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MIDDLE SECONDARY SUBJECT BOOKLET

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Welcome to Middle Secondary

Welcome to Middle Secondary.

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 2025.

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.

At Chinchilla State High School, Year 9 and Year 10 are the foundation levels of our Senior 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
- Be polite and respectful to visitors, other students and staff
- Be safe in your choices and actions
- Be here every school day
- Be focused on learning and doing your best
- Be positive and responsible and meet your commitments

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.



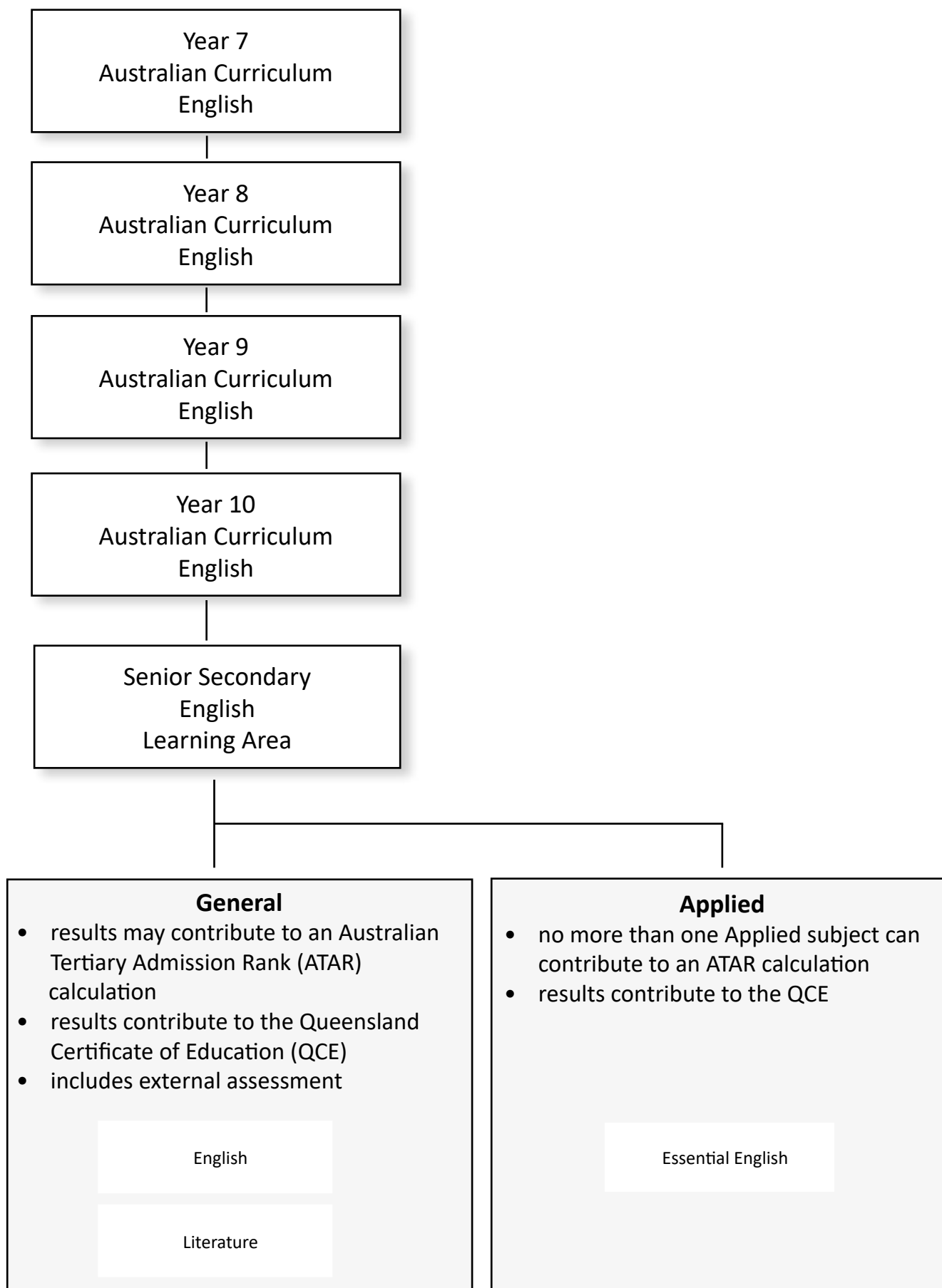
Year 9 Curriculum Overview

Curriculum Areas	Time allocation per week
English	3 x 70 minutes
Humanities	2 x 70 minutes
Mathematics	3 x 70 minutes
Science	3 x 70 minutes
Health & Physical Education	2 x 70 minutes
Elective 1 – Technology or The Arts	3 x 70 minutes
Elective 2 – Technology or The Arts	3 x 70 minutes
TEAM	1 x 70 minutes

Year 10 Curriculum Overview

Curriculum Areas	Time allocation per week
English	3 x 70 minutes
Humanities	2 x 70 minutes
Mathematics	3 x 70 minutes
Science	3 x 70 minutes
Health & Physical Education	2 x 70 minutes
Elective 1 – Technology or The Arts	3 x 70 minutes
Elective 2 – Technology or The Arts	3 x 70 minutes
TEAM	1 x 70 minutes

English Learning Areas



Year 9

Students studying English will learn to:

- discuss and expand on ideas, shaping meaning and providing substantiation.
- read, view and comprehend a range of texts created to inform, influence and/or engage audiences.
- analyse representations of people, places, events and concepts, and how texts respond to contexts.
- analyse the aesthetic qualities of texts and the effects of text structures and language features.
- create written and multimodal texts for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation.
- communicate effectively in Standard Australian English demonstrating control of language (written or spoken)

Unit 1	Unit 2	Unit 3
RISK Students read Fleur Ferris' novel 'Risk' gaining understanding of the risks associated with online safety and the complexity of friendships, grief and survivor guilt. Additionally, students will analyse non-fiction texts addressing issues with online safety and security. Students will create a persuasive speech discussing themes explored in the studied texts.	Exploring Ethical Issues Students read and view a drama text to explore the issues of justice and equality. Students will complete short response analytical tasks examining the relevance of the themes, text structures and language features.	Coraline Students analyse features of gothic fiction in the graphic novel 'Coraline' and film adaptation. Students analyse and manipulate text structures and language features when creating their own hybrid short story.
Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment
Persuasive speech (3 – 5 minutes) Short Response (100 - 300 words)	Short Response - Analytical Tasks (100 - 300 words)	Hybrid Short story (600-800 words)

