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**JUNIOR SECONDARY
SUBJECT BOOKLET**

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Welcome to Junior Secondary

Welcome to the Chinchilla State High School Junior Secondary Subject Guide.

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 2024.

We have provided you with an overview of the 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.

At Chinchilla State High School, Year 7 and Year 8 are the foundation level of our Junior School, and we look forward to our students taking the many great learning and leadership opportunities that will be on offer in 2024.

Statement of Purpose and School Values

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.





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 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. 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 Renee Richards, Head of Special Education Services.



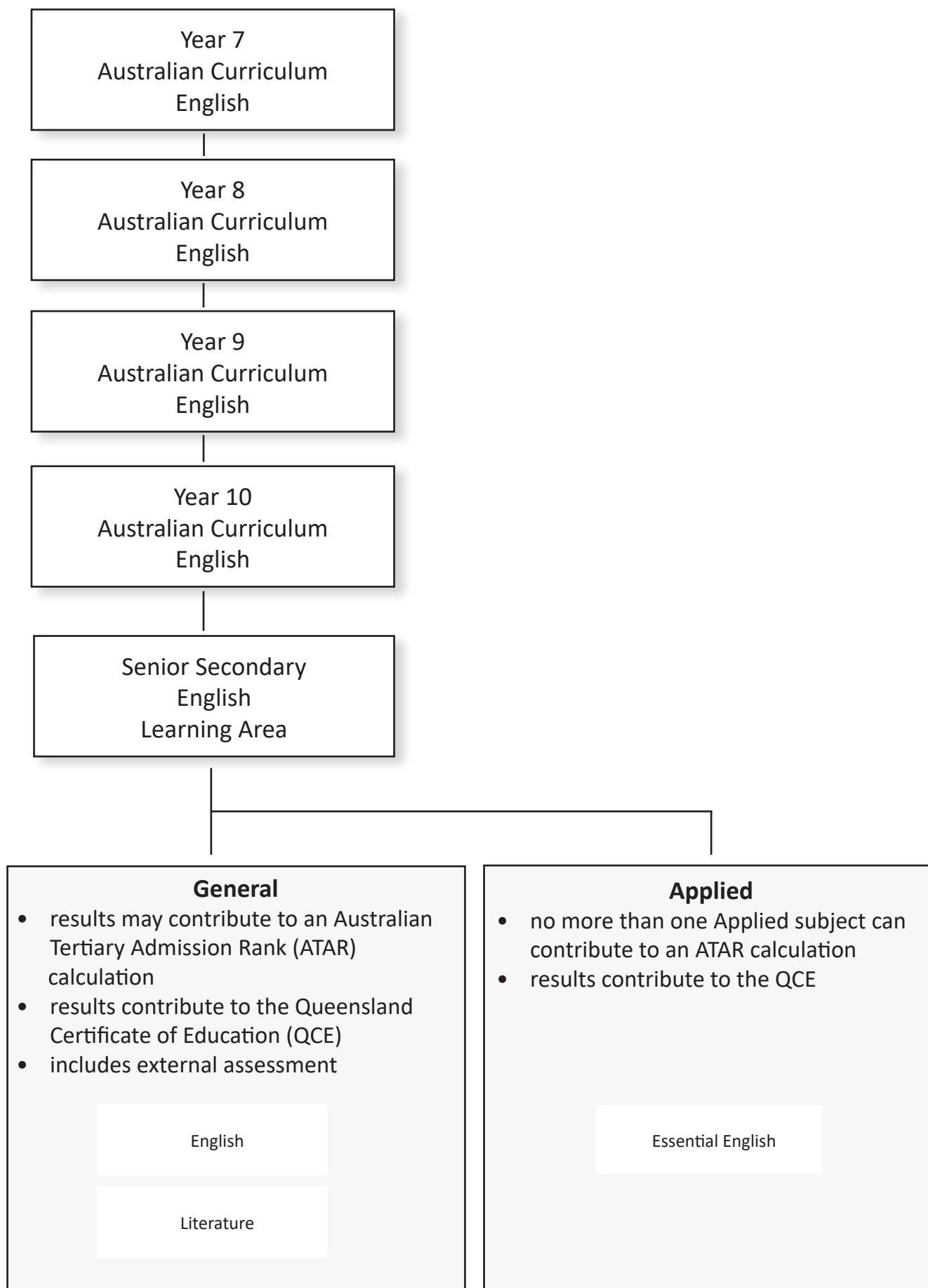
Year 7 Curriculum Overview

Curriculum Areas	Time allocation per week (Subject to change)
English	3 x 70 minutes
Humanities	3 x 70 minutes
Mathematics	3 x 70 minutes
Science	2 x 70 minutes
Health & Physical Education	3 x 70 minutes
LOTE: AUSLAN	Further information to be provided at a later date
Technology	3 x 70 minutes
The Arts	2 x 70 minutes
TEAM	1 x 70 minutes

Year 8 Curriculum Overview

Curriculum Areas	Time allocation per week (Subject to change)
English	3 x 70 minutes
Humanities	3 x 70 minutes
Mathematics	3 x 70 minutes
Science	2 x 70 minutes
Health & Physical Education	3 x 70 minutes
LOTE: AUSLAN	Further information to be provided at a later date
Technology	2 x 70 minutes
The Arts	3 x 70 minutes
TEAM	1 x 70 minutes

English Learning Areas



Year 7

Students studying Year 7 English will learn to:

- read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts.
- create written and/or multimodal texts for different purposes and audiences, expressing and expanding on ideas with evidence.
- adopt language features and control language (written or spoken) using grammar, punctuation, vocabulary and spelling.

