



Chinchilla State High School

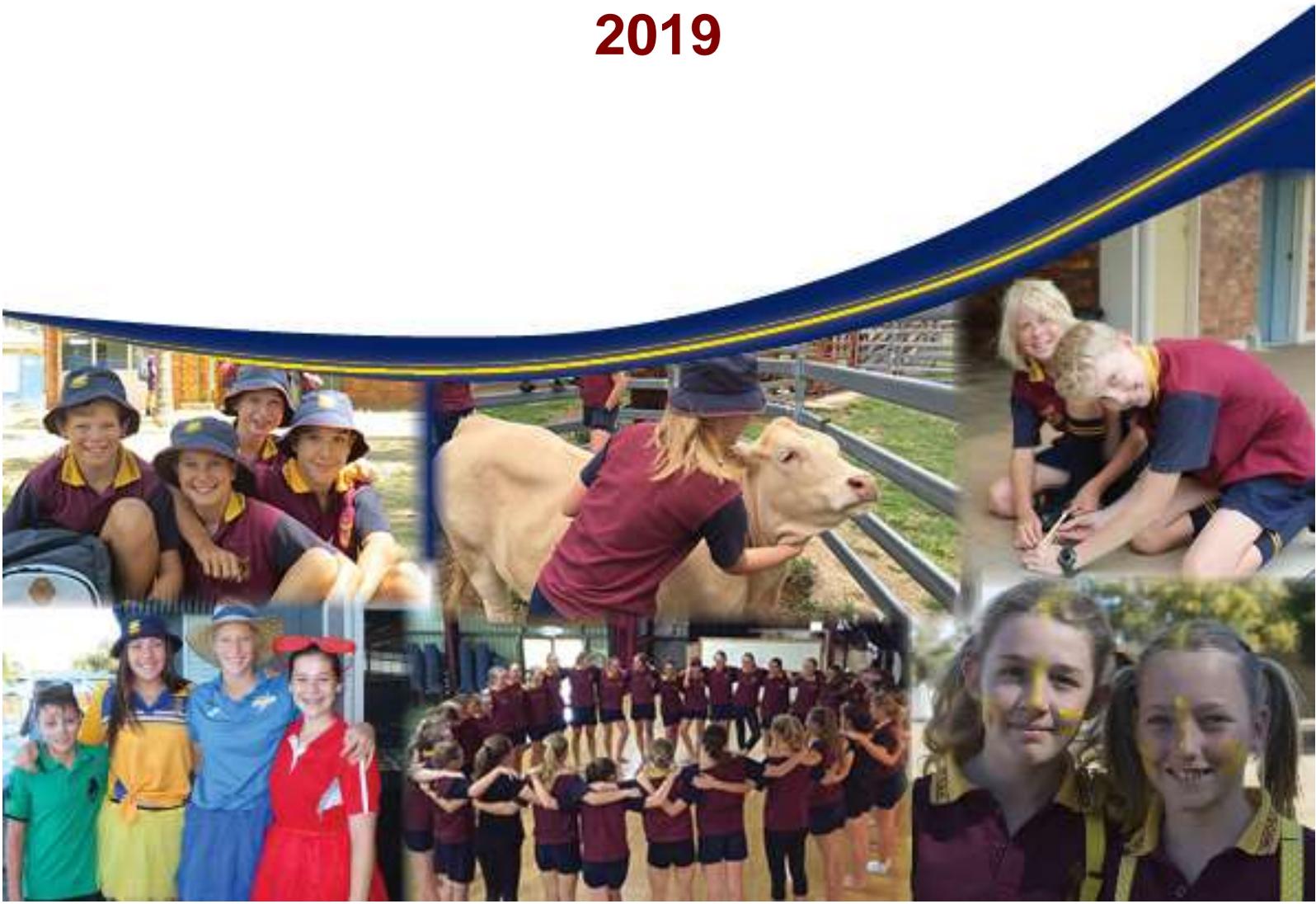
Learning together for a happy and productive future

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Subject Overview Handbook

Year 9

2019



MESSAGE FROM THE PRINCIPAL

Welcome to Year 9.

This booklet has been designed to provide students and parents/guardians with information, which we hope will assist you in your preparation for the course of study that you will follow in 2019.