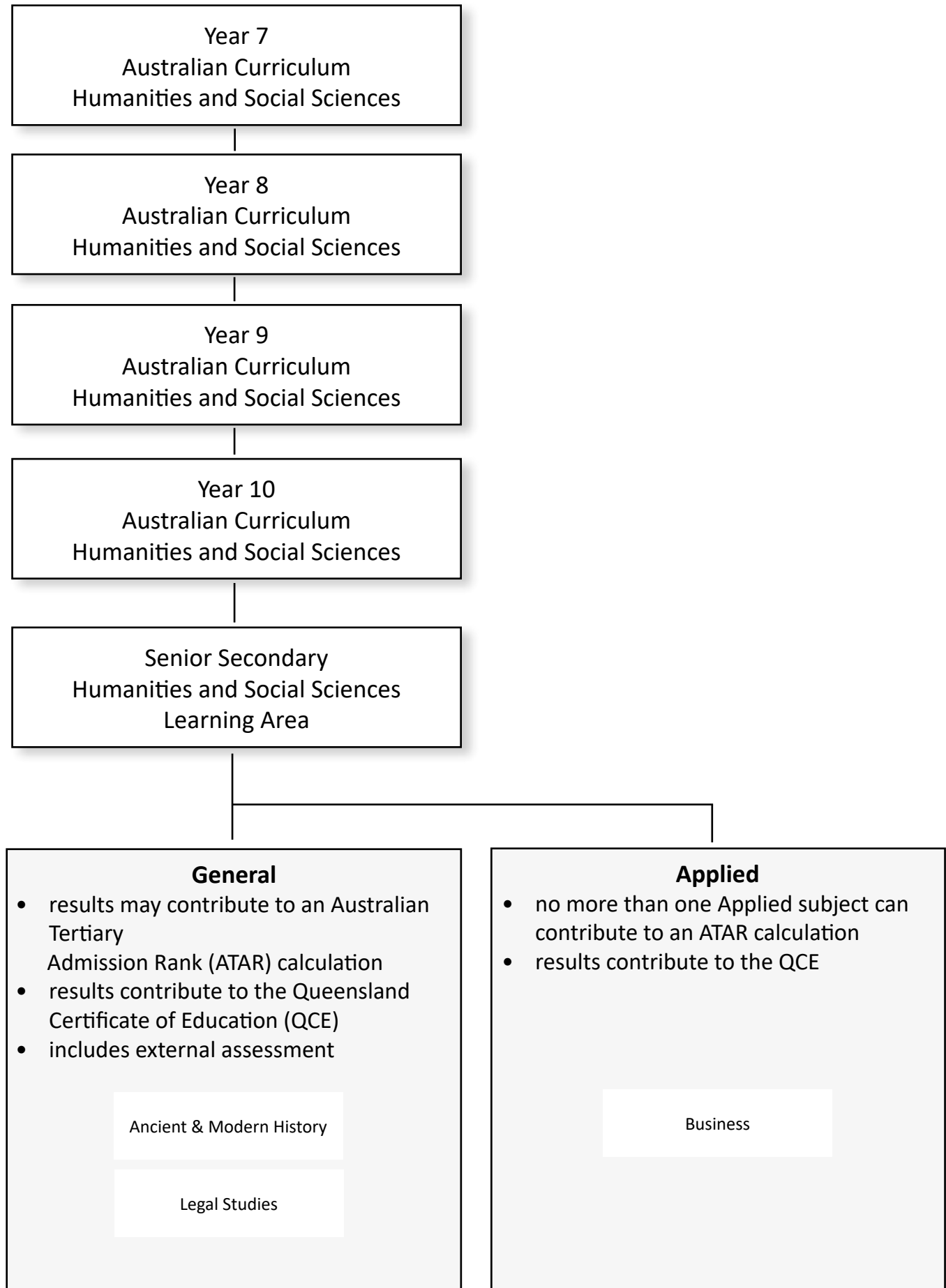
Year 10

Students studying English will learn to:

- discuss ideas and responses to representations, making connections and providing substantiation.
- read, view and comprehend a range of texts created to inform, influence and/or engage audiences.
- analyse and evaluate representations of people, places, events and concepts, and how interpretations of these are influenced by readers and viewers.
- analyse the effects of text structures and language features including literary devices, intertextual connections and multimodal features.
- create written and multimodal texts for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation.
- demonstrate control of language (written or spoken) using grammar, punctuation, vocabulary and spelling.

Unit 1	Unit 2	Unit 3	Unit 4
Media Representations: In this unit students read, view and analyse representations of age, gender, childhood, family life, parenting in Australian and overseas cartoons and sitcoms such as Bluey and The Simpsons. Students will also read reviews and criticisms of Bluey and evaluate whether these are accurate.	Romeo and Juliet: Students will read Romeo and Juliet examining the themes, values attitudes and beliefs that underpin the text. They will examine the explicit and implicit meanings in the text and the contemporary relevance of Shakespeare.	Historical Reflections: This unit is a cross-disciplinary exploration into the events of Australia's history that has shaped our nation as well as our stories. Additionally, students will develop their understanding of plot, setting, characterisation, point of view and conflict to develop their own historical fiction.	Reading & Responding to Literary Texts:+ Students read a novel (e.g. "The Hunger Games" or "The Giver") that explores a social, moral or ethical issue. Students will write an analytical essay in exam conditions.
Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment	Unit 4 Assessment
Short Response - Analytical Tasks (100 - 300 words)	Persuasive Speech (3 - 5 minutes)	Narrative Intervention (600 – 800 words)	Analytical Exam (120 minutes + 15 minutes perusal; 600 – 800 words)

Humanities and Social Sciences Learning Areas



Year 9: History

The study of history focuses on key events, ideas, 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.

Unit 1	Unit 2
Making a Nation Students investigate the key inquiry questions. What were the key events that contributed to the making of Australian from 18th to early 20th centuries.	World War I Students study World War I (WWI). Students examine the chain of events that lead to the onset of war in Europe before spreading to include other nations. They also investigate the features (social, cultural, economic, political) of change in Australia during this period; change and continuity in the role of women in Australian society during this period; the influence of key ideas on enlistment to join the military; and analysis of different perspectives of the event at the time.
Unit 1 Assessment	Unit 2 Assessment
Examination - response to stimulus (60 minutes)	Investigation - exhibit (600 – 800 words)

Year 9: Business and Economics

This is an elective subject that students may choose to study. During this course of study, students will develop and apply enterprising behaviours and capabilities; and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical national, regional or global economics or business issue.

Unit 1	Unit 2
Global Perspectives An investigation of economics or business issues will enable students to explain the role of the Australian economy in allocating and distributing resources within the broader Asia and global economy; analyse why and how participants in the global community are dependent on each other; and explain why and how businesses seek to create and maintain a competitive advantage in the global market.	Risk and Reward The economics or business issues investigated will enable students to: explain why and how people manage financial risks and rewards in the current Australian and global financial landscape; and examine the changing roles and responsibilities of participants in the Australian or global workplace.
Unit 1 Assessment	Unit 2 Assessment
Short Response Exam (2 x 70 minutes)	Written Report (600 - 800 words)

Year 9: Civics and Citizenship

This is an elective subject that students may choose to study. 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.

Unit 1	Unit 2
The Australian Constitution Students will understand differing systems of governance with a key focus on democracy and how that is implemented within Australia's political system.	Australia's System of Justice Students will understand how the rights of the individuals are protected through the justice system.
Unit 1 Assessment	Unit 2 Assessment
Short Response Exam (60 minutes)	Inquiry Report (600 - 800 words)

Year 9: Geography

This is an elective subject that students may choose to study. Geography involves the study of the Earth's surface as a space in which people live; and the study 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. 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	Unit 2
Unit 1: Biomes and 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.	Geographies of Interconnections Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.
Unit 1 Assessment	Unit 2 Assessment
Written Short Response Exam (70 minutes)	Investigation (600 – 800 words)

Year 10: History

All year 10 students will study History for Term 1 and 2.

The study of history focuses on key events, idea, movements, developments and people that have shaped the ancient and modern world. It enables students to study the forces that have shaped today's world and provides them with a broader comprehension of the world in which they live. The focus of history in Year 10 is the examination of key events during the 21st centuries and how these events and people have left a lasting legacy in today's society.

Unit 1	Unit 2
Building Modern Australia This Unit includes the struggles for human rights, background to the struggle of Aboriginal and Torres Strait Islander Peoples, the influence of the US Civil Rights Movement on Australia, the significance of civil rights for Aboriginal and Torres Strait Islander Peoples, methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples and the continuing nature of efforts to secure civil rights and freedoms in Australia. It also touches on Post-War Australia and migrant experiences.	World War II This Unit includes an investigation of wartime experiences through a study of World War II in depth. Students examine the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.
Unit 1 Assessment	Unit 2 Assessment
Examination - Response to stimulus (60 minutes)	Investigation - Multimodal Presentation (600 - 800 words)

Year 10: Business and Economics

This is an elective for Semester 2.

The study of business and economics focuses on why and how governments manage economic performance to improve living standards. It enables students to understand variations in economic performance and standards of living within and between economies while analysing factors that influence major consumer and financial decisions and explaining the short and long-term effects of these decisions. Students learn how businesses respond to changing economic conditions and improve productivity.

Unit 3	Unit 4
Productivity, growth and living standards Students explore the ways governments manage economic performance to improve living standards along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society.	Financial Wellbeing Australia's superannuation system and the factors that influence major consumer and financial decisions are considered for how they contribute to human and financial wellbeing and the common good of society.
Unit 3 Assessment	Unit 4 Assessment
Stimulus Examination (70 minutes)	Research Investigation (600-800 words)

Year 10: Civics and Citizenship

This is an elective for Semester 2.

The Year 10 Civics curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

Unit 3	Unit 4
Law and Citizens: Introduction to Criminology This unit compares Australia's federal system of government to another country in Asia.	Forensics and Law Students will investigate types of forensic evidence, the criminal investigation process and the use of evidence within a criminal trial.
Unit 3 Assessment	Unit 4 Assessment
Examination (70 minutes)	Inquiry Report (600 – 800 words)

Year 10: Geography

This is an elective for Semester 2.

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.