Unit 1	Unit 2	Unit 3
Holes Students explore the themes of justice, friendship and how the events of the past can determine the fate of the present. Alongside the main character of Stanley Yelnats, other characters also learn the importance of supporting those around you.	Protest Songs Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of social issues. Students will complete mini-tasks analysing the use of language and vocabulary features to influence meaning before creating a persuasive speech responding to a social issue of their own choice.	Australian Literature Students read and comprehend the narrative text, 'Black Snake: The Daring of Ned Kelly.' Students create an imaginative recount of an event from the literary text to provide a different point of view.
Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment
Creative short response (200 - 300 Words) Persuasive Written Short Response (200 - 300 words)	Multimodal Extended Response (2 - 4 minutes)	Persuasive Written Extended Response (400-600 words)

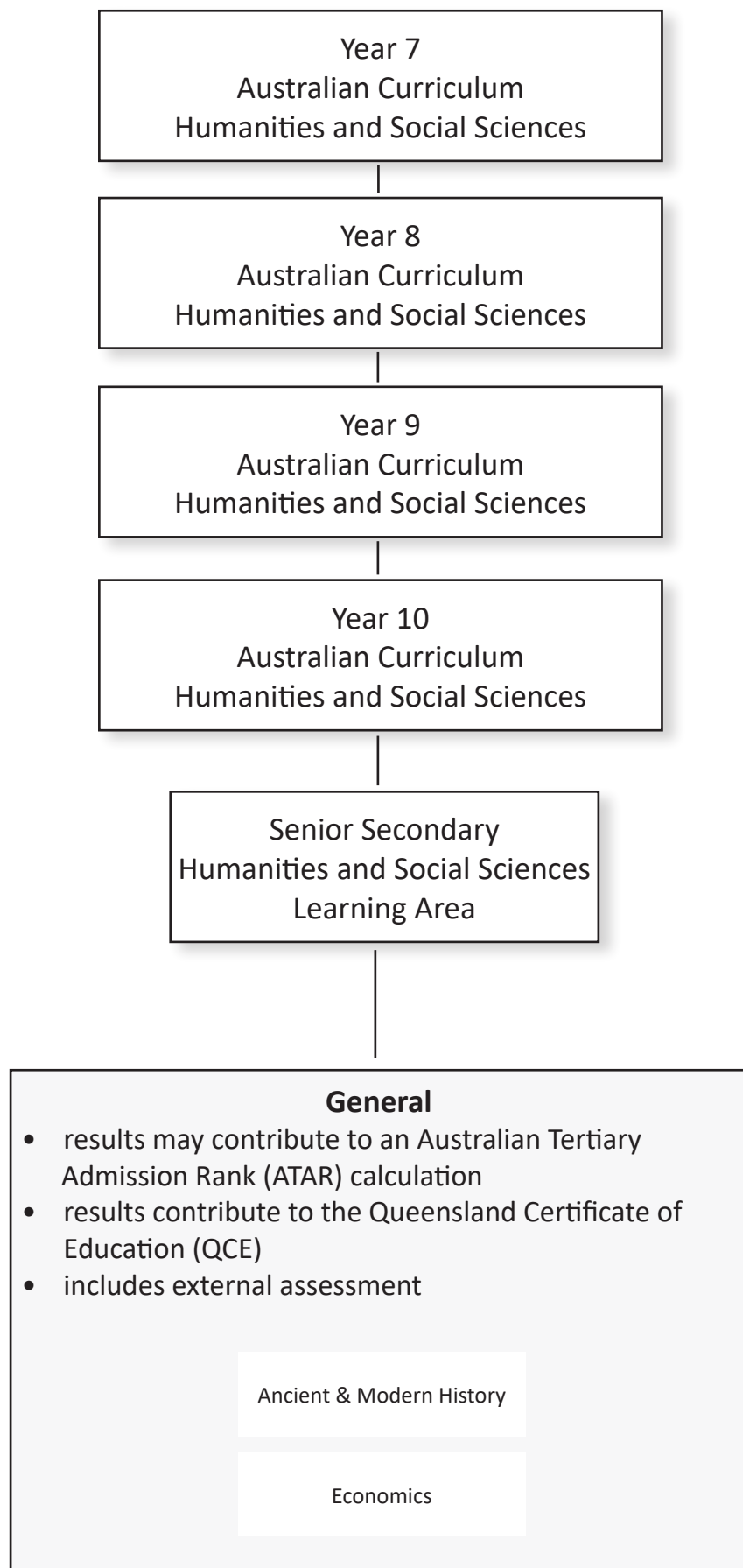
Year 8

Students studying Year 8 English will learn to:

- read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are represented how texts reflect or challenge contexts.
- explain the effect of language and visual features within texts.
- create written and/or multimodal texts for different purposes and audiences, expressing and expanding on ideas with supporting evidence.
- select and vary language features and/or multimodal features when creating texts while also demonstrating control of language (written or spoken) using grammar, punctuation, vocabulary and spelling.

Unit 1	Unit 2	Unit 3
The Outsiders Students read the novel, 'The Outsiders,' which explores teen issues. Students draw on understandings developed thus far to address an issue in the novel while taking on the perspective of a character.	Poetry: From Shakespeare to Slam Students listen to, read and interpret a variety of non-fiction texts from a variety of perspectives. Students explain how the use of language and textual features within the text assist in representing ideas and issues.	Wonder Students read the novel 'Wonder' and compare to the film adaptation. Students explore issues including acceptance, resilience, kindness and respect.
Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment
Persuasive Blog (400 - 600 words)	Written Analytical extended response (400-600 words)	Reflective Monologue or Digital Story (2 - 4 minutes)

Humanities and Social Sciences Learning Areas



Year 7: Geography

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. 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.

