Guide to Courses
Year 8 2015
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This Guide to Courses is also available Online on the College Website

IMPORTANT

LOTE Subject Selection is to be completed Online and one printed copy of the Portal Selection Receipt is to be returned to your Homeroom Teacher by August 28, 2014

NB: Completion and submission of subject selection forms does not imply satisfactory completion of Year 7 and promotion to Year 8.
The Curriculum Program at Year 8 is delivered via a combination of core subjects, semester based subjects and a student’s chosen LOTE. The core units undertaken by all students are delivered in homeroom groupings. Student wellbeing is a major priority and thus enhancing student ‘connectedness’ within our community is important. By enhancing the sense of belonging through improving quality relationships (student to student and student to teacher and teacher to parent) we will build upon each student’s sense of worth and thus impact upon student engagement in their learning. We also desire for every student to feel valued, affirmed and respected and above all feel safe within their school environment.

Each core subject will deliver the same learning STANDARDS to all students in the key learning areas of Religious Education, Mathematics, English, Humanities, Science and Sport.

The Victorian Essential Learning Standards (VELS) Curriculum was introduced by the Victorian Curriculum & Assessment Authority (VCAA) and has been accepted by the Catholic Education Office for implementation in all Catholic Schools.

Curriculum Overview

All students will undertake core subjects in Homeroom groupings for the full academic year. Sport is also core, but is delivered in non-homeroom groupings.

Core Homeroom Grouping

Religious Education, English, Humanities, Mathematics, Science and LOTE.

In addition all students will undertake study in the following Semester based subjects – Art; Music; Drama; Civics and Financial Literacy; Design & Technology - Wood and Design & Technology – Food. This will allow students to experience a broad range of subjects which will assist in their course selection for Year 9 in 2016.
Assessment

At the beginning of each semester, teachers will provide students with a written statement of the Learning Standards and Assessment for the unit. Learning Standards describe the knowledge and skills that a student needs to demonstrate in order to satisfactorily complete a unit.

Assessment within each unit is ongoing, and tasks are varied to reflect individual learning styles.

Satisfactory Completion

At the Year 8 level, to meet a satisfactory standard for a unit, students must display a satisfactory understanding of the skills and knowledge associated with each learning standard.

Late Submission of Work

Students are expected to submit all work on or by the designated due date. If a student has a valid reason for not submitting on the due date, he/she should negotiate an approved extension with their subject teacher before the due date.

If a designated task is not submitted by the due date, an SMS will be sent to parents communicating that a one week extension has been granted. A maximum grade of 50% will be awarded if the late work meets the required standard.

If a student does not submit their work by the new due date, a grade of zero will be awarded for that non submitted task.
Curriculum Program

Special Provision
Students will be considered eligible for Special Provision if their work is adversely affected due to serious illness or factors relating to personal environment. Some students may also complete other tasks if circumstances warrant. Parents are encouraged to contact the Year Level Leader if their child is experiencing difficulties at school or in the home environment.

Promotion
There is an expectation that all students will satisfactorily meet the Learning Standards of every unit of study. Subject teachers and/or homeroom teachers with specific concerns about the readiness of a student to progress to Year 8, either academic and/or social, will raise these issues with the Year Level Leader or Campus Learning Advisor. Parent consultation will follow.

A student promotion review will automatically occur when a student achieves less than the expected standard in four or more units over the academic year. Special consideration may apply.
Curriculum Program

Homework and Study

The College expects students at the Year 8 level to complete on average a minimum of five hours of homework per week.

The College Student Planner App is to be used daily to record all study and homework tasks. A schedule of homework times should be developed for each day, taking into consideration family and sporting commitments. Homework could involve completing tasks not completed in class or designated assignment tasks. Study involves reviewing notes for increased depth of knowledge and consolidation, preparation for topics tests and examinations and in particular wider reading.

It is also recommended that an appropriate study environment be created with all necessary requirements such as pens, paper, ruler and calculator close at hand.

Australian Curriculum

In 2013 we saw the first stage of implementation of the Australian Curriculum in Victoria in English, Mathematics, Science and The Humanities—History.

