informative and useful. It is designed to provide parents and students with details of relevance to their membership of Ivanhoe Grammar School and in particular the section of the School they currently attend. Please make direct contact with the School where clarification is sought regarding any aspect of the details published in this information book.

Roderick D Fraser
Principal

CONTENTS

	Page
1. Introduction	4
2. Pastoral Care and The Personal Development Program	5
3. Spiritual Development and Worship	5
4. Student Values Statement	6
5. Teaching and Learning	7
Urban Systems	
Latrobe University	
After 9	
Core Curriculum	8
• English	
• Health and Physical Education	
• Humanities	
• Mathematics	
• Religion, Values and Faith	
• Science	
Elective Curriculum	12
• French	
• Japanese	
• Literature	
• Express Yourself: image, sound, text	
• Mind Challenges	
• Art	
• Multimedia	
• Media	
• Drama	
• Music	
• Sound Engineering	
• Visual Communication and Design	
• Design Technology	
• Woodwork	
• Food Technology	

1. INTRODUCTION

When students reach the upper years of primary school, it is said that they have entered the middle years of schooling. Typically, the middle years refer to the period of adolescence which encompasses Years 5 and 6 at primary school, followed by Years 7 to 9 at secondary school. Middle years students have special needs, both as learners and as adolescents dealing with change in many aspects of their personal lives.

Students in the final year of the middle years, Year 9, present a number of unique challenges. Research shows that when students reach middle adolescence (typically around Year 9) their needs change. When these needs are not met, the risk of disengagement from their schooling becomes significantly more likely and research shows that re-engagement can take some years. This trend can be reversed by schools prepared to offer Year 9 programs which cater specifically for students' needs and interests at this level. Year 9 students are a very diverse group – each is shaped by the physical, social, emotional and intellectual developmental changes of adolescence. By this age, many are making the transition from dependence on parents and teachers to independence and a greater reliance on peer support. It is not uncommon for them to make many false starts in this transition, and they must be supported as they progress through it. Their levels of ability, interest and motivation all vary greatly.

Year 9 students often become acutely aware of academic and social strengths and inadequacies. Many can experience a 'mid-school crisis' and begin looking for ways out of that. It has been found that Year 9 students respond positively to a curriculum that links to, and is meaningful in, their lives outside as well as in the classroom.

Year 9 students value opportunities to explore new ideas in depth. They enjoy cooperative small group learning which is secure and supports them moving beyond their comfort zone. They learn what they think is useful and enjoy using their skills to solve real-world problems

With this research based knowledge Ivanhoe has embarked on a unique Year 9 Program to address the needs and respond to much of the advice given in literature about Year 9 students. We have done this in a way that we feel maintains our traditional strengths and further adds to them aiming for an evolution rather than a revolution in educational programs for Year 9.

2. PASTORAL CARE & THE PERSONAL DEVELOPMENT PROGRAM

Research has indicated that some factors help young people develop a resilience that protects them from developing unhealthy behaviours as they navigate this territory. These factors include:

- Connectedness with an organisation fostering a clear and consistent set of values
- A strong commitment to other people and the community
- The ability to form positive personal relationships
- An environment characterized by caring, support and high expectations

Ivanhoe plays an important role in providing a general environment and specific programs that assist in the healthy development of young adolescents by:

- Supporting the healthy development and resilience of all our young people.
- Celebrating diversity and encouraging respect for self and others.
- Helping and encouraging young adolescents to develop positive commitments to their families, schools, peers and communities.
- Helping and encouraging young adolescents to develop positive behaviours, such as self-discipline, good decision-making, responsibility for their actions and getting along with others.
- Helping and encouraging young adolescents to understand and resist negative pressures.