We have provided you with an overview of the CORE and ELECTIVE subjects available at Chinchilla State High School so that our students and their families understand the general study requirements for each subject. If there are any aspects of a particular subject on which you require further information, please do not hesitate to contact our Heads of Department, Deputy Principals or subject area teachers.

Our Year 9 students are the leaders of our Junior School and we look forward to them taking the many great learning and leadership opportunities that will be on offer in 2019.



Scott Rowan
Principal

STATEMENT OF PURPOSE

At Chinchilla State High School our School Vision is: **Learning together for a happy and productive future.**
Our main focus every day is: Teaching and learning in a safe, disciplined environment.

STATEMENT OF SCHOOL VALUES

Our School Vision is underpinned by our TEAM Core Values.



Chinchilla State High School
Learning together for a happy and productive future

| | |
|---|--|
| Together <i>Empowering our community</i> We build positive relationships We respect our environment We actively involve ourselves Together we achieve | Excellence <i>Being the best you can be</i> We aim for the highest standards We target literacy and numeracy We make every lesson count Hard work drives success |
| Acceptance <i>Embracing diversity</i> We respect the right of others to learn We take responsibility for our actions We value the benefit of instructions Celebrate the success of others | Motivation <i>Striving for success</i> We challenge ourselves We meet commitments We actively engage in learning Our learning is our responsibility |

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CURRICULUM OVERVIEW

| Curriculum Areas | Time allocation per week |
|-------------------------------|--------------------------|
| English | 3 x 70 mins |
| Mathematics | 3 x 70 mins |
| Science | 3 x 70 mins |
| History / Geography | 3 x 70 mins |
| Health and Physical Education | 2 x 70 mins |
| Elective 1 – Technology | 2 x 70 mins |
| Elective 2 – The Arts | 2 x 70 mins |
| Pastoral Care | 1 x 50 mins |
| ELP | 1 x 70 mins |

SUBJECTS

ENGLISH / HUMANITIES

| ENGLISH | | Contact | HOD English / Humanities |
|-----------------------|---|--|--------------------------|
| Future Options | All year 9 students will study English. Students who successfully complete English may select a Senior English subject. University courses include Arts, Business, Commerce, Law, Education, Nursing, and Medicine. | | |
| Description | <p>Students studying English will learn to:</p> <ul style="list-style-type: none"> • examine a range of literary and non-literary texts in various modes and mediums across diverse cultures and time periods. • interpret, analyse, evaluate, respond to & construct a range of texts through reading, listening, viewing, speaking & writing. • communicate effectively in Standard Australian English for various social and cultural purposes and audiences. • make choices about generic structures, language, textual features and technologies to convey meaning. • control language (written or spoken) using grammar, punctuation, vocabulary and spelling. | | |
| Term | Unit Description | Assessment | |
| 1 | <p>Examining Representations Students write and present a multimodal presentation identifying, analysing and explaining examples of visual and textual features that represent Australia's people, histories and cultures.</p> | <ul style="list-style-type: none"> • Written analytical essay under exam conditions (70 minutes) | |
| 2 | <p>Speeches that change the world Students listen to read, and view a variety of persuasive speeches from different perspectives around the world. Students will examine a range of social, cultural and legal issues and examine how authors have used intentional figurative language and communication techniques to appeal to their target audience.</p> | <ul style="list-style-type: none"> • Spoken Persuasive Multimodal Presentation (3 – 4 Minutes) | |
| 3 | <p>Creating Speculative Fiction Students create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus. Students will also complete a language skills exam responding to spelling, grammar and punctuation questions.</p> | <ul style="list-style-type: none"> • Written Short Story – Speculative Fiction (400 – 500 words) • Spoken Dramatic Monologue (3 – 5 minutes) | |
| 4 | <p>Evaluating Characters – Novel and Play Students present a dramatic monologue as a character from the novel, which communicates a perspective on the character and an issue represented in the novel. Students will then read a short play script and write an analytical essay examining themes of prejudice and parallels.</p> | <ul style="list-style-type: none"> • Written analytical essay (500 – 600 words) | |

GEOGRAPHY

Contact

HOD English / Humanities

Future Options

All year 9 students will study Geography. University courses include Engineering, Town Planning, Law, Travel, Arts, Education, Environmental Management, Social Sciences and Business.