The Australian Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Any student is entitled to enriching learning experiences across all areas of the curriculum.

In addition the Australian Curriculum will provide a single, coherent and comprehensive set of common achievement standards which schools will use to plan Student Learning programs, assess student progress and report to parents.
Curriculum Program

PLAY PROGRAM

Gifted and talented are terms that are often loosely used to describe enrichment programs. Stemming from the Learning section of the School Improvement Framework, our aim is to address all of these aspects through an accelerated program that commenced in 2013. Students who are highly able in a specific field of study or across several learning areas will be invited to participate.

The Personalised Learning Accelerated Years (PLAY) program will cater for students in years 7 to 9 and provide a seamless link to our Barak pathways model introduced last year to enable students in years 10 -12 access greater options to study VCE and VET accelerated units. The program draws upon best practice research as well as local data and utilises 3 key strategies.

The first strategy of the PLAY program will address in class extension, tiered assessment, online units and blended co-teaching. Pedagogy plays a critical role in 21st Century education. What we do in and out of the classroom is critical for engaging and challenging learners. The new AusVELS complements such provision. Our new Learning spaces, ICT and refurbishments are also significant to this vision.

The second strategy we are also exploring is pre testing of core units and withdrawal periods for students to undertake subject based extension tutorials plus philosophy tutorials to utilise higher order thinking skills and critical analysis.

The final strategy in the trilogy is the development of faculty based co-curricular clubs and mapping these to learning outcomes.

The acronym is deliberate as students in years 7 to 9 should enjoy what they do and be challenged at their own level through PLAY. This is an exciting learning initiative at the college and we welcome any further input into the program.
ASSESSMENT

Assessment across the year will include a range of tasks such as
- folio work,
- research tasks,
- scriptural analysis, presentations
- group work.

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

RELIGIOUS EDUCATION

The Year 8 Religious Education program is designed to assist students in developing their knowledge of beliefs and practices of the Catholic Christian tradition. The approach to each topic reflects the principles of the Melbourne Archdiocesan Religious Education Framework *Coming To Know, Worship and Love*. The Archdiocesan textbook, *To Know, Worship and Love*, supports the Religious Education curriculum at Years 7 - 10. Students will study:

**SEMESTER 1**

Units:  
- Jesus as Teacher
- Prayer
- Christian Values

**LEARNING STANDARDS**

- To identify a range of different prayer forms.
- Determine ways that students can be involved in the prayer and sacramental life of the church.
- To outline the key elements of Jesus’ teaching ministry, particularly those presented in the parables.
- To analyse the significance of the teachings of Jesus and how they inform Catholic moral teaching.
- To explain the relationship between Catholic moral teaching and the decisions and actions of themselves and/or others
- To examine the nature and significance of Christian values and explore their implication for personal development.

**SEMESTER 2**

Units:  
- Right Relationships
- Church as a Sacramental Community
- Early Christian Church

**LEARNING STANDARDS**

- To describe the establishment and mission of the early Christian church.
- To evaluate the commitment and vision of the men and women in the early Christian communities.
- To identify reasons why faith inspires people to contribute to the mission of the Church.
- To understand and appreciate the unique identity that each person has as experienced in the context of friendship and family.
- To identify the meaning and importance of the Sacraments of Initiation for individuals and the Catholic community.
ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Workbook entries
- Activities
- Reading activities
- Writing
- Speaking and Listening activities

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, novels, nonfiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

LEARNING STANDARDS

Reading and viewing
- Understand how different text structures can be influenced by the language mode and how this varies for different purposes and audiences.
- Explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
- Select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing
- Understanding of how different language features can be used for particular purposes and effects.
- Able to make language choices which can influence an audience.
- Able to combine ideas, images and language features from other texts to show how ideas can be expressed in new ways.
- Able to create and edit texts for specific effects, taking into account intended purposes and the needs and interests of audiences.
- Demonstrate an understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and listening
- Listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.
- Understand how the selection of language features can be used for particular purposes and effects.
- Able to explain the effectiveness of language choices they use to influence the audience.
- Able to combine ideas, images and language features from other texts to show how ideas can be expressed in new ways.
- Able to create texts for different purposes selecting language to influence audience response.
- make presentations and contribute actively to class and group discussions, using language patterns for effect.
ASSESSMENT

There will be a variety of tasks undertaken from the following:

- Information Report
- Research Task
- Essays
- Document Studies

A focus of the tasks will be on locating resources, using primary and secondary sources as evidence, analysis of historical data, evaluate sources and using a variety of methods to present information.

