



SALESIAN COLLEGE CHADSTONE YEAR 8 CURRICULUM BOOK 2010

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A JOURNEY OF EXCELLENCE





INTRODUCTION

The curriculum offered at Year 8 is the second part of an integrated and sequential program offered over six years at Salesian College. It aims to consolidate the learning which has occurred in Year 7, while providing opportunities for each student to continue to meet the demands of the middle years.

This booklet provides an outline of the syllabus for each subject studied by the students at Year 8. The College's Years 7 – 10 Curriculum is guided by the key learning outcomes specified in the Victorian Essential Learning Standards established by the Victorian Curriculum and Assessment Authority. The format for each subject includes: an overview; the structure of the subject and details regarding Work Requirements which must be completed. The final sections convey information concerning how students will be assessed.

It is hoped that this booklet will be referred to at various times during the year to promote dialogue between parents/guardians and their son in relation to studies at school. We recognise that the family is the first educator. The school aims to complement the important role of the family. By providing parents/guardians and students with information about the course of studies that the student will undertake during the year, we encourage students to share their experiences at school with their parents/guardians.

The information in this booklet may be useful in preparation for Parent-Teacher interviews during the year. Parents/Guardians are always welcome to contact a teacher or Year Level Co-ordinator if there is a concern with their son's academic progress.



SELECTING A COURSE OF STUDIES FOR YEAR 8

The Course of Studies offered at the College at Year 8 provides a comprehensive curriculum and some specialisation. This is seen as an important step in a student's developmental progress towards the later years of his education. The table below outlines the range of Year 8 elective units offered in 2010. **In their Year 8 Elective Program each student must choose a minimum of one elective unit from the Visual Arts, a minimum of one elective unit from the Performing Arts and a minimum of one elective unit from Technology.**

YEAR 8 ELECTIVE UNITS OFFERED IN 2010

Design - Arts

2D Art
3D Art

The Performing Arts

Drama
Music

Design - Technology

Introduction to Systems and Technology
Design and Technology

THE PROCESS OF CHOOSING ELECTIVES

Students and parents are advised to thoroughly read and discuss the descriptions of the elective units before making a choice. The choice of elective units will be based on many things, depending on the individual student. The following may be useful factors to consider:

- a) the talents and interests of the student;
- b) the desire to experience something different;
- c) the desire to "try out" a subject to see if it would be an appropriate choice for future study.

After discussion between parents, students and teachers, the Preference Sheet accompanying this book should be completed and returned to the Year 7 Co-ordinator by Monday 27th July.

In the allocation of students to elective units, every effort will be made to accommodate the first four preferences of each student. This may not always be possible because of class sizes and facilities. In such cases, the student will be consulted about the other preference allocated.

Any enquiries should be directed to the Year 7 Co-ordinator, the Year 8 Co-ordinator, or the Deputy Principal - Learning and Curriculum.



RELIGIOUS EDUCATION

OVERVIEW

Religious Education is a core subject in Year 8 consisting of four periods per week. Jesus of Nazareth provides the focus at this year level. Students study the development of the Catholic Church from the times of the apostles and the implications of being a follower of Jesus today. The sacramental life of the Church is explored through a study of the Sacraments of Initiation and the fortnightly celebration of the Eucharist remains an important part of the student's development.

The Personal Development program continues with emphasis on issues relevant to young adolescents, building self-esteem and developing a sense of belonging.

STRUCTURE

Standards in the Religious Education domain are divided into the following three dimensions: *Religious Knowledge and Understanding*; *Reasoning and Responding*; and *Personal and Communal Engagement*.

Religious Knowledge and Understanding focuses on the knowledge and understanding of the key practices and beliefs of Christian communities both present and past.

Reasoning and Responding focuses on the development of ways of thinking and acting as a response to Christian knowledge and understanding. It enables students to respond to the Catholic tradition and its call to building the reign of God.

Personal and Communal Engagement focuses on the nurturing of the spiritual life as part of a faith community which serves the community. Religious Education goes beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and the contributions to civic and faith communities.