Unit 3	Unit 4
Environmental Change and Management Students investigate a significant environmental issue in Australia that has caused change over time and consider what strategies will best manage this environmental change into the future.	Geographies of Human Wellbeing Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.
Unit 3 Assessment	Unit 4 Assessment
Written Research Report (600 – 800 words)	Written Short Response Exam on Data Analysis (90 minutes)

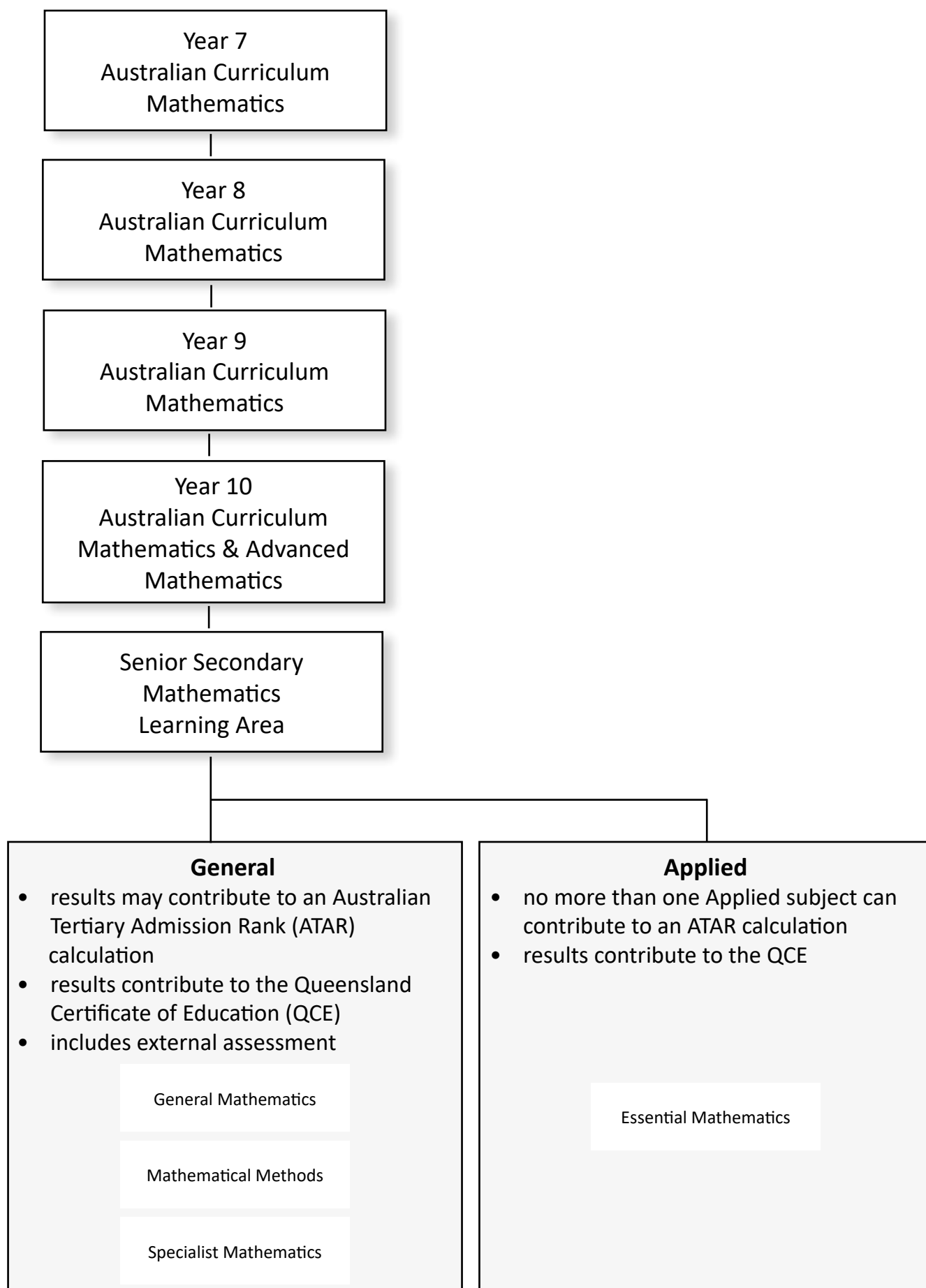
Year 10: History Extension

This is an elective for Semester 2.

History extension focuses on key events, idea, movements, developments and people that have shaped the ancient and modern world. It enables 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.

Unit 3	Unit 4
Slavery The nature of slavery is explored as well as the cause, effects, motives, actions and continuing patterns that remain in the 21st century.	History vs Hollywood This unit will focus on how significant people, places or events are spoken about in history and represented to a modern audience.
Unit 3 Assessment	Unit 4 Assessment
Project (600 - 800 words)	Investigation - Critical Summary (600 - 800 words)

Mathematics Learning Areas



Year 9

Students studying Year 9 Mathematics will:

- Aim to further develop the ability to think, reason and work mathematically.
- 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"> • Statistics • Probability 	<ul style="list-style-type: none"> • Number • Algebra • Measurement 	<ul style="list-style-type: none"> • Measurement • Space 	<ul style="list-style-type: none"> • 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)

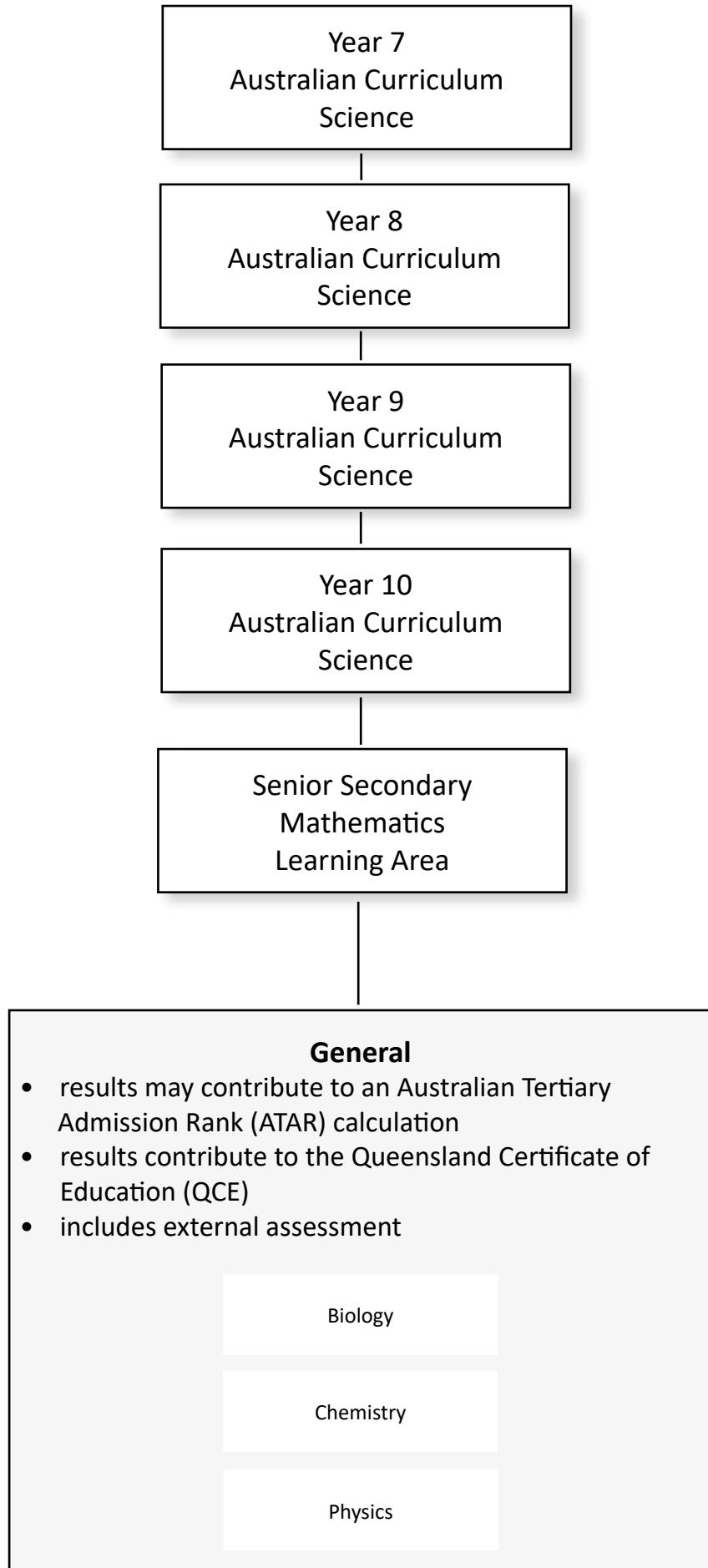
Year 10

Students studying Year 10 Mathematics will:

- Study either Mathematics or Advanced Mathematics.
- Develop an appreciation of the value of the Mathematics to humanity and real-life problems are used as often as possible.
- Develop an understanding of mathematical terms and symbols so as to be able to communicate clearly and concisely.
- Understand methods of Mathematics and develop the ability to apply them in known and unknown situations.
- Advanced Mathematical students will be able to recognise when problems are suitable for mathematical analysis and find solutions.