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

HUMANITIES - History

History: The course provides a study of history from the end of the ancient period to the beginning of the modern period (c.650 CE – c.1750). This was when major civilisations around the world came into contact with each other. The course provides a study of the social, economic, religious, and political beliefs of the period, how they were challenged and significantly changed. There will be three depth studies which will each have a particular focus the depth studies are The Western and Islamic World (Medieval Europe), Asia and the Pacific World (Shogunate Japan) and Expanding Contacts – the Black Death.

LEARNING STANDARDS

- Sequence historical events and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop historical texts, particularly descriptions and explanations that use evidence from a range of sources
- Use a range of communication forms (oral, graphic, written) and digital technologies
ASSESSMENT

There will be a variety of tasks undertaken from the following:
- Workbook activities
- Research Report
- Folio Tasks
- Mapping Activities

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

HUMANITIES—Geography

There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations. Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. It examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. It explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries.

LEARNING STANDARDS

- explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently
- explain interconnections within environments and between people and places and explain how they change places and environments.
- propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns.
- compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.
- identify geographically significant questions from observations to frame an inquiry
- locate relevant information from a range of primary and secondary sources to answer inquiry questions.
- represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions.
- analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions.
- present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms.
ASSESSMENT

There will be a variety of tasks undertaken from the following:
- Workbook Activities
- Folio Tasks
- Research Tasks
- Quizzes and Tests

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

HUMANITIES—Civics and Financial Literacy

The study involves looking at taking control of your money and the Australian Economic System. At this level students learn about the nature of economics, choices that are made by consumers, businesses and the government. They also learn how to earn, spend and manage money and develop some understanding of personal financial literacy. Students will become familiar with the basic economic terms such as scarcity, supply and demand and how the allocation of resources affects them and the world in which we live.

LEARNING STANDARDS

- Explain the nature of the economic problem and how economic choices involve trade-offs that have both immediate and future consequences
- Explain key factors that influence the Australian economy
- Describe factors that affect choice of employment and opportunities for current and future work
- Make informed economic decisions demonstrating the development of personal and financial literacy.
- Identify and describe the ways the government influences economic activity and outcomes at the personal, local and national levels.
ASSESSMENT

There will be a variety of tasks undertaken from the following:
- Assignments
- Tests
- Practical Application of Skills

Contributions to class discussions and completion of class work will also be considered

CORE CURRICULUM

HEALTH AND PHYSICAL EDUCATION

This unit covers a range of topics designed to give the knowledge and skills necessary to enjoy a safe and healthy life. Units of study include practical sessions—Fitness Testing, Korfball, Softrosse, Football codes, Hockey and Speedminton. Students are required to wear the full PE uniform for all practical lessons.

LEARNING STANDARDS

- Describe health issues about which young people make decisions, and strategies that are designed to maintain or improve health.
- Describe health resources, products and services available to individuals and groups in Australia and consider how they could be used to improve health.
- Perform proficiently motor skills, which are appropriate to specific games, activities and sports.
- Describe initiatives and motivational influences that effect participation in physical activity.
There will be a variety of tasks undertaken from the following:

**Italian**
- Vocabulary and Grammar.
- Reading and Writing.
- Listening and Speaking.
- Cultural Assignments.

**Japanese**
- Script.
- Reading and Writing.
- Listening.
- Speaking.
- Cultural Assignments.

Contributions to class discussions and completion of class work will also be considered.