WORK REQUIREMENTS

Students will be required to present a number of minor tasks related to topics in addition to maintaining an accurate workbook and completing major Work Requirements.

Semester One

1. Report: Who is Jesus?
2. Presentation: The Development of the Early Church Part A
3. Report: The Early Church Part B: St Paul's Journeys

Semester Two

1. Assignment: Sacraments of Initiation
2. Investigation: The Church in Action

EXAMINATION

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Religious Education for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the standards.



ENGLISH

OVERVIEW

The English domain is centred on the study of language in a variety of texts and contexts in which it is spoken, read, viewed and written. It is concerned with a wide range of written and spoken texts in print and electronic forms including texts such as novels, short stories, poetry, plays, films and newspapers. The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex, from texts dealing with concrete and straightforward information to those dealing with increasingly complex and abstract issues and ideas.

STRUCTURE

Standards in the English domain are divided into the following three dimensions: *Reading*; *Writing*; and, *Speaking and Listening*.

The **Reading** dimension involves students understanding, interpreting, critically analysing, reflecting upon and enjoying written and visual print and non-print texts.

The **Writing** dimension involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts including writing for print and electronic media and performance.

The **Speaking and Listening** dimension refers to the various formal and informal ways oral language is used to convey and receive meaning.

WORK REQUIREMENTS

As the learning in these dimensions is interrelated, Semester One and Semester Two both cover the dimensions in a similar format but in differing ways. In each semester, work will be set according to the following guidelines.

1. Text Response

Students are required to complete an extended piece of writing (either an essay or a creative text response) on each set text studied. Students will be expected to read and view a number of works in addition to the set texts, including newspaper articles as well as complete a range of shorter exercises as set by their teachers.

2. Writing Folio

Students will complete pieces of writing chosen from a range of text types, including personal, imaginative, argumentative, persuasive, informative and instructional.

3. Oral Communication

Students will be assessed on their ability to prepare and deliver a formal oral presentation to their class, and are expected to actively and sensibly participate in class discussions and other group activities.

EXAMINATION

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in English for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



MATHEMATICS

OVERVIEW

Mathematics is a compulsory, core subject consisting of five periods per week. The course has been developed to provide students with an opportunity to develop and extend their skills. As students work towards the achievement of Level 5 standard in Mathematics, they construct mathematical models to explore and describe the physical world and they recognise the importance of Mathematics in a technological society.

STRUCTURE

Standards in the Mathematics domain are divided into the following five dimensions: *Number, Space, Measurement, Chance and Data, Structure, and Working Mathematically.*

Number focuses on developing students' understanding of counting, magnitude and order

Space focuses on developing students' understanding of shape and location

Measurement, Chance and Data focuses on developing students' understanding of unit, measure and error, chance and likelihood, and inference

Structure focuses on developing students' understanding of set, logic, function and algebra. It is fundamental to the concise and precise nature of Mathematics and the generality of its results

Working Mathematically focuses on developing students' sense of mathematical inquiry: problem posing and problem solving, modelling and investigation

WORK REQUIREMENTS

Semester One

1. Formal Tests

Students are required to complete a formal test on each unit of work. These tests will help to assess the acquisition of key learning outcomes and concepts from that unit.

2. Investigation

Students will complete a mathematical investigation. This investigation can either explore and extend the applications of some of the Mathematics studied during the term or involve some research into a branch of Mathematics. The topic of the investigation will be determined by the Year 8 teachers each semester.

Semester Two

1. Formal Tests

As in Semester One, students are required to complete a formal test on each unit, or chapter of work. These tests will help to assess the acquisition of key learning outcomes and concepts from that unit.

2. Investigation

An investigation will again be undertaken. A possible investigation in Semester Two has been to explore Coordinates and Geometry through the use of Logo.

EXAMINATION

Students will complete an examination covering each semester's work.

EXPECTATION

All students will maintain a Mathematics Workbook, which will contain all tasks completed for each unit of work. This will include work completed in class, at home or for revision. Students will regularly work on and complete set exercises and activities as they progress through each unit of work. These exercises may be drawn from the Maths Mate resource or from their text book. Students are expected to have a scientific calculator.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Year 8 Mathematics for each semester. They are also awarded separate numerical grades for each of the above Work Requirements. Students will also be assessed against the VELS standards.