Mathematics			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Algebra • Statistics 	<ul style="list-style-type: none"> • Number • Measurement 	<ul style="list-style-type: none"> • Probability • Algebra • Space 	<ul style="list-style-type: none"> • Essential Skills for Essential, General and Mathematical Methods
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 9

Students studying Year 9 Science will:

- Gain scientific knowledge and skills
- Experience both theory and practical skills
- Understand the essence of the strands Chemistry, Physics, Biology and Earth and Space Sciences

Term 1	Term 2	Term 3	Term 4
Earth and Space Science <ul style="list-style-type: none"> • Carbon cycle • Interactions between the Earth's spheres 	Biological Sciences <ul style="list-style-type: none"> • Body systems • Reproduction in animals and plants 	Chemical Sciences <ul style="list-style-type: none"> • Atomic structure • Chemical reactions • Law of conservation of mass 	Physical Sciences <ul style="list-style-type: none"> • Energy transfer • Law of conservation of energy and transformation
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Assignment – Investigation Report (600-800 words)	End-semester examination (70 minutes)	Assignment – Student Experiment (600-800 words)	End-semester examination (70 minutes)

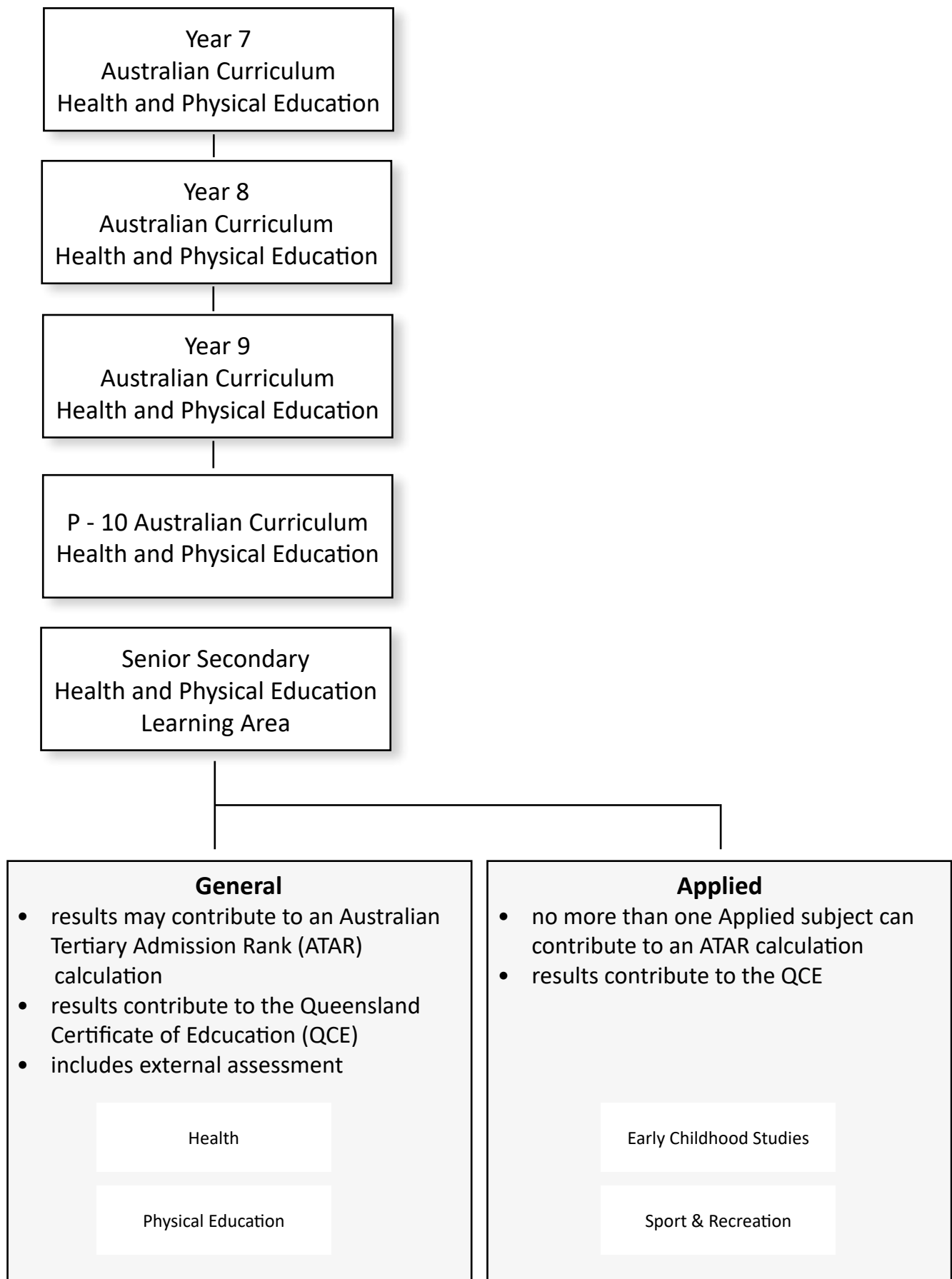
Year 10

Students studying Year 10 Science will:

- Gain scientific knowledge and skills in each of the strands Chemistry, Physics, Biology and Earth and Space
- Experience both theory and practical skills
- Understand in more depth the strands Chemistry, Physics, Biology and Earth and Space Sciences
- Be prepared to study any of the science subjects in Year 11.

Semester 1			
Students will study each strand of Biology, Physics and Chemistry.			
Biology	Chemistry	Physics	
<ul style="list-style-type: none">• Exploring heritable characteristics and DNA• Theory of evolution	<ul style="list-style-type: none">• Using the periodic table to explain properties and structure of elements• Factors affecting chemical reactions	<ul style="list-style-type: none">• Investigating the motion of objects with Newton’s laws	
Biology Assessment	Chemistry Assessment	Physics Assessment	
<ul style="list-style-type: none">• Assignment – Investigative Report (600-800 words)	<ul style="list-style-type: none">• Assignment – Student Experiment (600-800 words)	<ul style="list-style-type: none">• End-semester examination (70 minutes)	
Semester 2			
Students will study each strand of Biological, Physical and Chemical Sciences and Earth and Space Sciences			
Biological Sciences	Chemical Sciences	Physical Sciences	Earth and Space Sciences
<ul style="list-style-type: none">• Evolution• Research Skills• Laboratory Skills	<ul style="list-style-type: none">• Chemical reactions	<ul style="list-style-type: none">• Thermal Dynamics	<ul style="list-style-type: none">• Cosmology and Earth systems
Biological Sciences Assessment	Chemical Sciences Assessment	Physical Sciences Assessment	Earth and Space Sciences Assessment
Assignment – Student Experiment (600-800 words)	Data Test (70 minutes)	Assignment – Student Experiment (600-800 words)	Semester examination (70 minutes)

Health and Physical Education Learning Areas



Year 9 and 10

By the end of Year 10, students propose and evaluate personal strategies to manage their identities, emotions and responses to change. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