At Years 7 – 9 core subjects are taken in the class group. Hence the influence and importance of the homeroom teachers in contributing to the well being of the students and the smooth running of the school cannot be over emphasised. Should a parent have a pastoral concern they wish to discuss then **the Homeroom teacher must be the first point of contact**

3. SPIRITUAL DEVELOPMENT

Ivanhoe is a Christian School in the Anglican tradition. The Archbishop of Melbourne is the School's Visitor and his licence is held by the Chaplain. All students attend Chapel regularly and take part in Christian worship according to Anglican principles. Many students also take advantage of the opportunities for voluntary worship, discussion and community service. The Chaplains are priests of the community and like other parish priests are available at any time to assist pupils, members of staff, parents and old Grammarians. Within the School, the Chaplain assists with the Religious Education program, which has a variety of aims, not the least of which is the hope that by the time students leave the School they can articulate, even if only to themselves, their philosophy of life, and feel that they understand the claims and practices of Christianity.

The student population at Ivanhoe is diverse and reflects the multicultural nature of contemporary Australian society. The majority of our families are at least nominally Christian, if not Anglican, almost every religion (and Christian denomination) is represented within our community. The broader aims of our Religious Education program are to instil in all our students a sound set of values and attitudes by which they can live fulfilling and responsible lives, and to help them develop an understanding of the religions of the world, and their influence on our cultural lives and historical context.

4. STUDENT STATEMENT

In 2005 students from across the School, lead by prefects and supported by key staff, came together to develop a set of guiding values for all Ivanhoe students. That statement is provided below.

The students of Ivanhoe Grammar School believe that all members of the community should give individuals the freedom to grow and develop to their full potential. Freedom to develop is grounded in respect: respect for oneself, respect for others and respect for the school. Respect is integral to a friendly and flourishing environment in which staff and students alike can develop to their full potential.

We strive to be:

Open minded We acknowledge the diversity of voices within our community and grant each voice the encouragement and freedom to be heard. We reject attitudes and behaviours that belittle or stifle the individuality of any member within our community.

Responsible We see freedom as inextricably linked to responsibility. Only through a responsible approach to school life on the part of all students can we truly enjoy a sense of freedom, and the opportunities that freedom affords.

Caring We wish to be compassionate and considerate in our interactions with each other. We endeavour to nurture a community where all students feel safe and respected.

Disciplined We respect self-discipline, effort and commitment in all pursuits and approach learning with thoughtfulness and curiosity.

Honest We strive for honesty and integrity in all our dealings with fellow students and staff. Valuing open-mindedness, we wish to forge friendships that extend beyond the boundaries of gender, age and our campuses.

Balanced We delight in the range and variety of experiences on offer at our school. We strive to embrace all aspects of academic, sporting, extra-curricular and community life with energy and spirit.

Principled We commit ourselves to serving our wider community. We acknowledge our obligations to those less fortunate than ourselves, and commit ourselves to improving the lives and environments of our local, national and international communities.

We commit to exemplifying these values, behaviours and ideals as we move through school and beyond.

5. TEACHING and LEARNING

The Teaching and Learning program is made up of a range of linked rich and diverse learning experiences that support and enrich the classroom experience. Three key off-campus learning experiences will be undertaken during 2010.

Student learning during these off-campus experiences will make strong connections with many aspects of their classroom learning, especially where it relates to the themes of Systems and Sustainability. These experiences are to be considered as integral to the Year 9 curriculum.

5.1 URBAN SYSTEMS

Students complete a two week experience in the city, using St Stephen's Church in Richmond as a base. The first week, Adventure Week, includes familiarisation with the city in addition to a range of experiences linked to city systems and Round Square pillars. The second week, Project Week, involves teams of students conducting research in the city. Their aim is to investigate a city system by conducting public opinion surveys and expert interviews. Each team delivers a group presentation at the conclusion of the research project.

5.2 LA TROBE UNIVERSITY

Students visit La Trobe University, where they will undertake collaborative research projects. They participate in an orientation program and a series of introductory keynote addresses relating to topical issues. Following the introductory sessions, student teams will use the resources of the university to investigate their topics of choice and answer some complex questions. Each team will gather information from academics and a range of different university resources made available to them. Their learning will be supported by Education students from the university.

5.3 AFTER 9

After 9 is a program that introduces students to the 'world of work'. It has a number of components, including the Be Real Game and the School Entrepreneur Program. The Be Real Game is a simulation activity where students adopt roles in which they must apply for jobs and develop budgets in order to live within their means. They learn to identify the transferable skills which will serve them well in other forms of employment. Students learn how schooling and extra-curricular interests are directly related to future life and work roles, and how furthering knowledge and skills opens doors to new opportunities.