SCIENCE

OVERVIEW

At Salesian College, Science is a core subject consisting of four classes per week which entails class work, theory, discussion and practical work in the laboratory. The course has been developed to further familiarize students with fundamental scientific knowledge, with particular attention paid to the human body and science in the household.

In this way, students develop a more systematic knowledge of science and science concepts drawn from biological, chemical, earth, environmental, physical and space sciences. They begin to explore the concepts of relationship, cause, models and systems.

STRUCTURE

Standards in the Science Domain are divided into the following two dimensions: *Knowledge and understanding* and *Science at work*.

Science knowledge and understanding focuses on building deep understanding of the overarching conceptual ideas of science.

Science at work focuses on students experiencing and researching how people work with and through science

WORK REQUIREMENTS

Semester One

1. Topic assessment: varied depending on nature of topic.
2. Laboratory Practicals: An overall mark is allocated based on the assessment of various practical reports.
3. An investigation of atoms.

Semester Two

1. Topic assessment: varied depending on nature of topic.
2. Laboratory Practicals: An overall mark is allocated based on the assessment of various practical reports.
3. Mouse Trap Vehicle – students are to design and construct a vehicle that is powered by a mouse trap.

EXAMINATION

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Year 8 Science for each semester. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards for each dimension.



HUMANITIES

OVERVIEW

Humanities involves the study of human societies and their interaction with environments, both past and the present. It encourages the students to use a range of skills as they develop their civic responsibilities through discipline based learning in the areas of Economics, Geography and History.

Semester One will focus on the development of historical research through a study of medieval civilizations and groups that existed during this period.

Semester Two will consider the application of Geospatial skills and the interaction of physical processes and human activities in Australia, Antarctica and the Asia-Pacific regions. Students will be expected to engage in economic decision making and form opinions on citizenship issues.

STRUCTURE YEAR 8

Standards in the VELS **Level 5 Humanities** are covered.
Each of the areas has two dimensions.

Historical

- **knowledge and understanding** involves an analysis and description of key events in medieval societies.
- **reasoning and interpretation** encourages the use of relevant historical conventions in order to conduct research and present a point of view.

Geographical

- **knowledge and understanding** demonstrates an understanding of the characteristics of the regions surrounding Australia: Asia, Antarctica and the Pacific.
- **geospatial skills** involves the collection of information for analysis and evaluation in the construction of maps using appropriate conventions.

Economics

- **knowledge and understanding** explains the nature of the economic problem and the factors that influence the Australian economy.
- **reasoning and interpretation** encourages the inquiry process to investigate, analyse and interpret data to assess the impact at personal, local and national levels.

Civics and Citizenship

- **knowledge and understanding** describes the purpose and creation of laws, the achievement of political rights in Australia.
- **community engagement** explores the democratic processes through research which encourages the formation of opinions and participation in events in the school or local community.

WORK REQUIREMENTS

Semester One

1. **Research Assignment:** Key events in medieval societies
2. **Construction & Oral Report:** Construction and explanation of a Model of a scaled/replica of a **castle or a Viking longship.**
3. **Historical Report:** Analyse the role of one explorer and one inventor and evaluate their contributions and legacies during the Renaissance period.

Semester Two

1. **Report:** An investigation of the interactions between the physical and human factors in a selected area (Asia, Pacific or Antarctica) including an evaluation of the environmental impact of a community proposal
2. **Case Study:** Economic issues that effect growth and resources
3. **Newspaper Analysis & Oral Presentation:** The legal system in safeguarding people's rights and ensuring justice.

EXAMINATION

Students will complete an Examination covering each semester's work.



ASSESSMENT

Students are awarded a global percentage grade of their overall performance each semester. They are awarded separate grades for each of the Work Requirements and will be assessed against each of the VELS standards.