Unit 1

Water in the World & Landforms and Landscapes

Students examine the uses of water, how it is valued, and its different forms as a resource. As well, students will discuss the ability of water to connect places and how a variable access to water can be problematic. Students investigate the processes that shape individual landforms, the hazards associated and the management of landscapes whilst considering the values and meanings placed on such forms by diverse cultural groups.

Unit 1 Assessment

Investigation
(400 - 600 words)

Year 7: Civics and Citizenship

Students study the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. Students study principles of Australia's legal system looking at how the rights of individuals are protected through the legal system, which aims to provide justice.

Unit 1

Government and Democracy

Students develop understanding of Australia's democratic government and constitution, Australia's system of law, democratic values, and factors that contribute to a diverse yet cohesive society.

Unit 1 Assessment

Folio of tasks
(400 - 600 words)

Year 7: History

Year 7 History provides a study of history from the time of the earliest human communities to the end of the ancient period, and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries and their mysteries about this period of history, in a range of societies.

Unit 3

Deep Time History of Australia

Students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify developments and achievements of significant individuals and groups. Students explain the importance of heritage sites connected to Australia.

Unit 3 Assessment

Exam - Response to Stimulus

Unit 4

Ancient Egypt

Students investigate Ancient Egyptian society focusing on physical features, roles of key groups and significant beliefs, values and practices of the Ancient Egyptian society. Students will sequence events about Egypt's contact with her neighbours and conflicts. Students will also explain reasons for the changes and continuities in the role of nobility in Egyptian society.

Unit 4 Assessment

Project
(400-600 words)

Year 8: Geography

The main concept of this unit is the impact of urbanisation on how societies live and work, and the way businesses change and adapt to suit the geographical demands of an area. It also explores the ways governments intervene in different economies. Students will draw on prior learning of interpreting maps, graphs and figures, as well as explaining how geographical process shape environments.

Unit 1

Place and Liveability and Changing Nations

Students examine factors that influence liveability and how this concept is perceived in Australia and across the world. Students also explore the idea that places and businesses provide services and facilities needed to support and enhance our lives and evaluate how spaces can be improved through planning and management by people. Students investigate the changing human geography of countries and consider the environmental, economic and social effects urbanisation has had on populations.

Unit 1 Assessment

Exam - Response to Stimulus

Year 8: Business and Economics

Students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken.

Unit 1

Individual and Business Success and Australian Markets

Students investigate factors that influence decision making by individuals and businesses e.g. adapting to opportunities in markets. Students also examine the Australian taxation system, goal setting, budgeting and planning.

Unit 1 Assessment

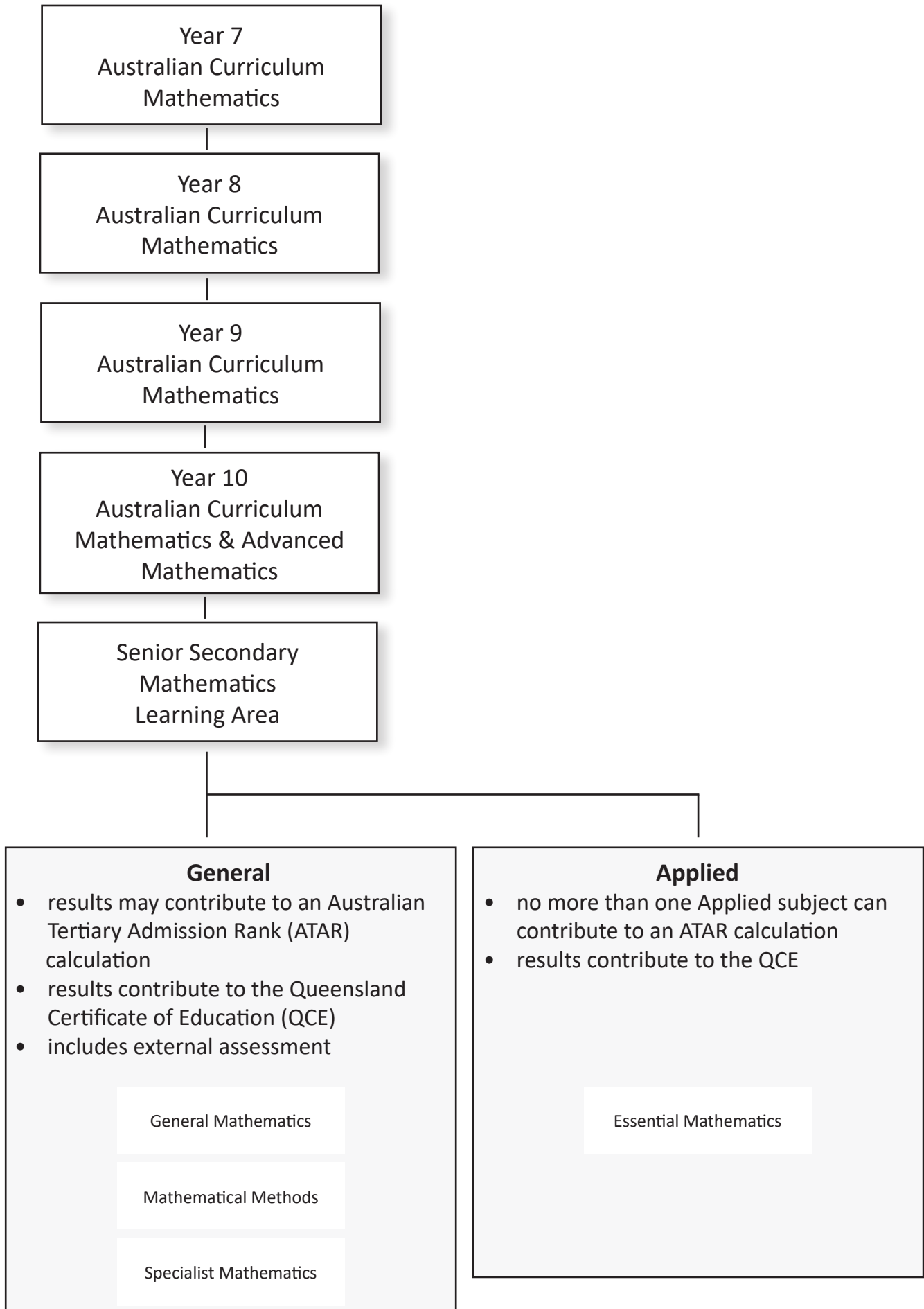
Short Response Analysis Tasks (200 words)
Business Proposal (300 – 500 words)