Description
 Geography involves the study of the Earth's surface as a space in which people live. Geography includes studies of place and of people and their relationship with the environment. Geographic education is characterised by an inquiry based model of learning, where students develop skills in questioning, analysing, researching, evaluating and communicating. Geographers ask questions such as: What is being done and what could be done? Studies in Geography help us live our day to day lives by informing us about our local area and other parts of the world.

Term

Unit Description

Assessment

1

Unit 1: Food Security

Students investigate the location of various biomes and examine the relationship between biome location and impacts on climate. Students will also examine a variety of geographic skills and analyse geographic content to identify trends and anomalies. Students interpret geographic data and write short responses in relation to the cause and effect of Food Security. Students will also interpret geographic sources to evaluate various strategies to ensure long term Food Security and write an extended written response.

- Written Short Response Exam (70 minutes, 50 – 150 words per paragraph)
- Written Response to Stimulus Exam (70 minutes, 400 – 500 words)

2

Unit 2: Geographies of Interconnection

Students investigate the interconnection of our world through closely examining a product and the issues associated with its production, manufacture and distribution. Students present their findings in an extended research multimodal response.

- Research booklet (400 – 500 words)
- Multimodal response (2 – 4 minutes)

HISTORY

Contact

HOD English / Humanities

Future Options

All year 9 students will study History. Students who successfully complete History may select Senior Ancient History or Modern History. University courses include Art History, Arts, Asian Studies, Education, International Relations, Law, Journalism, Peace and Conflict Studies, Philosophy, Political Science, Public Policy.

Description
 The study of history focuses on key events, idea, movements, developments and people that have shaped the ancient and modern world. It enable students to study the forces that have shaped today's world and provides them with a broader deeper comprehension of the world in which they live. The focus of history in Year 9 is the examination of key events during the 20th and early 21st centuries and the investigation of how these events and people have left a lasting legacy in today's society. Additionally this course sees the development of key historical skills including: source analysis, research and communication skills.

Term

Unit Description

Assessment

3

The Industrial Revolution

Students investigate how life changed during the Industrial Revolution (c.1750 – c.1914). The study includes the causes and effects of the development and the Australian experience. Students interpret and write short responses to sources from the Industrial Revolution, focusing primarily on the cause and effect relationship of historical data.

Making a Nation

Students investigate the history of Australia (c. 1750 – c.1918) focusing on the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples. Students write an essay that identifies the key events and developments in the formation of Australian self-government, and the societal impact.

- Written short response exam (70 minutes, 50 – 150 words per paragraph)
- Extended Written Exam Response to Stimulus (70 minutes, 400 – 600 words)

4

World War I

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history. Students research the causes and effects of World War One and prepare and present a multimodal presentations with their findings.

- Research Booklet (400 – 500 words)
- Spoken Multimodal Presentation (3 – 5 minutes)

LITERACY

Contact

HOD Master Teacher

Future Options

Literacy skills are essential for success in all subjects studied throughout High School, and life beyond study. Successful learners need to improve at a rate consistent with the demands of the curriculum throughout the years of schooling.

Description

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. This program aims to cater for the specific needs of students, while enhancing the skills required for success in their core subjects.

Term

Unit Description

Assessment

1 – 2

READING

- Skills and strategies for reading texts
- Reading comprehension – range of text types
- **SCORE** framework
- **QAR**—Question Answer Relationships (supports students to answer questions about their reading)
- Vocabulary instruction and strategies

WRITING

- Spelling, sentence structure, punctuation, paragraphing using TEEL
- Developing skills to produce effective writing for various contexts

- PAT-R testing (Term 1 and 4)
- NAPLAN (Term 2)
- Monitoring tasks – Reading and writing

MATHS / SCIENCE

MATHEMATICS

Contact

HOD Maths / Science

Future Options

All year 9 students will study Mathematics. Students who successfully complete Mathematics may select Mathematics or Advanced Mathematics course in Year 10.

Description

In Mathematics, the aim is for students to develop the ability to think, reason and work mathematically. They will begin to understand methods and principles of Mathematics and begin to develop the ability to apply them in unknown situations. Students will begin to develop a set of skills which they will be able to apply as appropriate, to solve problems.