LANGUAGES OTHER THAN ENGLISH (ITALIAN)

OVERVIEW

In Year 8 LOTE students complete a full year of either Italian, consisting of three periods per week. The course is designed to develop both oral and written communicative competence in personal and social situations within the world of teenage experience. Students become aware that there are technical terms for parts of sentences, and that they need to reflect on words, and their function and place in a sentence. They consciously consider aspects of grammar and approach language learning as a problem-solving activity. They write short paragraphs, initially based on models and on memorised sequences, eventually developing independence. Students contribute positively to all class activities and gain an understanding and appreciation of Italian culture and society through language learning.

STRUCTURE

Standards in the Languages Other Than English domain are divided into the following two dimensions: *Communicating in a Language Other Than English* and *Intercultural Knowledge and Language Awareness*.

Communicating in a Language Other Than English focuses on developing skills in effective sound discrimination, using culturally specific gestures and body language in different situations, introducing themselves, greeting and farewelling others and in exchanging simple information on topics of daily life.

In Italian students identify similar letters that sound different in the language. Students read short texts for meanings and aloud, applying knowledge of pronunciation, punctuation and letters/characters.

Intercultural Knowledge and Language Awareness focuses on active contribution to the establishment of a physical and language environment in the classroom that reflects the language and culture, developing knowledge of the culturally appropriate use of the language in respect to different circumstances and gaining understanding of diverse views and beliefs within and between communities.

WORK REQUIREMENTS

Italian

Semester One and Two

1. Oral and Aural Tasks
2. Written Work
3. Tests on language structure and vocabulary
4. Cultural Research Assignment

EXAMINATION

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Languages Other Than English for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



HEALTH AND PHYSICAL EDUCATION

OVERVIEW

In Health and Physical Education, Year 8 students develop proficiency in a range of high level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They may be introduced to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context. Students will learn and practice tactics and strategies relevant to the sports and activities in which they are participating.

They will investigate different components of fitness, how they vary between activities and how they contribute to the wellbeing of people at different stages of life. They will examine perceptions of challenge, risk and safety in a variety of settings such as in the home, school, workplace and the community. They will use simple data to identify the major causes of illness, injury and death in Australia. Students will also examine the relationship between nutrition and current community health issues, and consider special dietary needs and ways of improving their own diet.

STRUCTURE

Standards in the Health and Physical Education domain at Year 8 level are divided into the following two dimensions:

The ***Human Movement and Physical Activity*** dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

The ***Health Knowledge and Promotion*** dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan.

WORK REQUIREMENTS

Semester One:

1. Movement and Physical Activities
2. Game awareness and teamwork knowledge and skills
3. Analysis Task: Personal Fitness Testing and Evaluation
4. Case studies and activities related to competitive game environments
5. Minimizing Harm: Research case studies and re-enact resilience strategies activities.
6. Analysis of major causes of injury and illness during adolescence.

Semester Two:

1. Movement and Physical Activities
2. Game awareness and teamwork knowledge and skills
3. Analysis Task: Personal Fitness Testing and Evaluation
4. Thinking Strategies in competitive and non-competitive game situations
5. Healthy Eating and Food Advertisings assignment

EXAMINATION

Students will sit a semester test at the end of Semester one and two.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Health and Physical Education for each semester. They are also awarded separate numerical grades for each of the Work Requirements. Students will also be assessed against the VELS standards.



DESIGN - ARTS ELECTIVES

Students must complete at least one of the two Visual Arts electives offered.

2D ART

OVERVIEW

This unit offers students an exciting opportunity to explore a variety of Art activities. Students are introduced to a wide range of imaginative approaches, materials, skills, techniques and processes. They produce artworks in the areas of drawing, painting, printmaking and visual communication. Students use computers in both the practical and theoretical areas of the course. Appreciation tasks introduce students to a key Modern Artist.

STRUCTURE

Standards in the Arts domain are divided into the following two dimensions: Creating and Making and Exploring and Responding.

The ***Creating and making*** dimension focuses on ideas, skills, techniques and processes. Students design and make art works devised from a range of stimuli, demonstrating development of a personal style.