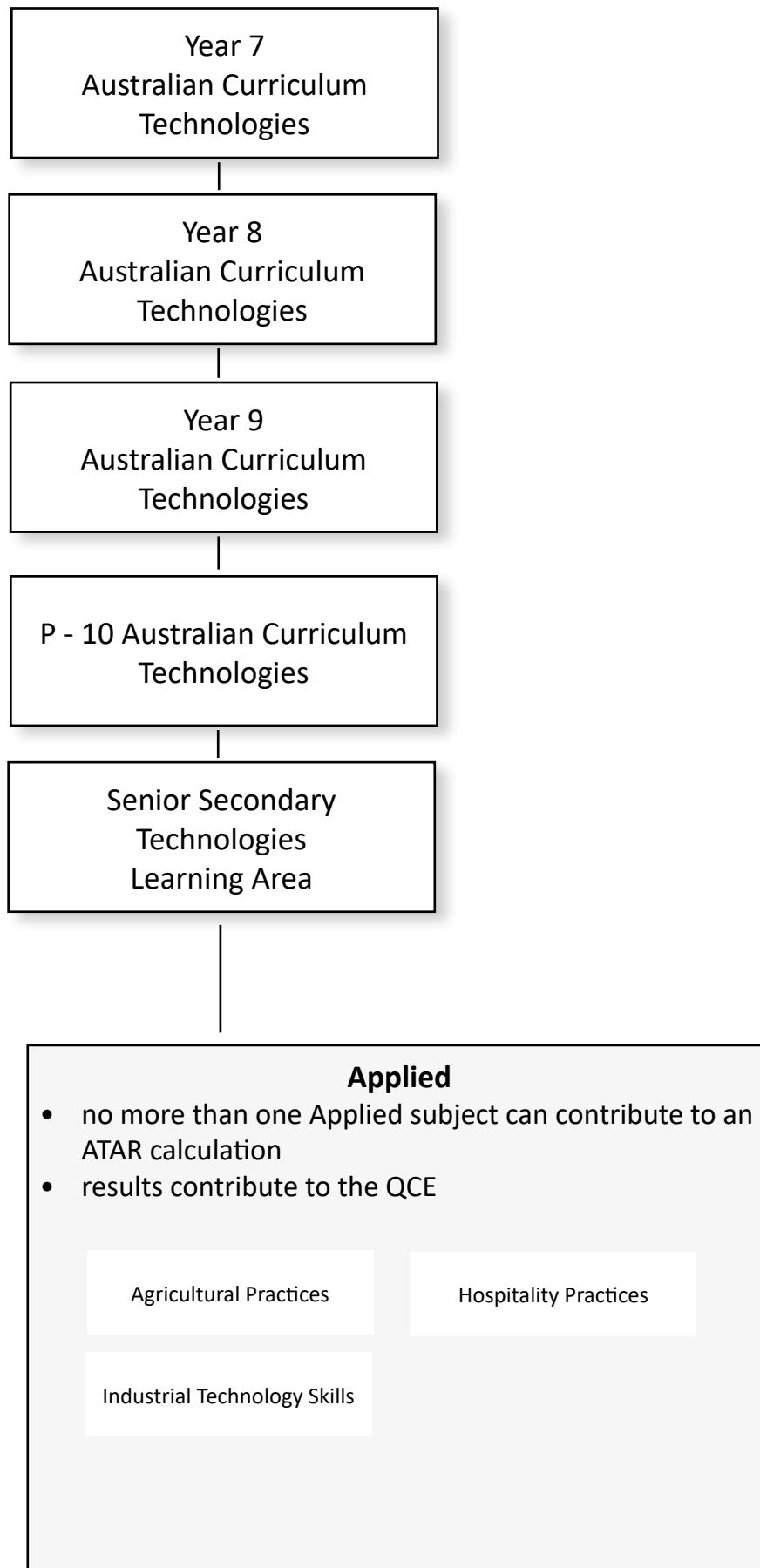
Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. They synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. Students evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations.

They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes. Students propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others. They apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.

Unit 1 – Sport is for Everyone		Unit 2 – The Winning Edge	
<p>In this unit students explore coaching in diverse contexts with an emphasis on respectful relationships, inclusion, and interpersonal skills.</p> <p>Through practical experiences and collaborative projects, they learn to foster teamwork, embrace diversity, and promote a positive and inclusive environment in sports and beyond that fosters harmony and unity.</p> <p>Furthermore, they will investigate strategies used in sport and physical activity to improve health, safety and performance outcomes. They will explore physical technique, learn about injury prevention, and investigate methods to foster safer and more efficient athletic performance to support lifelong participation.</p>		<p>In this unit students will investigate ethical dilemmas in sport and the influence these have on health and wellbeing of individuals and communities.</p> <p>They will examine the impacts of discrimination, prejudice and stereotyping on marginalised groups and the perceptions of movement competence. They will explore the effects of alcohol and drugs on athletic performance to make informed ethical decisions about substance use and scrutinise performance enhancing technology used in sport.</p> <p>Additionally, students will learn how to use criteria to analyse performance and apply feedback to refine techniques. They will explore performance enhancement strategies and develop personal plans to improve movement strategies and physical performance while maintaining sporting integrity.</p>	
Assessment 1 – The Modern Coaches' Playbook	Assessment 2 – Play it Safe!	Assessment 3 – Game of Honour	Assessment 4 – Elevate your Game
Performance – Practical 1 – 2 minutes	Project – Multimodal 3 – 4 minutes	Investigation – Written 600 – 800 words	Project – Multimodal 600 – 800 words

Unit 3 – Adolescence into Adulthood		Unit 4 – Senior Pathways
<p>In this unit students will explore strategies to maintain respectful relationships in different contexts.</p> <p>They will analyse factors that influence identities as they move through middle years of school and transition into adulthood.</p> <p>They will practise skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans.</p> <p>They will demonstrate empathy and interpersonal skills including effective communication methods to maintain respectful relationships in practical environments when working with others.</p>		<p>In this unit students will be able to choose two from a possible four senior subjects on offer in the Health & Physical Education learning area.</p> <p>They will complete one assessment per subject across the two rotations.</p> <p>Each rotation will be 12-weeks where students will be exposed to concepts and theories studied in grade 11 and 12.</p> <p>This will allow them to make informed decisions for pathways after grade 10. Subjects on offer include:</p> <ul style="list-style-type: none"> • Health – Body Image • Physical Education – Sports Psychology • Early Childhood Studies – Grow & Develop • Sport & Recreation – Community Coaching
Assessment 5 – Vibe Check: Respect	Assessment 6 – Step Together	Assessment 7 & 8
<p>Performance – Practical 1 – 2 minutes</p>	<p>Project – Multimodal 3 – 4 minutes</p>	<p>Health Investigation – Investigation (800 – 1000 words) Physical Education – Project Multimodal (5 – 7 minutes) Early Childhood Studies – Project (600 – 800 words) Sport & Recreation – Project (600 – 800 words)</p>

Technologies Learning Areas



Year 9

Students in Year 9 may elect to study Design and Technologies for 1 Semester.

Students studying Year 9 Design and Technologies will:

- Continue to develop a knowledge of Design in our Society and Design Principles.
- Develop fundamental skills in sketching and Computer Aided Drafting (CAD).
- Investigate and use design processes to explore and develop solutions to real world scenarios.

Term 1 & Term 4	Term 2 & Term 3
Lego EV3 Sumobots <ul style="list-style-type: none"> • Learn about design factors, how we design and the design process. • Use physics principles such as forces, motion and mechanical engineering processes. • Construction techniques like framing and shell structures to make dynamic loads. • Design and produce a solution to a given problem. 	Automated Systems <ul style="list-style-type: none"> • Learn basic elements of electronic engineering. • Build and code electronic systems to gather and respond to information. • Design and produce a solution to a given problem. • Create user centered prototypes to solve real-world problems.
Term 1 & Term 4 Assessment	Term 2 & Term 3 Assessment
Project – Folio and Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)

Year 10

Students in Year 10 may elect to study Design and Technologies.

Students studying Year 10 Design and Technologies will:

- Develop knowledge and skills of joint construction, finishes and safety through hands on experiences.
- Be provided with the opportunity to use a range of tools and machines as they create a wide range of wood and metal-based projects.
- There will also be an aspect of theory through the course which will require students to communicate their understanding of materials, processes and practices in both written and visual form.

Term 1	Term 2	Term 3	Term 4
Brand Design <ul style="list-style-type: none"> • Learn about design factors, how we design and the design process. • Elements and Principles of Design. • Logo Design. • Design and produce a solution to a given problem. 	F1 Car: <ul style="list-style-type: none"> • Students investigate the development of the F1 Car and look at ways to improve the design . • They will produce a CAD model of a CO2 race car, cut it out on a 4-Axis CNC Router, paint, finish and race it. 	Automated Systems <ul style="list-style-type: none"> • Use the design process to investigate a problem, generate a series of ideas to propose a valid solution. • Produce a prototype to prove their concept. • Evaluate their solution to justify its effectiveness. 	Design Problem <ul style="list-style-type: none"> • Use the design process to investigate a problem, generate a series of ideas to propose a valid solution. • Produce a prototype to prove their concept. • Evaluate their solution to justify its effectiveness.
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Product (300 – 400 Words)

Year 9

Students in year 9 may elect to study Digital Technologies for 1 Semester.
Students studying Year 9 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 Artificial Intelligence (AI) and electrical and coding knowledge through the use of Arduino.