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**CORE CURRICULUM**

**LOTE (Languages other than English)**

**Italian**
This unit further explores the Italian language and culture through the study of various topics such as friends, school, family, countries and the environment. Italian feasts and celebrations encourage students to explore cultural and historical aspects of Italy and comparisons are made between Italian and Australian lifestyles throughout the unit.

**LEARNING STANDARDS**
- Identify main concepts in text and make a simple evaluative written comment.
- Demonstrate comprehension of and respond to spoken texts.
- Express personal meaning in short conversations, role-plays or oral reports.

**Japanese**
In this unit, students draw on language and content from their own lives and their local and social environments. The tasks involve language that is recycled in a variety of ways through repetition, interactive talk, simplification and elaboration. Students learn to read and write through tasks that incorporate models, patterns and features of the Japanese language.

**LEARNING STANDARDS**
- Write all hiragana and combination, long vowel and double letter sounds correctly.
- Participate in a simple dialogue, using culturally appropriate gestures and language.

**NB:** The LOTE selection made for Year 8 means this is the LOTE that can be studied in future years at the College. EG: Italian chosen for Year 8 means Italian is the only LOTE available to you for Years 10, 11 and 12.
ASSESSMENT
Assessment will be based on the completion of a variety of tasks including:
- Workbook Activities
- Problem Solving and Reasoning Activities
- Topic Tests

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM
MATHEMATICS
Year 8 Mathematics builds on the foundation of mathematical skills and practice undertaken in Year 7 with content covering the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. Within each content strand students aim to demonstrate proficiency in Understanding, Fluency, Problem Solving and Reasoning.

Core units of study:
- Integers
- The Cartesian Plane and Linear Graphs
- Measurement (Circles – circumference & area; Volume of prisms; Time Zones)
- Ratio
- Algebra (Substitution; Expansion of Brackets)
- Percentages
- Geometry (Congruent and Similar Figures)
- Equations (Solving Linear Equations)
- Statistics (Organising Data)

LEARNING STANDARDS:
- Efficient use of mental and written strategies to carry out the four operations with integers.
- The solution of everyday problems involving rates, ratios and percentages.
- Making connections between expanding and factorising algebraic expressions.
- Simplifying a variety of algebraic expressions.
- The solution of linear equations and graphing of linear relationships on the Cartesian plane.
- Identification of conditions for the congruence of triangles and deduction of the properties of quadrilaterals.
- Solution of problems relating to the volume of prisms.
- Making sense of time duration in real applications.
- Conversion between units of measurement for area and volume.
- The ability to perform calculations to determine perimeter and area of parallelograms, rhombuses and kites.
- The naming of the features of circles and calculation of their areas and circumferences.
- The use of sample data properties to predict the characteristics of the population.
ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Practical Reports
- Topic Tests
- Research Presentations
- Bookwork

Contributions to class discussions and completion of class work will also be considered

CORE CURRICULUM

SCIENCE

The Science content includes the three strands: Science Understanding; Science Inquiry Skills and Science as a Human Endeavour. These 3 strands are interrelated and its content is delivered in an integrated way.

LEARNING STANDARDS

By the end of Year 8, students will be able to:

- compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances.
- identify different forms of energy and describe how energy transfers and transformations cause change in simple systems.
- compare processes of rock formation, including the time scales involved.
- analyse the relationship between structure and function at cell, organ and body system levels.
- examine the different science knowledge used in occupations.
- explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.
- identify and construct questions and problems that they can investigate scientifically.
- consider safety and ethics when planning investigations, including designing field or experimental methods.
- identify variables to be changed, measured and controlled.
- construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions.
- explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others.
- use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

SEMESTER 1

- Cells as the basic units of living things
- Properties of the different states of matter
- Differences between elements, compounds and mixtures
- The dynamic earth – formation of rocks and properties of rocks

SEMESTER 2

- Energy – change of energy from one form to another.
- Interaction and change – reaction of substances to form new substance
- Structure and function – body systems of multicellular organisms.
CORE CURRICULUM

SPORT

All students in Year 8 participate in Sport on a Tuesday afternoon. In Semester 2 every Year 8 student will try out for an EISM representative team, those who are not successful in making an EISM team participate in House Sports.