Year 8: History

This unit provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Unit 3	Unit 4
Medieval Europe Students investigate Medieval Europe (c.590 – c.1500) in depth focusing on the social, cultural, economic and political features and the roles and relationships of different groups in society. Students will demonstrate their knowledge of change and continuity over time in Medieval Europe and address social, cultural and political aspects of life.	Japan under the shoguns Students investigate causes and effects of decisions made by those in power. Students engage in a study of the many feudal groups of Shogunate Japan, and explain how this period came to an end due to many internal and external factors. Prior learning of the feudal system of Medieval Europe and features of knighthood will be consolidated and used to explore the Bakufu system of Japan and the Samurai.
Unit 3 Assessment	Unit 4 Assessment
Written Short Response Exam (70 minutes)	Investigation - Digital Exhibitio (400 – 600 words)

Mathematics Learning Areas



Year 7

Students studying Year 7 Mathematics will:

- Aim to develop the ability to think, reason and work mathematically.
- Begin to understand methods and principles of Mathematics.
- Develop the ability to apply methods and principles in unknown situations.
- Develop a set of skills, which they will be able to apply as appropriate, to solve problems.

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Number • Measurement 	<ul style="list-style-type: none"> • Number • Algebra • Measurement • Space 	<ul style="list-style-type: none"> • Number • Statistics 	<ul style="list-style-type: none"> • Number • Algebra • Space • Probability
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Mathematical Investigation	End-semester examination (70 minutes)	Mathematical Investigation	End-semester examination (70 minutes)

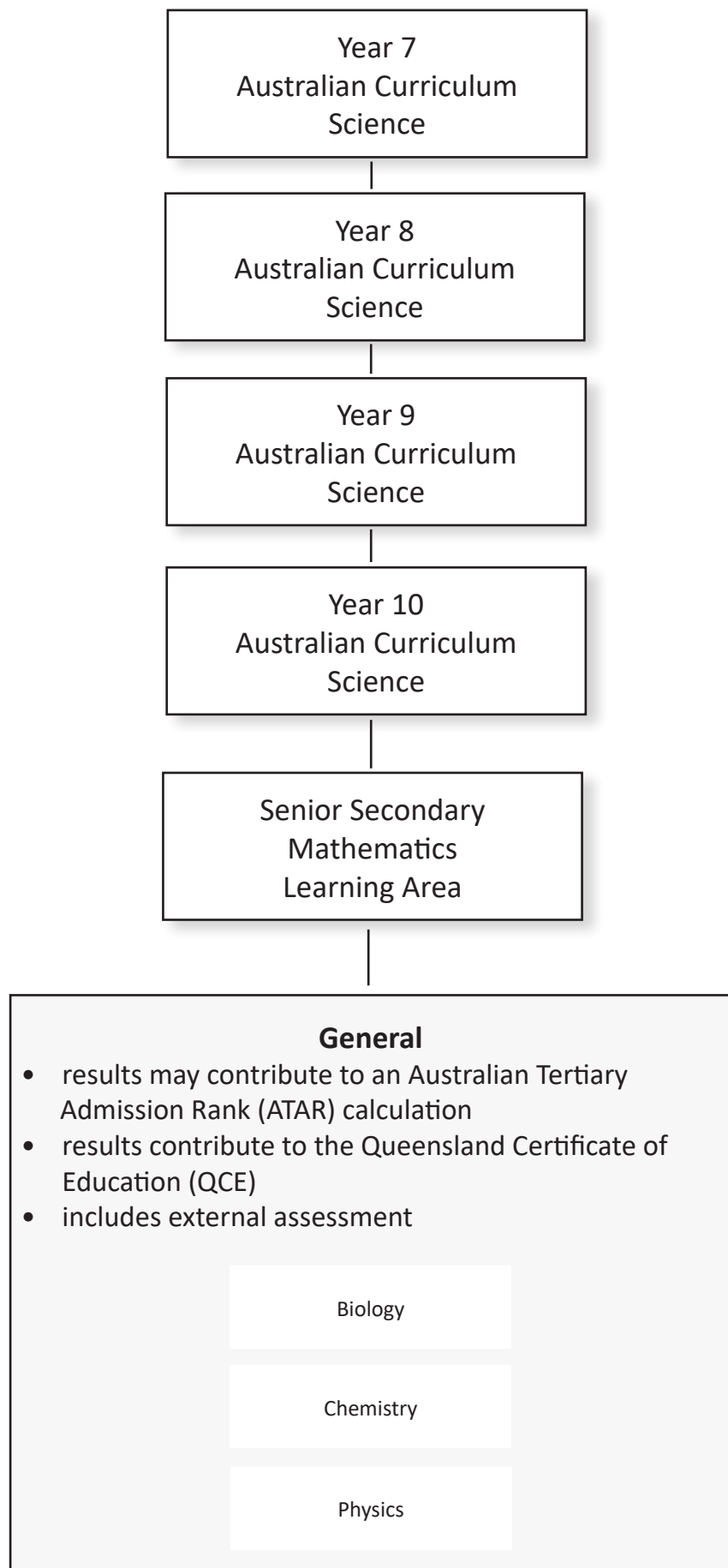
Year 8

Students studying Year 8 Mathematics will:

- Aim to further develop the ability to think, reason and work mathematically.
- Understand methods and principles of Mathematics.
- Further develop the ability to apply methods and principles in unknown situations.
- Further develop a set of skills, which they will be able to apply as appropriate, to solve problems.