5.4 CORE CURRICULUM

Below is a very broad outline of the curriculum. At the end of Year 9 students will undertake examinations in all their core subjects.

ENGLISH

The study of English reflects the cumulative nature of English language learning. This involves speaking, listening, reading, writing and thinking within a given context. The English curriculum, therefore, aims to develop in students:

- The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts.
- Knowledge of the ways in which language varies according to context, purpose, audience and content and the capacity to apply this knowledge.
- A knowledge of the language patterns used to construct different texts and the capacity to apply this knowledge, especially in writing.
- A broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience.
- The capacity to discuss and analyse texts and language critically.
- Knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning.

Over the course of the year

Students will use a variety of print and non-print texts to extend language skills. A critical appreciation of a range of texts will be encouraged while developing and refining personal responses to texts. Students will also undertake activities, which assist them to develop confidence and competence in writing by extending their capacities to communicate clearly both orally and in writing.

HUMANITIES

The study of Humanities involves the study of human societies and environments, people and their cultures in the past and present. The Humanities provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions

Over the course of the year

Students will focus on Australia in its Asian Region and will consolidate the skills acquisition of the Middle Years, with a strong focus on research and extended responses. The subject comprises Geography, History and Economics. Current developments in the Asian area, such as the war in Iraq, terrorism, and the aftermath of the Bali Bombing, are integrated throughout the study. As specific issues arise they will be analysed and evaluated to help the students create a wider world view.

Geography: An overview of the Asia Pacific region with consideration of the geographic characteristics and issues confronting the region is undertaken. These issues include trade, tourism, global warming, deforestation and demographics. A specific study of the Olympics will be incorporated in this study.

History: Specific historical studies include Japan, China and other Asian nations such as Cambodia and Indonesia. These will be examined in relation to Australia through concepts of colonialism, independence, terrorism, migration, genocide,

revolution and co-operation. Student will also consider the changing nature of Australia through immigration.

Economics: Students will enlarge their understandings of economic literacy and the role of the economy in the Asia- Pacific region. Specific studies of areas of government and law will be incorporated. In addition some attention will be given to Australian based multinational organisations, the notion of globalisation and the dynamics of e-commerce.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural, organisational, physical and natural environments in the pursuit of lifelong involvement in physical activity, health and wellbeing.

Health and Physical Education aims to develop in students:

- An understanding that health has physical, social and emotional dimensions.
- An understanding of the factors that impact directly and indirectly on the health and safety of individuals, families, groups and communities.
- An understanding of how relationships develop and change, and the knowledge and skills to promote effective relationships.
- An understanding of the physiological, biological and socio-cultural dimensions of movement and fitness.
- Knowledge and skills to make nutritionally sound choices to promote health and growth.
- Experience, as a skilled participant, in physical activity through participation in structured games, sports and movement activities.

Over the course of the year

Student involvement in Physical Education will include a range of activities from individual non-competitive activities through to competitive team games, with dual emphasis being placed on combining motor skills and practical knowledge to improve individual and team performance and encouraging lifelong participation in physical activity. Fitness assessments will be undertaken twice during the year. The results will enable students to measure and quantify their individual levels of fitness.

Through Health Education students will describe the many changes that occur during the adolescent stage of the lifespan and the factors that influence their own development. They will explore a range of topics relevant to adolescent health such as lifestyle choices and diseases, creating fitness goals and designing individual fitness programs; sexual health and human development, including risks and risk-taking behaviours, and identifying nutritional needs adequate for optimal growth and activity and making healthy dietary choices.

MATHEMATICS

Mathematics is a sophisticated and complex body of knowledge. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in areas such as science, engineering, technology, art, crafts and many everyday activities. Mathematics provides a unique and versatile way of knowing about our world. Students are required to take on the role of mathematician to carry out investigations and solve problems.

Over the course of the year

Students will develop and apply knowledge and skills including geometrical theorems, algebraic techniques, linear and quadratic equations, indices, statistics, probability, measurement and trigonometry. Students will learn to make effective use of technology.