EISM Sports:

Term 1 Boys and Girls
Swimming Carnival preparation
Athletics Carnival preparation

Term 2 Boys
Football
Soccer
Basketball
Volleyball
Hockey

Term 2 Girls
Netball
Soccer
Basketball
Volleyball
Hockey

Term 2 Boys—EISM
Football
Soccer
Basketball
Table Tennis

Term 2 Girls—EISM
Netball
Table Tennis
Basketball
Hockey

Term 3 Boys—EISM
Football
Soccer
Basketball
Table Tennis

Term 3 Girls—EISM
Netball
Table Tennis
Basketball
Hockey

Term 4 Boys—EISM
Cricket
Volleyball
Hockey
Tennis

Term 4 Girls—EISM
Soccer
Tennis
Softball
Volleyball
Super 8’s Cricket

Participation in activities, behaviour and willingness to be part of a team will play a role in selection to these EISM activities.
CORE CURRICULUM

TECHNOLOGY—Food Technology
This unit develops student’s skills in the food area. As part of the design process, students learn how to write a design brief & criteria for evaluation, research and create design ideas. They use this knowledge to produce a variety of dishes which, when completed, they analyse & evaluate. Students also appreciate the importance of appropriate risk management when handling food.

LEARNING STANDARDS
Investigating and designing
- Use various strategies and sources of information to investigate and research a range of factors relevant to design briefs.
- During the design process, clarify their understanding of design brief requirements and their design ideas by gathering, responding to and providing feedback to others.
- Develop evaluation criteria from the design brief to inform their judgments during the design process.
- Use a variety of drawing and modelling techniques to visualise design ideas and concepts.
- Understand and logically sequence major stages of production, and calculate and list materials/ingredients and quantities needed for production.
- Record and communicate their ideas using a variety of media that includes information and communications technology equipment, techniques and procedures.

Producing
- Work safely/hygienically with a range of tools & equipment, including some which are complex, and manage materials/ingredients, components and processes to produce products meeting requirements of design briefs.
- Make modifications during production, providing explanation for changes and use of evaluation criteria.

Analysing and evaluating
- Select appropriate equipment & techniques to safely test & evaluate their products.
- Suggest modifications to improve their products in light of evaluation of their performance, function and appearance.
- Recommend improvements to the performance, function and appearance of others’ products.
- Describe & analyse the social & environmental impacts of their products.

ASSSESSMENT
There will be a variety of tasks undertaken from the following:
- Written activities
- Folio
- Practical activities
- Practical tests

Contributions to class discussions and completion of class work will also be considered.
CORE CURRICULUM

TECHNOLOGY—Wood, Metal & Plastics

This unit focuses on the design process: planning, justifying, implanting design ideas and evaluating the efficiency of the products made. Students research the characteristics of different materials and the effect/s their continued use has on our environment. A number of products will be designed and produced in practical classes to enable students to demonstrate an increasing independence in the use of a range of tools, equipment and machinery. Students have the opportunity to learn many new processes and develop skills and techniques in the workshop area. Safety and safe working procedures will be stressed as well as clean working habits.

LEARNING STANDARDS

Investigating and designing: (wall chart)

- Investigation into the social, economic and environmental impact/s of using a specific material that they will work with during the semester.

Producing:

- Students carry out a range of processes accurately, consistently, safely and responsibly using a variety of manual and electric tools to meet the needs of specific design briefs.

Analysing and evaluating:

- Students critically analyse their own products and make appropriate suggestions for improvements

ASSESSMENT

There will be a variety of tasks undertaken from the following:

- Toy Boat
- Plastic Key Tag
- Ned Kelly’s Armour
- Wind-driven Device
- Wall Chart

Contributions to class discussions and completion of class work will also be considered.
CORE CURRICULUM

THE ARTS—Drama

This unit provides a broad base of dramatic activities and skills for the student. A variety of individual and group work, scripted and non-scripted material will be undertaken. Students will address key elements of drama, including characterisation, movement, mime and vocal skills. We aim for students to achieve better understanding of the following: Improvisation and group performance skills; Voice performance and Melodrama performance. Students will also explore Journal work which includes research, stimulus, personal reflection and evaluation.