Term 1 & Term 4	Term 2 & Term 3
Chat Bots Students will design and create their own AI Chatbot: <ul style="list-style-type: none"> • Respond to a design brief • Collaborate • Trial Existing Solutions • Generate Ideas • Design algorithms • Create a prototype • Evaluate ideas 	Arduino Students will build and program an Arduino Uno board: <ul style="list-style-type: none"> • Develop an understanding of electrical components • Collaborate • Design algorithms • Write, select and use open source code to complete tasks
Term 1 & Term 4 Assessment	Term 2 & Term 3 Assessment
Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)

Year 10

Students in Year 10 may elect to study Digital Technologies.

Students studying Year 10 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 app design, electronic programming and automation systems.

Term 1	Term 2	Term 3	Term 4
App Design Students will examine elements of computer language and App elements to produce efficient page construction. <ul style="list-style-type: none"> • Binary data • Colour representation • Audio sampling • Security 	Data and Analysis Students will explore different ways of collecting, validating and analyzing data to address real world needs. <ul style="list-style-type: none"> • Binary data • Authentication • Communication • Security 	Arduino Students will build and program an Arduino Uno board . <ul style="list-style-type: none"> • Further develop their understanding of electrical components • Design algorithms • Write, select and use open source code to complete task 	Digital Systems and Automation Students will combine their knowledge of hardware and software to develop an automation system. <ul style="list-style-type: none"> • Combine aspects of hardware and software • Design digital solution to meet real world need
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)

Year 9

Students in year 9 may elect to study Food and Fibre Production for 1 Semester.

Students studying Year 9 Food and Fibre Production will:

- Explore a basic background in the two primary strands of agriculture – plant production and animal production.
- Investigate sheep and cattle breeds and animal husbandry.
- Develop knowledge and skills in animal care.
- Investigate sustainable farming of livestock and crops.

Term 1 & Term 4	Term 2 & Term 3
<ul style="list-style-type: none"> • Poultry Production • • Introduction to poultry production in Australia • • Meat production and Egg production • • Anatomy of the chicken • • Meat chicken trial • • Diseases and husbandry 	<ul style="list-style-type: none"> • Sheep Production • • Breeds of sheep in Australia • • Products from sheep • • Cuts of meat • • Basic sheep handling skills
Term 1 & Term 4 Assessment	Term 2 & Term 3 Assessment
Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)

Year 10

Students in Year 10 may elect to study Food and Fibre Production.

Students studying Year 10 Food and Fibre Production will:

- Further develop a basic background in two primary strands of agriculture, plant production and animal production.
- Undertake an intensive animal production unit.
- Gain knowledge in producing food sustainability and consider the benefits of fertilizers through trials.
- Safety in the agricultural industry will be an ongoing focus throughout the year.

Term 1	Term 2	Term 3	Term 4
Plant Production Unit <ul style="list-style-type: none"> • Fertilizer trial • Fertilizer use • Soil requirements • Climate requirements • Pasture production • Crop production trials 	Animal Production Unit (Sheep) <ul style="list-style-type: none"> • Production cycle • Factors affecting meat quality • Pests and diseases • Basic sheep handling and working in yards • Significance of lambs/sheep to economy 	Animal Production Sheep Nutrition <ul style="list-style-type: none"> • Feed requirements • Feed lot trial • Animal husbandry • Pests & Disease with Feeding livestock • Management for feedlots types • Feedlot Vs Grass Fed • Marketing feedlot products 	Hydroponic & Horticulture <ul style="list-style-type: none"> • Types of systems, media • Nutrient solutions • Nutrient deficiencies • Care and maintenance of hydroponic systems • Crop production trials • Significance of horticulture in Australia • Horticulture production of grapevines and fruit crops
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)

Year 9

Students in Year 9 may elect to study Food Specialisations for 1 Semester.

Students studying Year 9 Food Specialisations will:

- Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating
- Develop food skills and an understanding of food properties, processing, preparation, nutrition and consumption
- Evaluate food choices in a range of contexts

Term 1 & Term 4	Term 2 & Term 3
Pastry <ul style="list-style-type: none"> • Kitchen equipment and its safe and correct use. • Safe and hygienic work practices including danger zone. • Pastry and how to make and work with various types of • Pies, their history and their use in today's life, both savory and sweet types • How to substitute, eliminate and reduce the sugar and fats in dishes to increase the healthiness of our food. • Research a range of recipes and work to a design brief. • Cook recipes using sustainable and allergen food triggers products. • Evaluate cookery against specified criteria. 	Bread and Biscuits <ul style="list-style-type: none"> • Students will be aiming to become skilled and competent at both through regular cooking and theoretical activities. • Students will be equipped with knowledge and skills in the following areas; • Correct use of equipment and utensils specific to the above • How to substitute, eliminate and reduce the sugar and fats in dishes to increase the healthiness of our food. • Make simple day to day Bread and Bread Rolls (Gluten and Gluten Free) • Biscuits both sweet and savory and how to make cost affective food for family use.
Term 1 & Term 4 Assessment	Term 2 & Term 3 Assessment
Project – Folio Product (300 – 400 Words)	Project – Folio and Product (300 – 400 Words)

Year 10

Students in Year 10 may elect to study Food Specialisations. Students studying Year 10 Food Specialisations will continue to:

- Investigate and make judgements on how the principles of food safety, sustainable living, preparation, presentation and project management influence the creation of food solutions for healthy eating
- Develop food skills and an understanding of food properties, processing, preparation and sustainable dining
- Evaluate food choices in a range of contexts

Term 1	Term 2	Term 3	Term 4
Sustainable 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. 	Gourmet Traveller <ul style="list-style-type: none"> • This unit develops students' knowledge, skills and understanding of the importance of food in other cultures. • Students develop food skills and an understanding of food properties, processing, preparation, and consumption in a country of their choice. • Students learn to evaluate food choices in a range of contexts. 	Themed Functions <ul style="list-style-type: none"> • This unit develops students' knowledge, skills and understanding of the hospitality industry . • Students will investigate costing and catering to meet client needs. • Students will learn to evaluate food choices and service techniques in a range of contexts. 	Pop Up Café <ul style="list-style-type: none"> • This unit develops students' knowledge, skills and understanding of the pop up café industry . • Students will investigate the skills used in a pop up café. • Students will learn to evaluate food choices, preparation and service techniques.
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)	Project – Folio and Product (300 – 400 Words)

Year 9

Students in Year 9 may elect to study Material and Technology Specialisations for 1 Semester.

Students studying Year 9 Material and Technology Specialisations will:

- Develop basic knowledge of workshop materials, processes and procedures as well as practical skills using hand and power tools.
- Apply their knowledge to create a range selection of products which may be constructed from wood or and plastic based projects.
- Safety in the workshop will be a focus throughout the course.

Term 1 & Term 3	Term 2 & Term 4
Timber Household Project <ul style="list-style-type: none"> • Students will develop their knowledge of reading workshop plans to develop practical solutions using wood and or plastics. • Students will develop fundamental workshop skills including measuring and calculating as well as safe use of tools and machinery. 	Wooden Toys <ul style="list-style-type: none"> • Students will further develop their knowledge of reading workshop plans to develop practical solutions using wood and or plastics. • Students will be introduced to design variations to extend their base knowledge and skills .
Term 1 & Term 3 Assessment	Term 2 & Term 4 Assessment
Project – Folio and Product (300 – 400 Words)	Project – Folio and Product (300 – 400 Words)

Year 10

Students in Year 10 may elect to study Material and Technology Specialisations.

Students studying Year 10 Material and Technology Specialisations will:

- Develop knowledge and skills of joint construction, finishes and safety through hands on experiences.
- Be provided with the opportunity to use a range of tools and machines as they create a wide range of wood and metal-based projects.
- There will also be an aspect of theory through the course which will require students to communicate their understanding of materials, processes and practices in both written and visual form.