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Number • Measurement 	<ul style="list-style-type: none"> • Number • Algebra 	<ul style="list-style-type: none"> • Number • Probability • Statistics 	<ul style="list-style-type: none"> • Measurement • Space • Algebra
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Mathematical Investigation	End-semester examination (70 minutes)	Mathematical Investigation	End-semester examination (70 minutes)

Sciences Learning Areas



Year 7

Students studying Year 7 Science will:

- Aim to begin to develop the ability to gain scientific knowledge and skills.
- Experience both theory and practical lessons.
- Understand the essence of the strands Chemistry, Physics, Biology and Earth Science.

Term 1	Term 2	Term 3	Term 4
Chemical Sciences <ul style="list-style-type: none"> • Particle Theory • Separating Mixtures 	Physical Sciences <ul style="list-style-type: none"> • Forces 	Biological Sciences <ul style="list-style-type: none"> • Classification • Ecosystems 	Earth and Space Sciences <ul style="list-style-type: none"> • Earth, Sun and Moon Cycles • Seasons and Tides
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Assignment - Experimental investigation (400 – 600 words)	End-Semester Examination (70 minutes)	Assignment - Research Investigation (400 – 600 words)	End-Semester Examination (70 minutes)

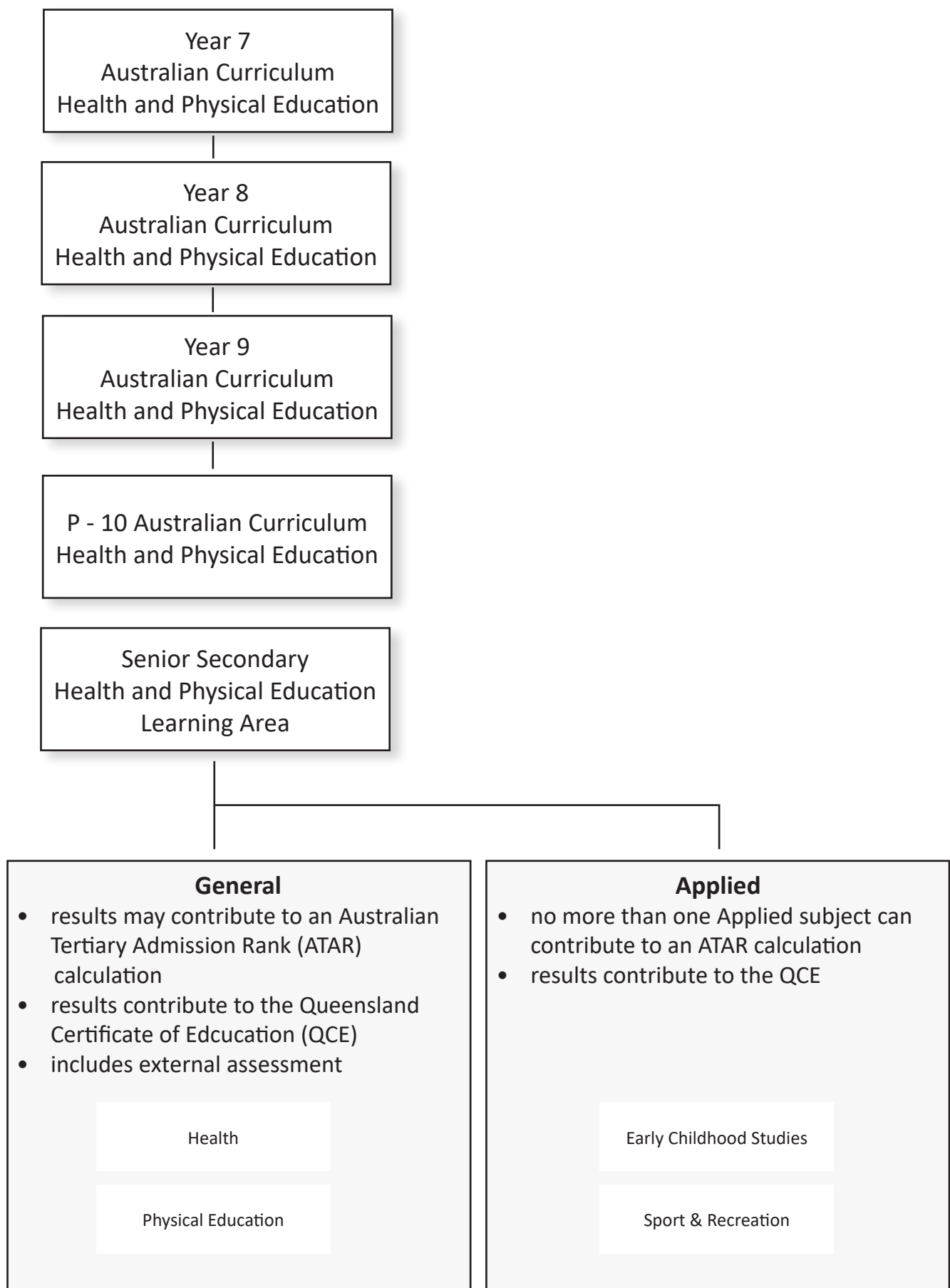
Year 8

Students studying Year 7 Science will:

- Aim to begin to develop the ability to gain scientific knowledge and skills.
- Experience both theory and practical lessons.
- Understand the essence of the strands Chemistry, Physics, Biology and Earth Science.