The ***Exploring and responding*** dimension focuses on interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgments of art works.

WORK REQUIREMENTS

1. Folio

A collection of finished work from the areas of:

- Painting;
- Drawing;
- Mixed Media;
- Printmaking; and,
- Visual Communication.

2. Visual Diary

Maintain a Workbook which includes a record of:

- Ideas;
- Exploratory drawings;
- Work plans;
- Visual references; and,
- Annotations.

3. Appreciation

- Written tasks on a key Modern Artist.

EXAMINATION

Students will complete a semester test covering the semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in 2D Art at the end of the semester. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards for each dimension.



3D Art

OVERVIEW

This unit focuses upon the exploration of three-dimensional forms in a Visual Arts context. Emphasis is placed on developing skills and exploring a variety of sculptural materials. Students also use observational and exploratory drawing to explore ideas and design artworks. Art Appreciation tasks introduce students to sculpture from contemporary and historical contexts.

STRUCTURE

Standards in the Arts domain are divided into the following two dimensions: Creating and Making and Exploring and Responding.

The *Creating and making* dimension focuses on ideas, skills, techniques and processes. Students design and make art works devised from a range of stimuli, demonstrating development of a personal style.

The *Exploring and Responding* dimension focuses on interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgments of art works.

WORK REQUIREMENTS

1. Clay Modelling and Construction

Explore a variety of techniques, such as:

- Hand building and modelling;
- Slip casting; and,
- Glazing.

2. Sculpture

An exploration of three-dimensional forms using a variety of materials and techniques, such as:

- Papier-mâché;
- Plasticine; and,
- Modelling wire

3. Visual Diary

Maintain a Workbook which includes a record of:

- Ideas;
- Exploratory Drawings;
- Work plans;
- Visual References; and,
- Annotations.

4. Art Appreciation

Two written tasks that explore the role of artists and artwork in society. Written tasks have four foci:

- Research;
- Reference to time, place and culture;
- Visual analysis; and,
- Personal response.

EXAMINATION

Students will complete a semester test covering the semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in 3D Art at the end of the semester. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards for each dimension.



DESIGN - TECHNOLOGY ELECTIVES

Students must complete at least one of the two Technology electives offered.

DESIGN AND TECHNOLOGY

OVERVIEW

In this Year 8 Design and Technology elective, students gain knowledge and develop skills through investigating, designing, producing, and evaluating usable products. In the design stage, students transform ideas into creative and innovative plans using ICT resources wherever appropriate. In a workshop setting, students build on skills gained in Year 7 and learn the correct use of some of the more challenging tools including some basic power tools. Finally, students are required to analyse and evaluate the effectiveness of their finished product, by making judgments concerning its suitability, safety and practicality.

STRUCTURE

Standards in the Design, Creativity and Technology domain are divided into the following three dimensions:

Investigating and Designing

Having conducted a thorough investigation into materials and design options, students develop an effective plan prior to production. Students are encouraged to utilise ICT in creating their design plans.

Producing

Students select appropriate tools, equipment and processes in order to implement their design plans. Safe workshop practices must be demonstrated.

Analysing and Evaluating

In this dimension, the outcomes of design and production activities are scrutinized and compared in effectiveness with the design brief.

WORK REQUIREMENTS

1. Investigating and Designing

Students develop a design brief that requires research into the needs of a potential client or user, considering factors such as expected function, aesthetics and suitability of materials

2. Producing

Students select correct materials, tools, equipment and processes to safely construct a 3 dimensional product

3. Analysing and evaluating

Both as individuals and in a group setting, students critically analyse their product in terms of its suitability and effectiveness

EXAMINATION

Students will complete a semester test covering the semester's work

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in this elective. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards for each dimension.