Term

Unit Description

Assessment

1

- Real numbers
- Linear and non-linear relationships
- Units of measurement

- Mathematical Investigation

2

- Patterns and algebra
- Geometric reasoning
- Pythagoras and trigonometry

- End-term examination (70 minutes)

3

- Data representation and interpretation
- Real numbers
- Patterns and algebra
- Money and financial mathematics

- Mathematical Investigation

4

- Chance
- Real numbers
- Units of measurement
- Linear and non-linear relationships

- End-term examination (70 minutes)

SCIENCE

Contact

HOD Maths / Science

Future Options

All year 9 students will study Science. Students who successfully complete Science may select any of the Senior Science subjects. University courses include Engineering, Teaching, Surveying, Occupational Therapy, Dentistry, Speech Pathology, Optometry, Medicine, Dietetics, Nutrition, Geophysics and Aviation.

Description

In Science, the aim is for students to develop the ability to gain scientific knowledge and skills. They will begin to understand principles of Science and understand the essence of each strand of Science which includes Chemistry, Physics, Biology and Earth Science. Each unit will include both theory and practical lessons.

Term

Unit Description

Assessment

1

- Biology**
- Body systems

- Assignment – Multimodal (Science Understanding and Science Inquiry)

2

- Physics**
- Energy transfer and transformation
 - Light and sound

- End-term examination – Knowledge and Extended Response (70 minutes)

3

- Earth Science**
- Plate tectonics
 - Ecology

- Assignment – Multimodal (Science Understanding and Science Inquiry)

4

- Chemistry**
- Atomic structure
 - Chemical reactions
 - Heat and eat

- End-term examination (70 minutes)

ESSENTIAL LEARNING PROGRAM: NUMERACY

Contact

HOD Maths / Science

Future Options

At the completion of this course, students will be better equipped to successfully complete the Year 9 Mathematics course. This will also assist them into Mathematics courses beyond this year.

Description
In the Essential Learning Program for Year 9 Mathematics, the aim is for students to revisit skills required for them to be successful in the Mathematics classes. The program extends to topics they have not been working with this year but may appear in their class work, and are expected to remember. It also extends to skills which appear in their current course of study. Much of this course assists students to learn problem-solving strategies. This work is taught during the first term of study built upon for the second term of study. This is body of learning is for one semester of study.

Term

Unit Description

Assessment

3

- Place Value and Rounding
- Order of Operations and Integers
- Distributive Law and Factorising
- Percentage and converting to decimal fractions
- Rearranging equations
- Shapes
- Fractions

- End-term examination (70 minutes)

4

- Probability
- Algebraic questions
- Percentage
- Measurement
- Trigonometry – sin, cos, tan
- Interpreting and reading graphs
- Linear equations

- End-term examination (70 minutes)

HEALTH AND PHYSICAL EDUCATION / LOTE

| HEALTH AND PHYSICAL EDUCATION | | Contact | HOD HPE / LOTE |
|-------------------------------|--|---|----------------|
| Future Options | All year 9 students will study Health and Physical Education. Students who successfully complete this subject will complete Year 10 Physical Education. | | |
| Description | In Health and Physical Education the aim is for students to improve their lifestyle choices and develop an appreciation for physical activity. There are both practical and theoretical components in the course. The practical units develop a wide range of skills through a number of different sports. The theoretical components make students evaluate their personal performance and daily living and develop recommendations to improve performance and health. This subject will help develop research and writing skills and encourage informed decisions about healthy lifestyle choices. | | |
| Term | Unit Description | Assessment | |
| 1 | Respectful Relationships, Tee-ball <ul style="list-style-type: none"> Identify what respectful relationships are and how ethical decision making influence relationships Investigate the consequences of disrespectful relationships of health and wellbeing. Development of unique skills essential to improve performance. | <ul style="list-style-type: none"> Supervised examination (70 minutes) Physical response (continuous assessment) | |
| 2 | Sustainable Health Challenge, AFL and Athletics <ul style="list-style-type: none"> Evaluate individual diets and develop meal plans. Identify the influences of exercise on health. Development of unique skills essential to improve performance. | <ul style="list-style-type: none"> Research Report (600 words) Physical response (continuous assessment) | |
| 3 | Alcohol and Adolescents in Society, Netball <ul style="list-style-type: none"> Investigate social norms, behaviours and stereotypes with regards to alcohol and risk taking behaviour. Identify safe practices in social situations and respect individual decision making. Development of unique skills essential to improve performance. | <ul style="list-style-type: none"> Letter to the editor (400 words) Exam 70 minutes (short response) Physical response (continuous assessment) | |
| 4 | Sensationalised Reporting, Swimming and Racquet Sports <ul style="list-style-type: none"> Exploration of the impact media has on participation and culture. Analysis of how media portrays athletes and perpetuates stereotypes. Development of unique skills essential to improve performance. | <ul style="list-style-type: none"> Research report (500-600 words) Physical response (continuous assessment) | |