Term 1	Term 2	Term 3	Term 4
Biological Sciences <ul style="list-style-type: none"> • Plant Cells • Animal Cells • Body Systems 	Chemical Sciences <ul style="list-style-type: none"> • Elements, Compounds, Mixtures • Chemical reactions 	Physical Sciences <ul style="list-style-type: none"> • Energy transfer • Law of conservation of energy and transformation 	Earth and Space Sciences <ul style="list-style-type: none"> • Rock Cycles • Theory of Plate Tectonics
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Assignment – Research Investigation (600-800 words)	End-Semester Examination (70 minutes)	Assignment – Experimental Investigation (600-800 words)	End-semester examination (70 minutes)

Health and Physical Education Learning Areas

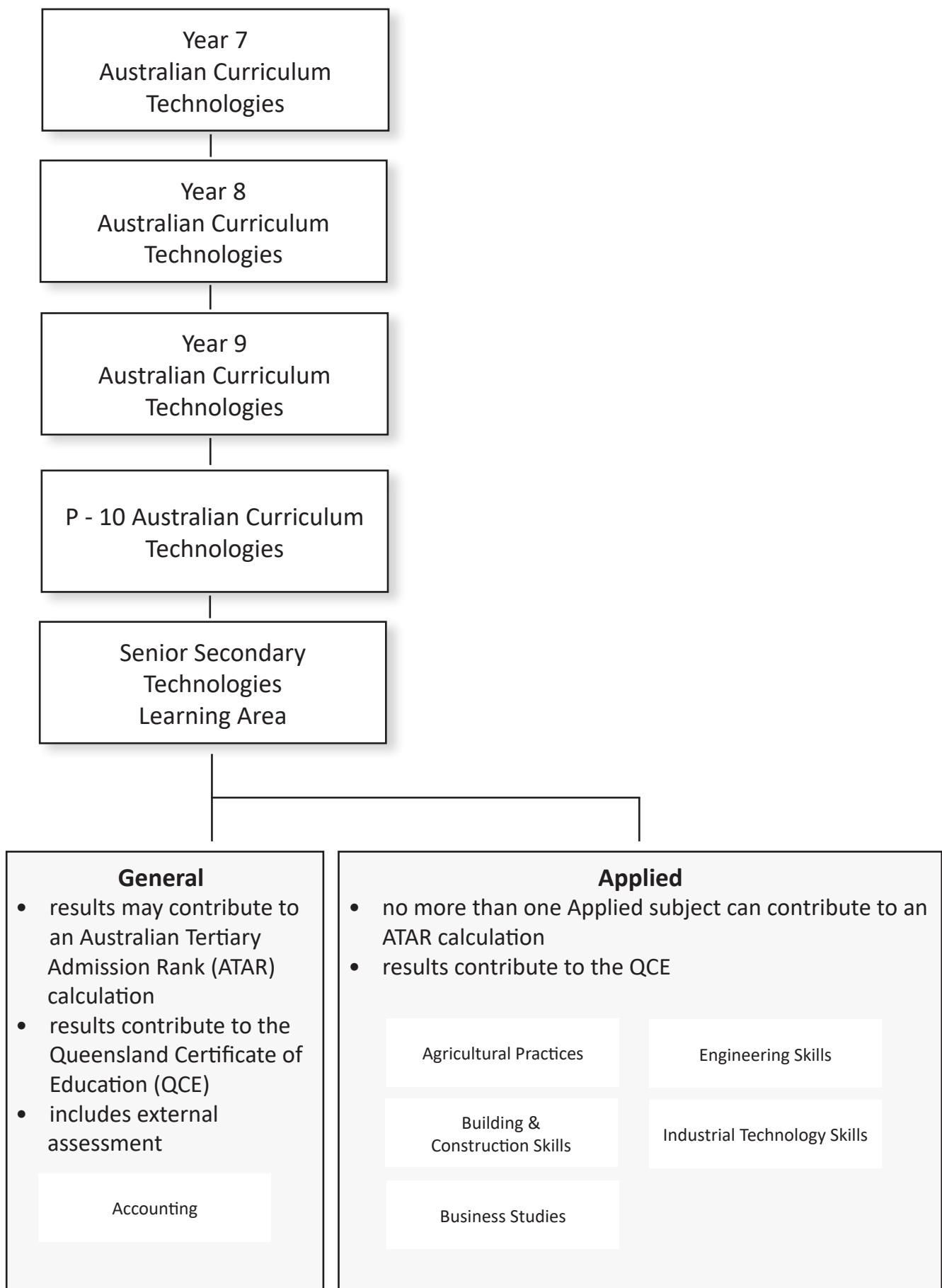


Year 7 & 8

By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

Unit 1 – Link Up & Level Up		Unit 2 – Survival of the Fittest	
In this unit, students will navigate the transition to high school, managing emotions and changes while developing interpersonal skills and respectful relationships through sporting contexts. They will explore puberty, friendship development, and the pressures of high school, including social influences and homework. Emphasis will be placed on inclusion, diversity, respect, empathy and challenging stereotypes to foster positive relationships. They will research, plan and deliver strategies through initiative games aimed at team building and evaluate the impacts on personal and community health and wellbeing.		In this unit, students will explore the powerful impacts of sleep, exercise and nutrition on health and wellbeing, equipping them with knowledge and habits to maintain a healthy and balanced lifestyle. They will analyse individual routines and habits to propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes to improve quality and expectancy of life. Additionally, they will be exposed to different environments where they will be required to apply and transfer survival and rescue movement skills and concepts to achieve particular outcomes.	
Assessment 1 Link Up	Assessment 2 Level Up	Assessment 3 Healthy Habits	Assessment 4 Survival Mode
Performance – Practical	Examination – Written (70 minutes)	Project – Written (400 – 600 words)	Performance – Practical (1 – 2 minutes)
Unit 3 – Sport is for Everyone		Unit 4 – Managing Myself & Others	
In this unit, students explore how promoting diversity and challenging discrimination impacts health, wellbeing, and participation in physical activity. Through analysing emotional responses in gameplay and implementing inclusive strategies, students enhance their understanding of leadership, teamwork, and the importance of creating equitable and supportive physical activity environments to create positive emotional experiences for all.		In this unit, students will develop their emotional intelligence through self-awareness and social management skills in different contexts. They will analyse emotional responses during challenging situations and devise personal action plans by applying and evaluating coping strategies. Students will investigate the influence of digital media on individuals and communities and critically evaluate health information to make informed decisions when creating digital campaigns that promote healthy habits. Through their campaigns they will apply and transfer movement skills and evaluate the effectiveness of strategies on movement outcomes.	
Assessment 5 Game Changers	Assessment 6 Levelling the Playing Field	Assessment 7 Mind over Matter	Assessment 8 Rhythmic Revolution
Investigation – Multimodal (2 – 3 minutes)	Performance – Practical (1 – 2 minutes)	Project – Written (400 – 600 words)	Performance – Practical (1 – 2 minutes)

Technologies Learning Areas



Year 7

Students in year 7 students study Design and Technologies for 1 Term on a rational basis.

Students studying Year 7 Design and Technologies will learn to:

- Investigate the development of lighting design and determining the efficiency of existing products and environments evolve locally, regionally and globally and how social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques
- Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely

8 Week Rotations

Edge Lit Sign (Display)

- Students design and manufacture the display for an Edge Lit Sign in a joint project with Materials Specialisations.
- Students use the design process to investigate the problem, generate ideas and manufacture the display for an edge lit sign.