RELIGION, VALUES AND FAITH

Historically, Australian laws and ethical guidelines were based on the Jewish/Christian Bibles and teaching. However Australia is a society that is made up of people from many cultural backgrounds and religious faiths. There also are a significant number of people who do not align themselves with any faith. Nevertheless, spiritual understanding can be an important factor in developing a person's morals and inner growth.

The study of Religion, Values and Faith is designed to:

- help students understand the Christian faith;
- assist students to understand themselves and their relationship with others;
- assist students to develop their moral understanding based on well informed religious principles;
- provide students with the opportunity to study the major world religions; and
- assist students to make well informed decisions about their own faith position and Spirituality.

Over the course of the year

Students will explore the question: "What is a good life?" They will look at this question from the perspectives of contemporary culture, materialism, philosophy and a number of religious traditions. Students will be encouraged to identify values that are important to society and study models of ethical decision making in the context of current ethical issues. Students study the social background of the Book of Acts in the New Testament.

The study of "What is a good life?" leads naturally into a further exploration of Life and Death Matters. In this unit, students examine the ultimate questions of existence in the light of our mortality. The question about the good life is studied further through the biography "Run Baby Run".

Given the shortness of life, what makes a Life that Really Matters? They examine beliefs from different traditions including funeral rites from Christianity and other faiths, which highlight beliefs not only in the Afterlife but to do with living well now.

SCIENCE

Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community.

Over the period of Junior Science the key competencies that we wish all students to develop are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

Over the course of the year

Students will be involved in hands-on, inquiry based activities. They will investigate the properties of light and or sound, investigate either the human circulatory and respiratory systems or the systems responsible for the control of behaviour in plants and animals, and explore chemical bonding and chemical reactions. Students will be introduced to the periodic table and use valencies to balance formula and write chemical equations. The industrial and everyday uses of acids and bases are explored as well as the use of various types of indicator. Students will be introduced to the science of Ecology and how this can be used to understand the nature of ecosystems.

Additional optional topics may include: the use the light microscopes to observe microbes and cells, a research project on a specific pathogenic disease, they may also study electric circuitry, the wise use of electricity in domestic situations and research electricity generation.

5.5 ELECTIVE CURRICULUM

The elective subjects at Year 9 enable students to choose an individually appropriate balance between studies of a language or languages other than English and study within the Arts. Within the elective offerings there is also a study called Mind Challenges which provides an offering for like minded students who wish to engage in academic consideration of the ways of knowing.

LOTE (Languages other than English)

The study of a Language Other Than English provides students with the opportunity of developing the skills necessary for effective communication in another language. Students also gain an understanding of the culture, traditions and history unique to the countries where the language is spoken. Through this, students are able to analyse similarities and differences between the English language and the L.O.T.E., while gaining a better appreciation of their own cultures.

Students learn the skills of social interaction, cooperation and acceptance of different nationalities, while promoting international friendships. Learning a language other than English opens the door to a whole new world.

The L.O.T.E. curriculum focuses on the key strands of reading, writing, speaking and listening. Each topic allows students to develop these skills in realistic contexts.

FRENCH

Over the course of the year

Students gain a further insight into the language and culture of France, while developing their communicative competency in a range of situations. The cultural focus is on France as a tourist destination and as a member of the European Union. Students develop language skills through contexts such as French café society and meeting people, French cities and ways of talking about our home towns, similarities and differences between the French and Australian Education Systems, the World of Haute Couture describing clothing and talking about buying clothing for particular occasions, hobbies of young people in France and Australia. party preparations and invitations, party foods and typical French desserts..

JAPANESE

Over the course of the year

Students' communicative competency is further developed through a series of topics, as well as developing a greater understanding of the Japanese speaking community, culture and language. Students look at Japanese pastimes and learn to talk about work, study and leisure activities. They learn how to describe personal strengths, weaknesses and abilities, as well as those of family members. Students look at customs that are practised in Japanese homes and learn to describe the location of people, animals and objects in and around the house. Interactive language skills are developed through practising discussion of the weather, ordering meals and requesting items and prices in shopping situations.