TECHNOLOGY – ELECTIVE SUBJECTS

| AGRICULTURE | | Contact | HOD Technology |
|-----------------------|--|--|----------------|
| Future Options | | Students who successfully complete this subject may select Agriculture in Year 10. | |
| Description | <p>This is an elective subject that students may choose to study.</p> <p>This course aims to provide a basic background in the two primary strands of agriculture – plant production and animal production. With a strong focus on husbandry techniques and operations, students will investigate breeds, care and products of animals and chickens as well as the raw products used to make consumables for humans.</p> | | |
| Term | Unit Description | Assessment | |
| 1 | Poultry Production unit <ul style="list-style-type: none"> Introduction to poultry production in Australia <ul style="list-style-type: none"> Meat production and Egg production Anatomy of the chicken Incubating chickens Diseases and husbandry | <ul style="list-style-type: none"> Supervised short response exam (60 minutes) | |
| 2 | Cattle Production Unit <ul style="list-style-type: none"> Breeds of cattle in Australia Products from cattle <ul style="list-style-type: none"> Cuts of meat Basic cattle handling skills | <ul style="list-style-type: none"> Extended response assignment (500 – 600 words) | |
| 3 | Rotation 2 – As for Term 1 | <ul style="list-style-type: none"> Rotation 2 – As for Term 1 | |
| 4 | Rotation 2 – As for Term 2 | <ul style="list-style-type: none"> Rotation 2 – As for Term 2 | |

| CIVICS AND CITIZENSHIP | | Contact | HOD Technology |
|-------------------------------|--|--|----------------|
| Future Options | | Students who successfully complete this subject may select Business, Senior Legal Studies, Economics, Accounting and Business Studies, Modern History in Year 11 & 12. | |
| Description | <p>This is an elective subject that students may choose to study.</p> <p>During this course of study students will develop an understanding of Queensland and Australia's systems of governance including both legal and political aspects. Students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p> | | |
| Term | Unit Description | Assessment | |
| 1 | Legal Eagle: Students will understand how the rights of the individuals are protected through the justice system. | <ul style="list-style-type: none"> Written Short Response Exam (60 minutes) | |
| 2 | Governance: Students will understand differing systems of governance with a key focus on democracy and how that is implemented within Australia's political system. | <ul style="list-style-type: none"> Spoken Multimodal Presentation (2 – 3 minutes) | |
| 3 | Rotation 2 – As for Term 1 | <ul style="list-style-type: none"> Rotation 2 – As for Term 1 | |
| 4 | Rotation 2 – As for Term 2 | <ul style="list-style-type: none"> Rotation 2 – As for Term 2 | |

INDUSTRIAL TECHNOLOGY AND DESIGN

Contact

HOD Technology

Future Options

Students who successfully complete this subject may select Industrial Technology and Design in Year 10 and Senior Design.