LEARNING STANDARDS

Creating and making
- use of research into given themes, issues and/or characters to plan drama works from pre-texts and stimulus materials
- awareness of ways specific play-making techniques can be used to develop ideas for drama works made in response to pre-texts and/or stimulus material
- awareness of ways expressive skills can be used to enhance drama and/or theatre works
- investigation of ways skills, conventions, techniques and processes are used in different theatrical styles and/or dramatic forms
- understanding of ways selected areas of stagecraft can be used to communicate an intended meaning

Exploring and responding
- identification of features of theatrical styles and associated conventions from a range of cultural, historical and social contexts, for example, contexts relevant to their own and others’ works
- use of appropriate drama and theatre language when discussing the application of expressive skills, dramatic elements and stagecraft in drama and theatre works

ASSESSMENT

There will be a variety of tasks undertaken from the following:
- A Journal which includes personal reflection and research
- Improvisation and other ensemble performances
- Voice performance
- Melodrama performance

Contributions to class discussions and completion of class work will also be considered
THE ARTS—Music
This unit will focus on four key areas: aural comprehension, theory of music, composition, and the development of non-western music practices. This will be achieved by re-enforcing the basic elements of music reading and writing skills that were covered in Year 7 music. Listening skills and music literacy will be further developed.

LEARNING STANDARDS
The unit activities link to the following Victorian Essential Learning Standards:

Creating and making
- Students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present musical works that represent and communicate ideas and purpose.
- They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of musical forms and styles.
- Generate and develop ideas that explore particular concepts, techniques and issues when making musical works.
- Combine and manipulate musical elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks.
- Maintain a record of the creating and making of their musical works and explain their decisions about how they present musical works for specific purposes and audiences.

Exploring and responding:
- Research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others’ use of musical elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies.
- Compare, analyse, evaluate, and interpret the content, meaning and qualities in musical works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate musical language.
- Describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary musical works, including their own, are influenced by cultural and historical contexts.
- Use appropriate musical language.

ASSESSMENT
There will be a variety of tasks undertaken from the following:

- Aural and theory comprehension
- Composition
- Performance
- Musicology

Contributions to class discussions and completion of class work will also be considered.
CORE CURRICULUM

THE ARTS—Visual Art

In this course students develop a range of traditional and non-traditional techniques and processes, using art forms such as ceramics, printmaking and painting. In producing their works, students explore, manipulate and combine art elements and principles (line, tone, texture, shape, space, colour and form). They learn to analyse different art and design works, observe and identify a range of traditional styles and movements. They apply this knowledge to produce works that incorporate the formal and compositional qualities of the visual works studied.

LEARNING STANDARDS

Creating and making

- documentation of a range of source material in a visual diary or sketchbook showing independent and/or collaborative planning of visual responses
- trialing of different ways of using a range of traditional and contemporary media, materials, equipment and technologies
- application of the conventions of particular art forms and/or artists’ styles in the design and development of their own art works
- refinement of skills through a process of observation and practice in using unfamiliar media, techniques and technologies in two- and three dimensional art-making
- consideration of context and purpose in the presentation of completed art works

Exploring and responding

- understanding of histories and traditions to identify influences in particular art works and art forms within contemporary visual culture
- comparative analysis, using appropriate art language, of the aims and products of artists from diverse cultures and styles, to explore variety in modes of visual expressions

ASSESSMENT

There will be a variety of tasks undertaken from the following:

- 2D Artwork – Folio of Drawings, paintings and a Lino Print
- 3D Artwork - Clay Relief Sculpture
- Graphic Design
- Analysis of Art & Design works
- Homework Drawings

Contributions to class discussions and completion of class work will also be considered.