INTRODUCTION TO SYSTEMS and TECHNOLOGY

In this elective, students gain knowledge and develop skills through investigating, designing, producing, and evaluating a usable product. The semester's focus is centered around the design and production of an electronic game combining electrical and electronic subsystems using a variety of materials. Students are encouraged to create a product that is both original and functional. In the investigating and designing stage, students are encouraged to select from an appropriate range of electrical and electronic subsystems before formulating design ideas and they are encouraged to use ICT resources wherever appropriate. In a workshop setting, students develop manual and diagnostic skills through the safe and appropriate use of tools, equipment and techniques. Finally, students are required to analyse and evaluate the effectiveness of their finished product, by making judgments concerning its suitability, safety and practicality.

STRUCTURE

Standards in the Design, Creativity and Technology domain are divided into the following three dimensions:

Investigating and Designing

Having conducted a thorough investigation into subsystems, materials and design options, students develop an effective plan prior to production. Students are encouraged to utilise ICT in creating their design plans.

Producing

Students select appropriate tools, equipment and processes in order to implement their design plans. Safe workshop practices must be demonstrated.

Analysing and Evaluating

In this dimension, the outcomes of design and production activities are scrutinized and compared in effectiveness with the design brief

WORK REQUIREMENTS

1. Investigating and Designing

Students develop a design brief that requires research into the needs of a potential client or user, considering factors such as expected function and performance, energy usage and suitability of subsystems

2. Producing

Students select correct component parts, materials, tools, equipment and processes to safely construct a working system

3. Analysing and evaluating

Both as individuals and in a group setting, students critically analyse their product in terms of its suitability and effectiveness

EXAMINATION

Students will complete a semester test covering the semester's work

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in this elective. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards for each dimension.



PERFORMING ARTS ELECTIVES

Students must complete at least one of the two Performing Arts electives offered.

MUSIC

OVERVIEW

Music is an elective subject consisting of three lessons per week for one semester. The sequential course follows the Kodaly Philosophy for Music Education which stresses that every person has musical aptitude. During the course, students will learn about music from other cultures as well as creating their own compositions. The students also have the opportunity to apply these concepts during a range of individual and small group activities where they will listen and respond to aural stimuli, compose and perform.

STRUCTURE

Standards in the Arts domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques, processes, performances and presentations.

The ***Exploring and Responding*** dimension focuses on context, interpreting and responding, criticism and aesthetics.

WORK REQUIREMENTS

- 1. Composition Folio**
Students will undertake a variety of compositional activities demonstrating a range of skills and techniques in organising and performing music elements.
- 2. Listening Folio**
Through listening activities, students will identify and answer questions relating to Musical Elements, Music Theory, and Musical Instruments and their Families.
- 3. Performance Folio**
Students will learn to prepare musical works for performance using rehearsal and self-evaluation while gaining an understanding of the role of soloists and the conductor and their own role within an ensemble environment. They are required to perform set pieces throughout the semester.
- 4. Mini Quizzes**
Students will be provided with topic quizzes on aural and theoretical concepts covered throughout the semester. These tests will assist in the acquisition and consolidation of key concepts and knowledge.

EXAMINATION

Students will complete an end of semester test covering aural and theoretical concepts.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Music for the semester. Students are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards for each dimension.



DRAMA

OVERVIEW

Drama is an elective subject consisting of three lessons per week for one semester. Students will write and perform in two original dramatic works and also learn key dramatic skills and terminology. Students will write and reflect on their own and others' dramatic work.

STRUCTURE

Standards in the Arts domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques, processes, performances and presentations.

The ***Exploring and Responding*** dimension focuses on context, interpreting and responding, criticism and aesthetics.

WORK REQUIREMENTS

1. **Adaptation and performance of a Greek Myth**

In groups, students will choose a Greek Myth and then adapt the story into a playscript which they will then perform.

2. **Creation and performance of a play about bullying.**

In groups, students will create, write, rehearse and perform a play about bullying for an audience of Year 7 students.

3. **Skills Tests**

Throughout the course students will be provided with topic tests on theoretical and practical concepts covered throughout the semester. These tests will assist in the acquisition and consolidation of key concepts and knowledge.

EXAMINATION

Students will complete an end of semester test.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Drama for the semester. Students are also awarded separate numerical grades for each of the Work Requirements and the examination described above. Students will also be assessed against each of the VELS standards for each dimension.