Description

This is an elective subject that students may choose to study. The aim of this course is to equip students with basic knowledge of Design in our Society. The course incorporates the fundamentals of design principals, sketching techniques, Computer-aided Drafting (CAD), workshop safety, use of hand tools and machinery, material properties for both wood and plastic, 3D printing and investigation and research techniques for thought processing when designing.

| Term | Unit Description | Assessment |
|------|---|---|
| 1 | Wood <ul style="list-style-type: none"> Learn about design factors and how we design Workshop safety Learn how to safely use hand tools and machinery. Looking at joining methods and techniques of timber. Design and produce a suitable wooden toy for a client to use of a particular age group. | <ul style="list-style-type: none"> Design Folio showing thought process, including research and investigations into existing products. Also the production of a series of sketched design ideas. Produce a wooden article meeting the design brief in a workshop. |
| 2 | Plastics <ul style="list-style-type: none"> Learn basic CAD program operations. Introduction to the effects of plastic materials have on our society and the impacts they have on our environment. Introductions into how plastics are produced and where they can be found in our society Introduction into different manufacturing process of plastic and the different types on the market. Produce a CAD drawing of a personalised luggage tag to print on the 3D printers. | <ul style="list-style-type: none"> Design Folio showing thought process, including research and investigations into existing products. Also the production of a series of sketched design ideas. Produce luggage tag using the 3D printers. |
| 3 | Rotation 2 – As for Term 1 | <ul style="list-style-type: none"> Rotation 2 – As for Term 1 |
| 4 | Rotation 2 – As for Term 2 | <ul style="list-style-type: none"> Rotation 2 – As for Term 2 |

MANUAL ARTS

Contact

HOD Technology

Future Options

Students who successfully complete this subject may select Manual Arts in Year 10 and Senior Technology Studies, Industrial Technology Skills (ISK), Building and Construction Skills (BSK), Cert II in Engineering Pathways, and Certificate I in Building and Construction.

Description

This is an elective subject that students may choose to study. During this course of studies, students will develop basic knowledge of workshop materials, processes and procedures as well as practical skills using hand and power tools. Students will apply their knowledge to create a range of wood and plastic based projects. Safety in the workshop will be a focus throughout the course.

| Term | Unit Description | Assessment |
|-------|--|--|
| 1 & 2 | Projects: <ul style="list-style-type: none"> Students will further develop their knowledge of reading workshop plans to develop practical solutions in a range of contexts using wood. Students will be introduced to design variations to extend their base knowledge and skills. Students may complete 3 different practical projects and a design folio throughout the 2 terms of study. | <ul style="list-style-type: none"> Design folio illustrating design process used to develop a solution to a given problem. Completion of 2 practical projects. |
| 3 | Rotation 2 – As for Term 1 | <ul style="list-style-type: none"> Rotation 2 – As for Term 1 |
| 4 | Rotation 2 – As for Term 2 | <ul style="list-style-type: none"> Rotation 2 – As for Term 2 |

TEXTILES AND FOOD STUDIES

Contact

HOD Technology

Future Options

Students who successfully complete this subject may select Textiles and Food Studies in Year 10 and may select Senior Hospitality Practices.

Description

This is an elective subject that students may choose to study. Students will study two strands within the subject; food and textiles. The food studies unit develops students' knowledge, skills and understanding of the importance of food in ensuring the well-being of all Australians. Students will develop food skills and an understanding of food properties, processing, preparation, nutrition and consumption. Additionally, they will evaluate food choices in a range of contexts. The textiles unit develops students' knowledge, understanding and skills to be creative, explore functional and aesthetic aspects of textiles and produce a textile product. They will investigate sustainability of the textiles industry.

| Term | Unit Description | Assessment |
|------|--|---|
| 1 | Sustainability Dining <ul style="list-style-type: none"> • Kitchen equipment and its safe and correct use. • Safe and hygienic work practices including danger zone. • Sustainability in the kitchen. • Research a range of recipes and work to a design brief. • Cook recipes using sustainable products. • Evaluate cookery against specified criteria. | <ul style="list-style-type: none"> • Folio – 300 words approximately • Product – Practical Cookery Exam |
| 2 | The Embellished Bag <ul style="list-style-type: none"> • Know and apply correct and safe use of textiles equipment, sewing machine. • Be confident and use a variety of sewing techniques. • Research sustainability in the textile industry. • Design a bag that meets given constraints. • Make a bag and include embellishments that meets the given constraints. | <ul style="list-style-type: none"> • Folio – 300 words approximately • Product – Embellished Bag |
| 3 | Rotation 2 – As for Term 1 | <ul style="list-style-type: none"> • Rotation 2 – As for Term 1 |
| 4 | Rotation 2 – As for Term 2 | <ul style="list-style-type: none"> • Rotation 2 – As for Term 2 |