Term 1	Term 2	Term 3	Term 4
Bedside Table <ul style="list-style-type: none"> • Students will manufacture a timber bedside table using a variety of workshop machines and processes. • Students will use industrial techniques to complete the project. 	Introduction to Metal <ul style="list-style-type: none"> • Student will learn basic techniques used to form and shape metal. • Students will use newly acquired skills and knowledge to design and manufacture custom cabinet hardware. 	Folding Deck Chair <ul style="list-style-type: none"> • Students will manufacture a timber folding chair using a variety of workshop machines and processes. • Students will use industrial techniques to complete the project. 	Industrial Graphics <ul style="list-style-type: none"> • Student's use a range of graphical representation techniques to communicate. • Students generate and represent original ideas in two and three-dimensional representations using traditional techniques and CAD software.
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Project – Folio and Product (300 – 400 Words)	Project – Folio and Product (300 – 400 Words)	Project – Folio and Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)

Year 10

Students in Year 10 may elect to study Material and Technology Specialisations 2. Students studying Year 10 Material and Technology Specialisations 2 will:

- Develop knowledge and skills in manufacturing and safety through hands on experiences.
- Be provided with the opportunity to use a range of tools and machines as they create a wide range of metal-based projects.
- There will also be an aspect of theory through the course which will require students to communicate their understanding of materials, processes and practices in both written and visual form.

Term 1	Term 2	Term 3	Term 4
Metal Tool Box <ul style="list-style-type: none"> • Students will manufacture a sheet metal tool box using a variety of workshop machines and processes. • Students will use industrial techniques to complete the project. 	Measuring Device <ul style="list-style-type: none"> • Student will learn basic techniques used to form and shape metal to manufacture a center square. • Students will develop skills used for quality control and accuracy. 	Engineering Drafting <ul style="list-style-type: none"> • Students will develop necessary skills to modify an existing product to meet client requirements • Students will use manual and computer aided drafting techniques to communicate with the client 	<ul style="list-style-type: none"> • Camp BBQ • Student's will manufacture a metal camp BBQ using industrial manufacturing equipment. • Students will develop the skills required to work consistently and safely in the manufacturing industry.
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Project – Folio and Product (300 – 400 Words)	Project – Folio and Product (300 – 400 Words)	Project – Folio and Product (300 – 400 Words)	Project – Folio and Product

Year 9

Students in Year 9 may elect to study STEAM for 1 Semester.

Students studying Year 9 STEAM will:

- Continue to develop a knowledge of Design in our Society and Design Principles.
- Investigate and use design processes to explore and develop solutions to real world scenarios.
- Be provided with the opportunity to use a range of technologies to produce a working prototype.

Term 1 & Term 4	Term 2 & Term 3
Bridge Builders <ul style="list-style-type: none"> • Students act as structural engineers and learn about forces and load distributions. • Explore the ways that different shapes and materials impact the overall success of their design. • Use the engineering design process to design and build small-scale bridges. • Test and evaluate their bridges to see how much weight they can hold to determine which have the highest strength-to-weight ratios. 	Mad Machines <ul style="list-style-type: none"> • Investigate simple machines. • Use the design process to create a product that uses simple machines to make it interactive and engaging. • Produce a 3D printed prototype to prove their concept. • Evaluate their solution to justify its effectiveness.
Term 1 & Term 4 Assessment	Term 2 & Term 3 Assessment
Project – Folio and Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)

Year 10

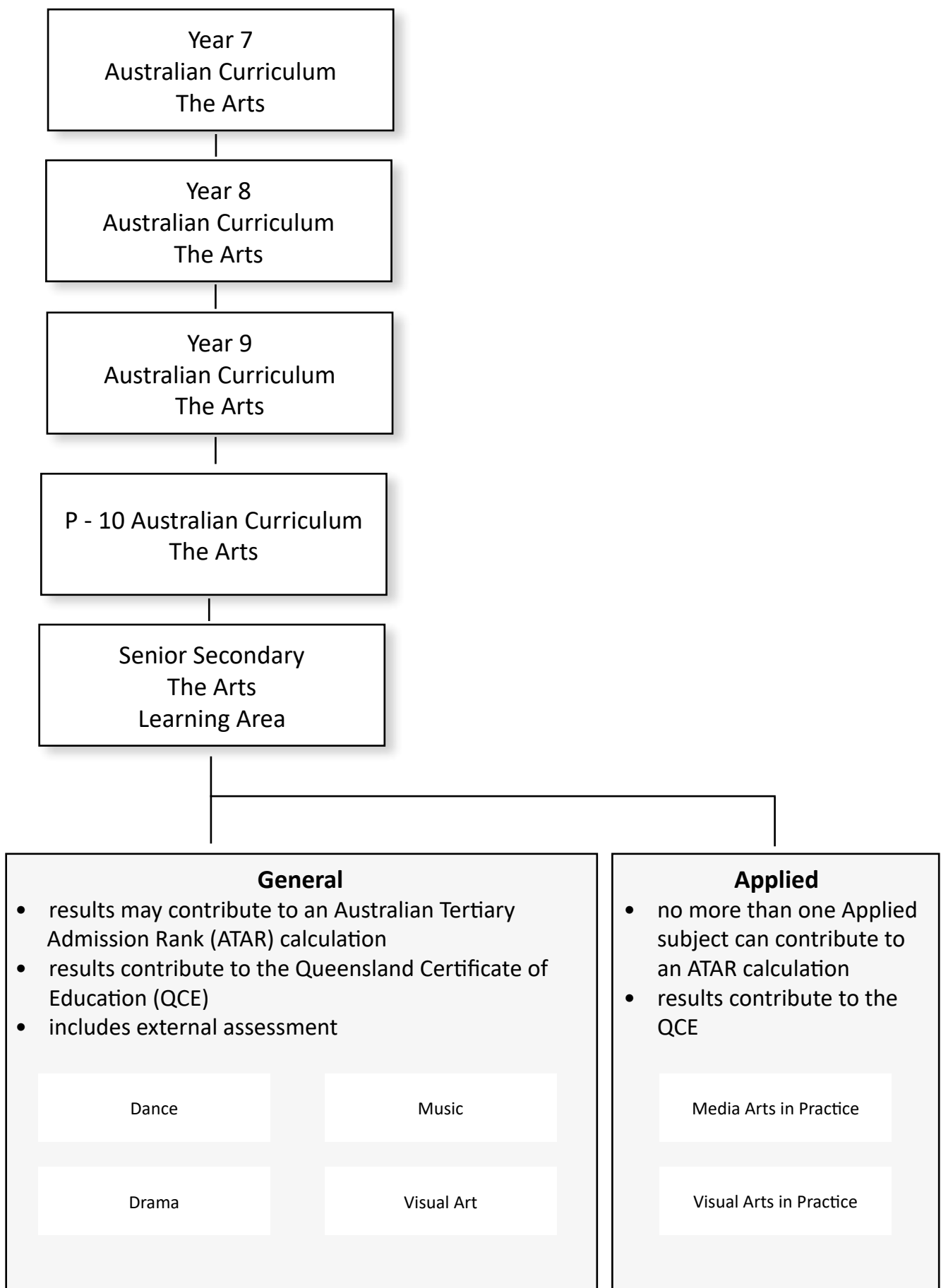
Students in Year 10 may elect to study STEAM.

Students studying Year 10 STEAM will:

- Develop knowledge and skills of joint construction, finishes and safety through hands on experiences.
- Be provided with the opportunity to use a range of tools and machines as they create a wide range of wood and metal-based projects.
- There will also be an aspect of theory through the course which will require students to communicate their understanding of materials, processes and practices in both written and visual form.

Term 1 & Term 4	Term 2 & Term 3
Design Problem <ul style="list-style-type: none"> • Use the design process to investigate a problem, generate a series of ideas to propose a valid solution. • Produce a prototype to prove their concept. • Evaluate their solution to justify its effectiveness. 	Design Problem <ul style="list-style-type: none"> • Use the design process to investigate a problem, generate a series of ideas to propose a valid solution. • Produce a prototype to prove their concept. • Evaluate their solution to justify its effectiveness.
Term 1 & Term 4 Assessment	Term 2 & Term 3 Assessment
Project – Folio and Product (300 – 400 Words)	Project – Folio and Digital Product (300 – 400 Words)

The Arts Learning Areas



Year 9

This is an elective subject that students may choose to study for one semester.

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 1 & Term 3	Term 2 & Term 4
Dance Around the World Through the focus on dance elements and cultures around the world, students will explore many different styles and genres of movement. Students will respond to this in class, while learning practically a performance piece for assessment (Bollywood or Salsa) which is assessed in a small group. Students collate their theory knowledge over the course of the term via various worksheets and activities; however, they are not assessed on this component.	Who Am I and Where Do I Fit In? Students explore the idea of communicating through movement (choreography). 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.
Term 1 Assessment	Term 2 Assessment
Performance: Teacher devised dance (2-3 minutes)	Choreography: Create own dance and perform Responding: Multimodal presentation

Year 10

This is an elective subject that students may choose to study for the year.