- Students will assemble and test their Edge light Sign.

8 Week Rotations Assessment

Project – Folio and Product
(200 – 300 Words)

Year 8

Students in year 8 students study Design and Technologies for 1 Semester.

Students studying Year 8 Design and Technologies will learn to:

- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques
- •Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions
- Consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community
 - Use creativity, innovation and enterprise skills to solve real-world problems
- Develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks

2 Term Rotations

Product Design - Happy Meal

- Students design and manufacture a Happy Meal Toy Collection using a range of technologies
- Students use the design process to generate ideas and manufacture an item from the collection, packaging and a Happy Meal box to complete the collections
 - Part A – Students create the concept, branding and packing for the Happy Meal collections
 - Part B – Students will 3D print a prototype a toy from their collection

2 Term Rotations Assessment

Project – Folio and Digital Product
200 – 300 Words

Year 7

- Students in year 7 study Digital Technologies for 1 Term on a rotational basis.
- Students studying Year 7 Digital Technologies will:
 - Further understand and navigate the digital world around them now and into the future.
 - Develop knowledge and skills in the area of digital and information systems.
 - Use design processes to design and create digital solutions.
 - Engage in authentic learning challenges such as coding and developing apps to meet user needs.

1 Term Rotations

App Design

Students will design and create their own App or learning object to respond to a design brief

- Collaborate
- Trial Apps to evaluate their features
- Generate Ideas
- Design algorithms
- Create a prototype
- Evaluate ideas

1 Term Rotation Assessment

Project – Folio and Digital Product
(200 – 300 Words)

Year 8

- Students in year 8 study Digital Technologies for 1 Term on a rotational basis.
- Students studying Year 8 Digital Technologies will:
- Further understand and navigate the digital world around them now and into the future.
 - Develop knowledge and skills in the area of digital and information systems.
 - Use design processes to design and create digital solutions.
 - Engage in authentic learning challenges such as coding and developing educational games.

1 Term Rotations

Serious Games

Students will design and create their own game or learning object. Respond to a design brief

- Collaborate
- Trial educational games
- Generate Ideas
- Design algorithms
- Create a prototype
- Evaluate ideas

1 Term Rotations Assessment

Project – Folio and Digital Product
200 – 300 Words

Food Specialisations

Subject Code: TFD071A

Contact
Technology Head of Department

Year 7

Students in year 7 study Food Specialisations for 8 weeks on a rational basis. Students studying Year 7 Food Specialisations will learn to:

- Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques
- Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions

8 Week Rotations

Healthy Eating

Students will gain knowledge of basic food preparation techniques as well as presentation skills and hygiene practices. Students will be use newly acquired knowledge and skills to create healthy meals to suit a variety of needs.

8 Week Rotations Assessment

Project – Folio and Product
(200 – 300 Words)

Food and Fibre Production

Subject Code: TFF071A

Contact
Technology Head of Department

Year 7

Students in year 7 study Food and Fibre Production for 8 weeks on a rational basis. Students studying Year 7 Food and Fibre Production will learn to:

- Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable.
- Investigate how products, services and environments evolve locally, regionally and globally and how social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions.
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies.

8 Week Rotations

Compost Systems

Students will investigate the sustainable production of compost including:

- Types of compost
- Ingredients required
- How to improve soils with compost
- Ethical and sustainable production

8 Week Rotations Assessment

Project – Folio and Digital Product
(200 - 300 Words)

Material and Technology Specialisations

Subject Code: TMT071A

Technolog

Year 7

Students in year 7 students study Materials Specialisations for 8 weeks on a rational basis.