THE ARTS – ELECTIVE SUBJECTS

| DANCE | | Contact | HOD The Arts |
|-----------------------|---|--|--------------|
| Future Options | Students who successfully complete this subject may select Dance in Year 10 and Senior Dance. Careers and university courses include Professional Dancer/ Performer, Choreographer, Teacher, Entertainment and Media industries, Arts Administration, Stage Engineers, Art Critics. | | |
| Description | This is an elective subject that students may choose to study. Dance in Australia is a growing art form that reflects the increasing diversity of Australian society. It is a powerful and dynamic form of human expression. As students explore movement, responding to and making judgments about their experiences they develop their physical and sensory awareness and strengthen their personal understanding of themselves, as well as those from other cultures and backgrounds. | | |
| Term | Unit Description | Assessment | |
| 1 | Cultural Dance Students experience a variety of dances performed around the world, for example: Chinese Traditional, Haka, Hula, Belly Dance, Highland, Geisha, Flamenco and Folk dances. Students explore the social, cultural and artistic purposes of these dances. Students practise learning new movements and experience the rehearsal and performance process. | <ul style="list-style-type: none"> Performance: Teacher devised sequence performed in groups, Bollywood Dance (2 minutes) | |
| 2 | Who Am I and Where Do I Fit In? Students explore the idea of communicating through movement (choreography). Working with a partner, students analyse their own heritage and background, what sets them apart from others, their best qualities and how they represent themselves as individuals – their “personal brand”. Students work on creating motif within their movements to communicate meaning, while working with different elements of music, space, shape, action and time. Students learn to explain, justify and support their movement and non-movement choices through documenting their choreographic process. | <ul style="list-style-type: none"> Appreciation – Individual Choreographic Journal Choreography; pairs (30 – 45 seconds per student) | |
| 3 | Rotation 2 – As for Term 1 | <ul style="list-style-type: none"> Rotation 2 – As for Term 1 | |
| 4 | Rotation 2 – As for Term 2 | <ul style="list-style-type: none"> Rotation 2 – As for Term 2 | |

| DRAMA | | Contact | HOD The Arts |
|-----------------------|--|--|--------------|
| Future Options | Students who successfully complete this subject may select Drama in Year 10 and Senior Drama. University courses include Acting, Set Design, production or scriptwriting, Education, Arts Administration, Film and Television Industries, Media, Advertising, Law, Diplomatic Service, Travel, Journalism, Public Relations. | | |
| Description | This is an elective subject that students may choose to study. Drama is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. Students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Studying Drama promotes imagination, critical and creative thinking, problem solving and provides opportunities to share ideas with others through informal and formal performances. | | |
| Term | Unit Description | Assessment | |
| 1 | Improvisation: Building on their knowledge of basic drama skills in a specific style, students explore the art of improvisation in order to create their own artworks from a stimulus. Students manipulate the elements of drama and conventions of improvisation to create a performance. | <ul style="list-style-type: none"> Group Improvisation Plan (450 words) Performance Presenting (2 – 3 minutes per student) | |
| 2 | Acting Against Bullying: Students explore the concept of bullying through a variety of mediums, improvisations and story circles. The nature and forms of bullying are studied as students create their own arts works from a variety of perspectives. | <ul style="list-style-type: none"> Performance Presenting (2 minutes per student) | |
| 3 | Rotation 2 – As for Term 1 | <ul style="list-style-type: none"> Rotation 2 – As for Term 1 | |
| 4 | Rotation 2 – As for Term 2 | <ul style="list-style-type: none"> Rotation 2 – As for Term 2 | |