LITERATURE (The Ridgeway Campus)

A sound pass in Year Eight English and an enthusiasm for books and reading are the prerequisites for this study. If you are considering the International Baccalaureate, you are strongly recommended to take this subject.

SEMESTER ONE:

The skills of close reading and critical analysis are developed. Students focus on language choice and how writers create meaning in varied texts from poetry to film texts. The emphasis in semester one is on how the form of the text is significant in the making of meaning. Students recognise the major divisions of poetry, drama and prose and how these literary forms can be divided into genres such as crime fiction, science fiction, fantasy and romance.

SEMESTER TWO:

The focus in this semester is on the consideration of views and values in texts and the ways in which these are expressed to create particular perspectives of the world. Students consider the issues, ideas and contexts writers choose to explore and the way these are represented in the text. Students also consider how these representations may be shaped by and reflect the cultural, social, historical or ideological contexts in which they were created.

EXPRESS YOURSELF: Image, Sound, Text (The Ridgeway Campus)

In this unit students will dissect, explore, critique and produce a range of exciting texts from their own culture. These include music clips, films, adverts, magazines, fiction, non-fiction, blogs, websites, radio and podcasts. Students will complete three major projects over the course of the year such as a short film, magazine, podcast and website (compulsory). These will be presented at the end of each semester to an external audience and assessed by your teacher. From taking this course, students will learn more about critical literacy, the conventions of professional English, text types, ICT, multimedia, project management, independent learning, team building and self motivation.

MIND CHALLENGES

This elective is designed to cater for academically highly talented students. It aims to foster the thinking and independent learning skills of students, including scope for student work involving contact with partner organisations. Considerable emphasis is on student reading and discussion relating to 'how we understand' the world and key ideas in different subject disciplines.

Over the course of the year

Ridgeway Campus

Students will reflect upon and discuss 'problems of knowledge' across a range of disciplines. In particular the following topics are covered:

- Basic approaches to philosophy (closely linked to case studies);
- Ethics;
- Formal Logic (once taught in schools as 'clear thinking' in the English curriculum)
- Mathematical Logic including – Propositional Logic and Proof
- Sessions based upon the different 'thinking approaches' to different subject areas (Mathematics, Science, History, Creative Arts, Social Studies, etc.)

Plenty campus

Mind Challenges is centred around the investigation and application of Science and Mathematics in unusual and practical situations. Students are encouraged to focus on areas of interest and to delve deeply into these areas. Particular areas covered include colonising Mars, advances in medicine and sustainability.

A key aspect of the subject is on the practical skills which underpin 'independent learning'. Through a series of tasks, students would be guided in their development of such skills as:

- formulating 'enquiry questions'
- finding resources which relate to 'enquiry questions'
- organising their resources
- working with others
- formal presentation skills (written and oral)

THE ARTS

The Arts are a fundamental means of expression and communication in all societies. Through *The Arts* we gain a sense of our social and individual identity. Study in *The Arts* gives students access to the cultural diversity in their community and the broader Australian and international context. They learn to recognise and value the cultural forms and traditions that constitute artistic heritage. In *The Arts*, students learn ways of experiencing, developing, representing, and understanding ideas, emotions, values, and cultural beliefs. They learn to take risks, be imaginative, question prevailing values, explore alternative solutions, engage in arts criticism, develop, practise and refine techniques, share opinions and extend the limits of *The Arts*.

ART

Students are encouraged to develop confidence in exploring a variety of art forms, mediums and media. Students are able to work in a number of different genres including landscape, still life and various media, such as, ceramics, drawing, painting, digital / manual photography, digital ICT based artworks and painting. Students are encouraged to use their visual diary to explore issues and develop personal art ideas, as well as to study, in the works of other artists, the elements and principles of art, thus developing a personal aesthetic and critical awareness of art forms.

The Ridgeway

Over the course of the year

Students will learn how to follow a design brief on the theme of landscapes and portraiture in their natural surroundings. They will take two digital photographs - one predominantly landscape based and the other focussing on a close up of a person. Students will then learn the basic skills and techniques required to combine two separate images into a successful single digital composition. Students will then complete a series of architecturally based sketches and select one of these sketches for a final piece. Upon completion students will scan their A3 artwork and combine it with one of their landscape or/and portrait images.