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 1	Term 2	Term 3	Term 4
Musical Theatre Madness Through the focus on dance elements, students will explore the role of dance in musical theatre. For assessment, students will learn and perform an excerpt from a musical theatre scene directed by the teacher, and then analyse and respond to a musical in the form of a review.	Storytelling Through the focus on modern, post-modern and contemporary dance technique and elements, choreographic devices and production elements, students develop an understanding of how dance choreography is manipulated to communicate themes, emotions and characters.	Versatility The students will develop and refine their technical and expressive skills in at least two styles of dance. (Jazz and contemporary).	To the Streets Through a focus on dance elements, students will explore the origins, culture and stylistic characteristics of hip-hop dance. Students will also explore the role of dance in a music video.
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Presenting and Performing: Teacher devised performance (2-3 minutes) Exploring and Responding: Musical Theatre Review Extended Writing	Making and Creating: choreograph an individual section within a group (narrative response to stimulus)	Presenting and Performing: Teacher-devised performance in two contrasting styles Exploring and Responding: Analytical Essay	Making and Creating: Choreograph a Music video: student devised dance

Year 9

This is an elective subject that students may choose to study for one semester. 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 1 & Term 3	Term 2 & Term 4
Absurdly Absurd This unit explores the conventions of Absurd theatre. The students will read plays and explore the different ways of representing characters, narrative and locations in a variety of ways. Students look at written and visual materials which form stimulus for the purpose of creating performance.	Many Monologues This unit explores the art of the monologue. Students are tasked with creating their own monologue, presenting this to an audience and reflecting upon their own and others' work.
Term 1 & Term 3 Assessment	Term 2 & Term 4 Assessment
Presenting and Performing: Group Skit (1:30 - 3 minutes) Exploring and Responding: Analysis and evaluation	Making and Creating: Create own dance and perform Presenting and Performing: Individual Performance (1:30 - 3 minutes) Exploring and Responding: Reflection

Year 10

This is an elective subject that students may choose to study for the year. 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 1	Term 2	Term 3	Term 4
Really Realism This unit catapults students into the intense realism script Blackrock. Students deepen their performance skills through rehearsing a group scene.	Theatre Thoughts The unit Theatre Thoughts is a research assignment dedicated to teaching students about the different types of theatre.	Director Directions This unit allows students to dive deep into the role of the theatre director.	Creating Community Students are tasked with presenting a performance based on their experiences with community members.
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Presenting and Performing: Published script (2 – 3:30 minutes per student) Exploring and Responding: Annotated Script	Exploring and Responding: Analytical Essay	Creating and Making: Power-point presentation Presenting and Performing: Group Performance (2 – 3:30 minutes) Exploring and Responding: Personal reflection	Presenting and Performing: Project with Community members. Exploring and Responding: Interview

Year 9

This is an elective subject that students may choose to study for one semester.

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.

Term 1 & Term 3	Term 2 & Term 4
Film Studies During this unit, students will study different film genres, codes and conventions, mise-en-scene, mis-en-shot, long take, shot composition and editing through the analysis of different film segments. The students will present their findings in an analytical essay.	Advertising Students develop their knowledge of how ideas and intentions are communicated in and through media arts. They build on and refine their knowledge, understanding and skills through media arts practices focusing on advertisements. Students will study different advertisements, analysing the positives and negatives while comparing different styles and formats.
Term 1 & Term 3 Assessment	Term 2 & Term 4 Assessment
Exploring and Responding: Film Analysis Presenting and Performing: Feature Article	Making and Creating Presenting and Performing: Radio Advertisement

Year 10

This is an elective subject that students may choose to study for the year.

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.

Term 1	Term 2	Term 3	Term 4
Vlog Students plan and produce a vlog (video blog) which analyses the manipulation of media concepts (languages and technologies) in a short film from a selection provided. The vlog includes selected clips from the chosen short film and voice-over/commentary and students produce their planned vlog for a specific platform, appealing to an audience of their choice.	Frame by Frame Students respond to a range of stimulus and analyse and evaluate how symbolic and technical codes have been used to communicate meaning. Reflecting on scenarios provided, students also describe respectful approaches to responding to media artworks.	Stop-go animation During this unit, students will study the process of stop-go animation. They will explore, analyse and evaluate media art works. The students will develop skills of manipulating clay to create characters, painting backgrounds to suit story, develop story lines, analyse and evaluate artworks, use technology and specific programs and recognise audience. The activities culminate in students producing their own original stop-go animation.	Video Portrait Students use media concepts (languages and technologies), to produce a video portrait that represents a significant person of their choice for a class exhibition. They plan how they select and manipulate technical and symbolic codes to construct a representation of their subject respectfully. Students describe how their choices will honour their intention.
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Podcast	Exam	Project	Video Project

Year 9

This is an elective subject that students may choose to study for one semester. 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 and being part of something you can be proud of.

Semester 1 and 2

Star Guitar

Students focus on the musical elements: duration, pitch, texture, timbre, structure and expressive devices as they explore the world of performance, composition and musicology. They will learn to play chords on the guitar and apply this to their performances. They will also learn how to compose motifs and compositions reflecting different personalities. Additionally, through listening to and analysing original songs and successful covers, they will explore how the manipulation of elements can change the mood, feeling, genre and style of a song.

Semester 1 and 2 Assessment

Making and Creating

Compose a composition with rhythmic, melodic and harmonic elements which reflects their personality.

Presenting and Performing

Students to work as soloist or in ensemble and present work as a performance.

Exploring and Responding

Analysis of a performance and a cover version of the same song. This will be presented as a power-point project with audio samples imbedded as evidence of their findings.

Year 10

This is an elective subject that students may choose to study for the year. 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.

Semester 1	Semester 2
Instrumental Insights Students focus on the musical elements: duration, pitch, texture, timbre, structure and expressive devices as they explore the world of performance, composition and musicology. They will focus on instrumental styles throughout the ages, from string quartets and orchestras, to jazz and rock bands. Through listening to and analysing a variety of instrumental music they will explore how the manipulation of elements can influence the music that is written. They will explore and experiment with the manipulation of elements by creating and composing their own music. They will then apply their new knowledge, skills and practices to play this to their performances.	A Voice of My Own Students focus on the musical elements: duration, pitch, texture, timbre, structure and expressive devices as they explore the world of performance, composition and musicology. They will focus on vocal styles throughout the ages, from madrigals and lieder, to jazz and rock songs. Through listening to and analysing a variety of vocal music they will explore how the manipulation of elements can influence the music that is written. They will explore and experiment with the manipulation of elements by creating and composing their own music. They will then apply their new knowledge, skills and practices to play this to their performances.
Semester 1 Assessment	Semester 2 Assessment
Presenting and Performing: Students will present a performance as either a soloist, in a duo or a small ensemble. Creating and Making: Instrumental Composition Exploring and Responding: Multi-modal presentation	Presenting and Performing: Students will present a performance as either a soloist, in a duo or a small ensemble. Creating and Making: Vocal Composition Exploring and Responding: Exam

Year 9

This is an elective subject that students may choose to study for one semester. 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 1 & Term 3	Term 2 & Term 4
All About Me (Painting) 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, Friedrich Hundertwasser.	Transformation (Printmaking) Students study the concept of 'transformations' and develop their own interpretation and design. Students use a variety of printmaking techniques to create a contemporary print with intended meaning.
Term 1 & Term 3 Assessment	Term 2 & Term 4 Assessment
Self-portrait on canvas Use Visual Diary for design and experimentation Write an artist statement (150 – 200 words)	Create a contemporary print Use Visual Diary for design and experimentation Write an artist statement (150 – 200 words)

Year 10

This is an elective subject that students may choose to study for the year. 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 1	Term 2	Term 3	Term 4
Drawing in Style Students study the elements of drawing and create a folio by experimenting, researching different styles of drawing.	Street Art Students research the numerous styles of street art. Students create a skateboard and include approaches such as collage, lino and stencilling.	Inquiry into the Body Students investigate how artists utilise the human body to make powerful comments. Students create a PowerPoint which includes their individualised research and artistic experiments.	The Human Body Students build on their research and experiments based on their work from term 3, in order to make a practical body of work.
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Drawing: 5 A4 Drawings Artist Statement	Skateboard Artist Statement	PowerPoint: includes research and experimental artwork	Body of Work Visual Diary Artist Statement

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



Chinchilla State High School

Learning together for a happy and productive future