Students studying Year 7 Materials Specialisations will learn to:

- Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment.
- Investigate how products, services and environments evolve locally, regionally and globally and how social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques
- Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions

8 Week Rotations

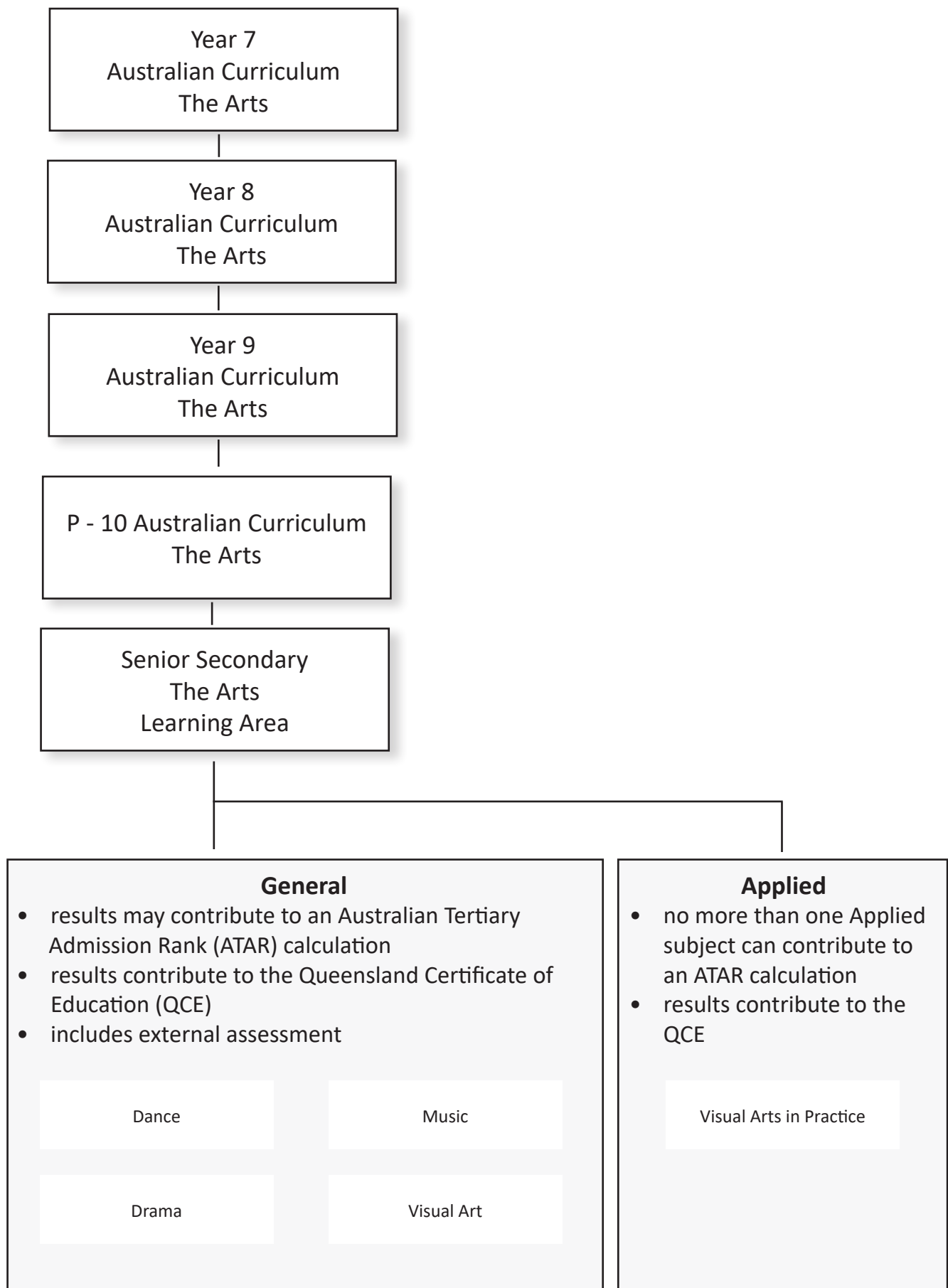
Edge Lit Sign (Base)

- Students create the base for an Edge Lit Sign which they will complete in the Design and Technologies rotation.
- Students will develop their knowledge of reading workshop plans to develop practical solutions in a range of contexts using wood and or plastics.
- Students will develop fundamental workshop skills including measuring and calculating as well as safe use of tools and machinery.
- Students will be introduced to design variations to extend their base knowledge and skills.

8 Week Rotations Assessment

Project – Folio and Product
(200 – 300 Words)

The Arts Learning Areas



During the course of Year 7 and 8, students will undertake study in all five of the Arts subjects: Dance, Drama, Media, Music and Visual Art.

Dance

During this course of study, students are required to make and respond to dance independently and with their classmates, teachers and communities and explore dance as an art form through choreography, performance and appreciation. The focus of this unit is to allow and encourage students to build on their awareness of the body through body part articulation and extend their use of space, time, dynamics and relationships including performing and groups, spatial relationships and using interaction to communicate their choreographic intention.

Drama

Students live in a world in which the performing arts have an important and pervasive presence. A study of Drama helps students to develop their practical and creative potential and to understand and heighten enjoyment of The Arts. There are many intrinsic benefits to arts education including being disciplined, learning a skill, being part of the artistic world, managing performance and being part of a TEAM performance, each student can be proud of.

Media

In media arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.

Music

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.

Visual Art

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.

Communication

How can you keep up to date?

- School Website: www.chinchillashs.eq.edu.au
- QSchools App (download from App store or Google Play)
- School Newsletter via QSchools App and our School website
- Contact class teachers by phone or email
- Contact administration: admin@chinchillashs.eq.edu.au
- Contact absence officer: absent@chinchillashs.eq.edu.au

Notes

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