Students will also design a wind chime employing the design process and viewing various references such as photographs, past and present artworks, and various symbols either from art periods/styles, astrology and religions, for example. Students will learn basic ceramic hand building skills such as pinch pot, coil, and slab to assist in creating their wind chime. They will learn how to employ underglaze to create their unique image with a clear overglaze.

Semester 2

Students will learn how to observe, document and create artworks based on a particular theme. Students will be encouraged to draw from observation, take digital and analogue photos and research images drawn from these environments. Students will use their Visual Diaries to investigate and research their theme and will develop ideas using a range of mediums. Students will trial techniques and explore a variety of approaches and subject matter related to their theme. They will apply the elements and principles of art as they develop their skills and concepts related to the theme.

Students are encouraged to develop skills and concepts in both two- and three-dimensional areas of artistic creation. Students will develop an understanding of art elements and principles through analyzing the works of artists and through their own developmental processes. Students will be encouraged to draw in a range of mediums and will complete a series of timed drawings, detail drawings, blind contour drawings and drawing with unfavoured hand. Students will also learn how to crop to create an interesting composition.

Students will observe and discuss examples of the still life genre from past and present art styles and periods, such as Dutch 17th Century still life and early 20th Century artists, such as Brett Whitely, Matisse and Picasso. Students will complete a study of the art elements including line, tone, texture, shape, space, colour and form.

It is recommended that students who are intending to pursue Art to Year 12 should complete Year 9 & 10 Art. Many tertiary design courses require a folio for entrance selection and it is suggested that students interested in pursuing a career in the art world develop skills through studying Art and VCD from Year 9 through to Year 12. Students will be expected to buy an Art Pack of personal drawing equipment through the booklist.

Plenty

Students develop skills, techniques and processes in a range of media. In addition to this students further enhance their abilities in responding to the works of others. Painting, printing, drawing and sculpture constitute the major components of Visual Arts. Art criticism, writing and responding to varied art styles and artists is formalised with specific criteria. The following themes are used to develop abilities mentioned above: plaster, mask, still life acrylic painting and a drawing folio. Students will attend an exhibition and study French Impressionism and Post Impressionism to practise analysis skills.

MULTI-MEDIA (The Plenty Campus)

Over the course of the year

Students will learn to use various software programs throughout this course. They will then analyse problems presented, design solutions and then use their software skills to develop a multimedia solution in response to design briefs to meet particular client needs. The students will investigate and research relevant and cutting edge technologies.

The software used in the course will cover photo and graphic editing, 2D animation, scripting languages, video editing, web design and other multimedia authoring tools.

MEDIA (The Plenty Campus)

Over the course of the year

Students become critically aware of all aspects of the Media. From Television, Radio, Print and Film, an understanding of both the theoretical and practical elements involved in media production are developed. Students put their theory to practice, as they devise, produce and edit using multimedia technology. Video

clips, sit-coms and short films become students' folio of work, as they write, act, shoot, direct and edit original productions.

DRAMA

The study of Drama focuses on the development of characterisation and improvisational skills. Students work with a range of stimulus material to create and present dramatic performances that promote the refinement of skills and develop an understanding of the creative processes. Students apply stagecraft elements and analyse the performance of dramatic works. Performance theory is studied in order to gain a broad understanding of theatre history.

Drama (The Ridgeway Campus)

Over the course of the year

Units of work in voice and speech will give students the opportunity to learn the elements of effective voice and speech development such as intonation, volume, emphasis and breathing. Work on mime, improvisation and movement enable students to develop performance skills. One section of the course will focus on character and role development and students will develop a character creating a personal history, attributes, emotions and actions for this character. Students further develop this character in a group environment and prepare a monologue to explore the character. Students are introduced to the origins of theatre through a study of Greek and Roman theatre. They are introduced to work with scripts and directing skills. Students write and develop their own scripts for performance and will learn to perform poetry.