| MUSIC | | Contact | HOD The Arts |
|-----------------------|---|--|--------------|
| Future Options | At the completion of this course, students will have the opportunity to study Year 10 Music and Senior Music. University and Conservatorium courses include Music Performance, Composition, Musicology, Education, Arts, Creative Industries, Sound Engineering, Music Business Management. Careers include Music Teachers, Professional Musicians, Performers, Sound Engineers, Music Sales, Arts Administrators and Librarians. | | |
| Description | This is an elective subject that students may choose to study. Students live in a world in which music has an important and pervasive presence. A study of music helps students to develop their practical and creative potential and to understand and heighten enjoyment of the arts. There are many intrinsic benefits to music education including being disciplined, learning a skill, being part of the music world, managing performance and being part of something you can be proud of. | | |
| Term | Unit Description | Assessment | |
| 1 | Amazing Melodies – Through the focus on musical elements, duration, pitch, harmony, structure, dynamics and timbre; students will develop skills in writing melodies and musical accompaniments. Students will also analyse music in determining what makes a good melody. They will also develop practical skills on chosen instruments. | Composition: Writing a number of melodies in a variety of meters and keys; adding harmony and rhythmical accompaniment to these melodies. Performance: Students to work as soloist or in ensemble and present work as a performance. | |
| 2 | Music Fusion – Through the focus on musical elements, duration, pitch, harmony, structure, dynamics and timbre; students will develop an understanding of how music is designed. Students will respond to a popular song and a cover version of the same song. They will create a piece of music fusion for learning to manipulate loops to construct a piece, using software. Students will continue to develop practical skills on chosen instruments. | Responding: Listening to an original and a cover version of a composition and commenting on the musical elements. Composition: Creating a fusion composition consisting of original and pre-made loops Performance: Students to work as soloist or in ensemble and present work as a performance. | |
| 3 | Rotation 2 – As for Term 1 | Rotation 2 – As for Term 1 | |
| 4 | Rotation 2 – As for Term 2 | Rotation 2 – As for Term 2 | |

| VISUAL ART | | Contact | HOD The Arts |
|-----------------------|--|---|--------------|
| Future Options | Students who successfully complete this subject may select Visual Art in Year 10 and Senior Visual Art subjects. University courses include Architecture, Creative Industries, Graphic Industrial and Interior Design, Fashion Design, Education, Photography, Illustration, Animation, Film, Fine Art, Advertising, Magazine and Newspaper Publishing. | | |
| Description | This is an elective subject that students may choose to study. Visual Art provides students with the opportunity to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. It prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems. At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living. | | |
| Term | Unit Description | Assessment | |
| 1 | All About Me Students develop an understanding of symbolism, self-portraiture, colours, abstraction and painting techniques. Students will also develop creative solutions to design problems. They will examine the work and style of artist, Freidrich Hundertwasser. | <ul style="list-style-type: none"> • Self-portrait on canvas • Artist statement (150 – 200 words) | |
| 2 | Transformation (Printmaking) Students study the concept of ‘transformations’ and develop their own interpretation and design. Students use a variety of print making techniques to create a contemporary print with intended meaning. | <ul style="list-style-type: none"> • Create a contemporary print • Use Visual Diary for design and experimentation • Write an artist statement | |
| 3 | Rotation 2 – As for Term 1 | <ul style="list-style-type: none"> • Rotation 2 – As for Term 1 | |
| 4 | Rotation 2 – As for Term 2 | <ul style="list-style-type: none"> • Rotation 2 – As for Term 2 | |

STUDENTS WITH DISABILITIES

Students who have a disability often require additional educational support needs. In E Block at Chinchilla State High School, we offer a range of learning options and support for students, which are highly individualised. The Department of Education, Training and Employment adheres to the definition of a disability as outlined in the Disability Discrimination Act.

This legislation defines disability, in relation to a person, as:

- Total or partial loss of the person's bodily or mental functions; or
- Total or partial loss of a part of the body; or
- The presence in the body of organisms causing disease or illness; or
- The presence in the body of organisms capable of causing disease or illness; or
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- A disorder, illness or disease that affects a person's thought processes, perception of reality emotions or judgement or that results in disturbed behaviour.

All students covered under the DDA, are supported through a range of provisions at Chinchilla State High School including specialists (Occupational Therapists, Physiotherapist, Speech Language Pathologist), learning support staff, personal health support, behaviour and guidance support. Some students who have significant educational support needs meet the eligibility criteria for additional resource through the Departments' Education Adjustment Program (EAP). These additional resources assist classroom and specialist teaching staff to deliver high quality educational programs that are designed to meet the individual program needs of students within an inclusive school setting. These resources are allocated to the school, not individual students.

If you would like to know further information or would like to discuss/plan individual programs, please contact Mrs Anne Cardillo, Acting Head of Special Education Services.