Drama Studies (The Plenty Campus)

Over the course of the year

Units of work in voice and speech will give students the opportunity to learn the elements of effective voice and speech development such as intonation, volume, emphasis and breathing. Work on mime, improvisation and movement enable students to develop performance skills. One section of the course will focus on character and role development and students will develop a character creating a personal history, attributes, emotions and actions for this character. Students further develop this character in a group environment and prepare a monologue to explore the character. Students are introduced to the origins of theatre through a study of Greek and Roman theatre. Students examine the theatrical style of Commedia dell' Arte. They research stock characters, and apply their knowledge in performance. They are introduced to work with scripts and directing skills. Students write and develop their own scripts for performance and will learn to perform poetry.

MUSIC

The course focuses on four key areas of study: theory/composition/arranging; aural perception; musicology and performance.

Students are expected to be reasonably proficient on an instrument or voice and it is recommended they be undertaking formal instruction in these areas. A program of relevant theoretical and practical experience will be designed to suit the students undertaking the course each year.

Over the course of the year

Students develop their performance skills with regular performance during class time. They take part in feedback sessions reviewing their performance presentation and interpretation. Students develop their composition and arranging skills through a number of projects using the "Finale 2008" program. The study of the history of music styles from the Medieval period to the end of the nineteenth century is also a feature of the course.

Through performance and analysis, students develop a basic understanding of the rules and structures within formal music notation, with an emphasis on the development of aural skills.

Note: Students are expected to be members of a co-curricular school ensemble.

SOUND ENGINEERING (The Ridgeway Campus)

Sound Engineering is a program of relevant theoretical and practical experience in the area of sound recording and manipulation designed to suit the students undertaking the course. The course focuses on 3 key areas; theory/terminologies; practical ability and team-based cooperative activities.

Over the course of the year

Students develop their knowledge and practical skills with regular sound engineering scenarios during class. They take part in feedback sessions reviewing their work. Students submit their own finished mastered mix of various audio materials using the software program "Reaper". Students analyze various live and studio recording situations. They then plan and undergo their own recording sessions, submitting a report outlining details to support each step.

Students enrolled in this course are given the opportunity to be part of the team that is responsible for the recording of School Concert performances and other musical events. Students are expected to be involved in some after school recording sessions.

VISUAL COMMUNICATION & DESIGN (VC&D) (The Ridgeway Campus)

This subject involves developing both manual and computer aided drawing and design skills. Students are encouraged to develop visual thinking skills with the aid of drawing and through the application of the design process. Students learn how to analyse and produce visual communications and to develop students' skills in the use of a variety of different drawing and rendering mediums.

Semester 1

Students are introduced to a range of two-dimensional and three-dimensional drawing systems including studies in freehand observational drawing, rendering using greyscale pencils and markers, isometric and orthogonal drawing. Students will learn freehand and instrumental drawing methods and will be encouraged to develop the ability to visualise spatial relationships. Students also develop skills in visual analysis, to develop and understanding of the elements and principles of design.

Semester 2

The purpose of this Semester is to introduce students to the concepts and processes of Graphic Design. Students will develop an illustration (such as a book jacket, magazine cover, or poster) using the Design Process to structure their developmental work. Students will be involved in an analysis task investigating existing designs. Illustration and Computer aided design skills will be a focus. Students also develop perspective-drawing skills in the development of a colour rendered design

Recommendations: It is preferable for students intending to pursue VC&D to Year 12 to complete Year 9 and 10 VC&D. Many tertiary design courses require a folio for entrance selection and it is recommended that students interested in pursuing a career in design develop skills through studying VC&D and Art from Year 9 through to Year 12. Students will be expected to buy a VCD Pack of personal drawing equipment through the booklist.

DESIGN TECHNOLOGY (The Ridgeway Campus)

This course aims to enable students to develop an awareness of Technology in our society, enabling students to explore possibilities of solutions and to develop safe working skills related to the materials used. The primary goal is to ensure that all students gain knowledge and skills through the process of making and doing. Students will become aware of different types of materials, their applications, properties and environmental implications.

Semester 1

In their study of structures, students investigate types of organisations and will consider the issues of synergy, responsibility and listening skills. Students study lateral thinking and problem solving processes through a range of practical activities. Bridge structures are studied and students complete a project and model of a bridge construction. In the study of plastics, students study the properties of plastics and complete a number of practical projects in this material, including testing methods. Students extend their knowledge through a research project investigating environmental implications.

Semester 2

Student's focus on Gold and Silver Smithing, through experimentation and investigation of metals and their characteristics. Materials such as copper, brass, alloys, pewter, sterling silver and steel will be the focus. Students learn and test the processes of bending, casting, joining and shaping in order to develop and understanding of the qualities and creative potential of these materials. Their final design brief will focus on the design and production of Chain making.

Note: Students will be required to pay for materials and hardware supplied by the School.

DESIGN TECHNOLOGY (Plenty Campus)

Participation in Design and Technology provides students with the knowledge and skills necessary for producing quality products that effectively either solve a problem or meet a need. They do so within a context that enables them to acquire an understanding of technology's role in the world and of the effects that specific technologies or processes have on society and the environment. Design and Technology also develops student skills in creating and communicating ideas, and in solving complex and varied problems.

Students will be provided opportunities to further develop and enhance their experiences of the Technology Process by exploring in greater depth the four phases of investigating, designing, producing and evaluating. A diverse range of projects will enable students to gain new practical skills, knowledge and experience.

Over the course of the year - Wood

Correct workplace procedures shall be discussed and put into practice so that students are able to competently contribute to a safe working environment. Students will learn how to safely and correctly work with and use a range of both hand and power tools. They will also learn the required skills to design, construct and evaluate a range of projects using timber which meets either their personal and individual needs or those of the design brief.

Projects which the students' will design and construct are:

- a garden ornament using recycled timber
- a timber money box demonstrating dovetail joinery
- a CD and DVD cabinet
- computer aided design
- personal project within the parameters of a specific design brief

Over the course of the year – Metal and Glass

Correct workplace procedures shall be discussed and put into practice so that students are able to competently contribute to a safe working environment. Students will learn how to safely and correctly work with and use a range of both hand and power tools. They will also learn the required skills and knowledge to design, construct and evaluate a range of projects which involve the use of a variety of soft metals and glass.

Projects which the students' will design and construct are:

- a glass and metal wind-chime
- a glass mosaic tea-light candle holder or a small glass mosaic window pane.
- a small leadlight panel
- a metal sculpture using a variety of recycled metal objects
- copper/brass pendants

Note: Students will be required to pay for materials and hardware supplied by the School.

WOODWORK (The Ridgeway Campus)

The course aims to develop fundamental skills and knowledge associated with handling wood and woodworking tools. Students will experience the use of a range of tools and materials that are most commonly available. On completion of the course, students will be able to make informed decisions on the suitability of construction methods and the selection of appropriate tools.

Note: This course is recommended for students intending to study Year 10 Materials Technology - Wood.

Semester 1

Students will initially be instructed in the care and maintenance of tools and safe workshop practices. This will be followed by the construction of a range of basic models. These include a pencil case and book rack. There will be no charge for the basic compulsory projects (i.e. pencil case and book rack). However all subsequent articles are to be paid for by the students.

Semester 2

Students will make a small table. At this stage, if a student has reached a satisfactory standard, they may complete the year by making a project of their own design and choice.

Note: Students will be required to pay for materials and hardware supplied by the School.

FOOD TECHNOLOGY (Plenty Campus)

This unit focuses on the study of food and nutrition. Students research patterns of food consumption and analyse factors that influence food choice and healthy eating behaviour, such as changes in family life, media and government strategies, and methods of producing, packaging and distributing food. Students will have the opportunity to develop food preparation and cooking skills through a variety of practical lessons. They will be involved in the investigation, design, production and evaluation of foodstuffs and menus, which are specific to individual needs.

At the completion of this unit students are expected to show competence in preparing a range of meals based on nutritional principles. Through the selection of appropriate techniques and kitchen equipment, students should have developed knowledge and skill in basic food preparation and show awareness of safety issues. Students are expected to identify and examine food consumption trends in and explain the influence of factors on nutritional status of specific population groups. Through a variety of written tasks, students should be able to

demonstrate competence in research techniques and prepare reports that demonstrate an understanding of technical language specific to the study.