

# 2023 Middle Secondary Subject Handbook

*Learning together for a happy and productive future*



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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 2023.

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 2023.

## 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.

#### **T**ogether

*Empowering our community*

*We build positive relationships  
We respect our environment  
We actively involve ourselves  
Together we achieve*

#### **E**xcellence

*Being the best you can be*

*We aim for the highest standards  
We target literacy and numeracy  
We make every lesson count  
Hard work drives success*

#### **A**cceptance

*Embracing diversity*

*We respect the right of others to learn  
We take responsibility for our actions  
We value the benefit of instructions  
Celebrate the success of others*

#### **M**otivation

*Striving for success*

*We challenge ourselves  
We meet commitments  
We actively engage in learning  
Our learning is our responsibility*



# 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. Some students who have significant educational support needs meet the eligibility criteria for additional resources through the Departments' Education Adjustment Program (EAP). These additional resources assist classroom and specialist teaching staff to deliver high quality educational programs that are designed to meet the individual program needs of students within an inclusive school setting. These resources are allocated to the school, not individual students.

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



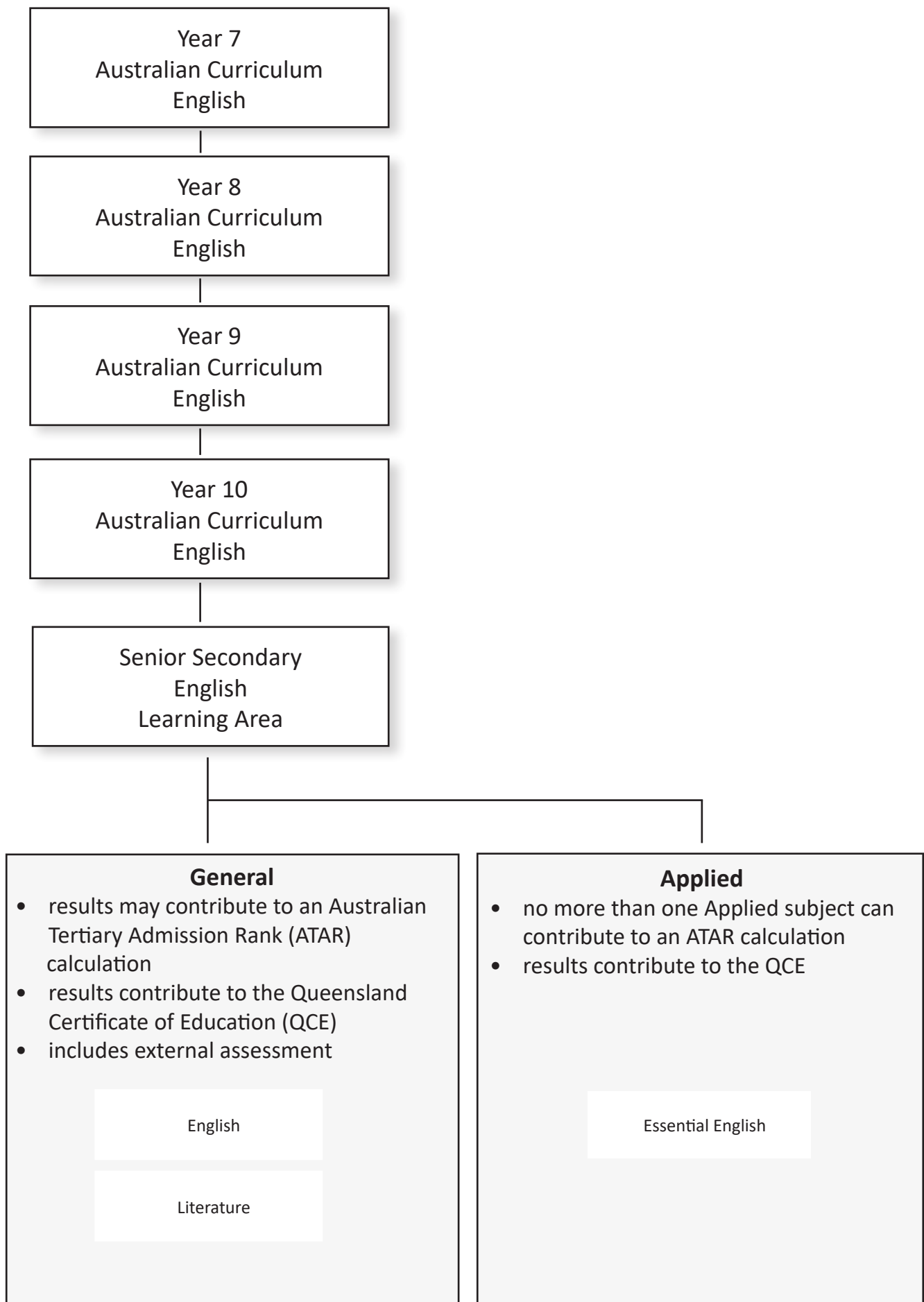
# Year 9 Curriculum Overview

<b>Curriculum Areas</b>	<b>Time allocation per week</b>
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	3 x 70 minutes
Elective 2 – The Arts	3 x 70 minutes
Pastoral Care	1 x 70 minutes

# Year 10 Curriculum Overview

<b>Curriculum Areas</b>	<b>Time allocation per week</b>
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	3 x 70 minutes
Elective 2 – The Arts	3 x 70 minutes
Pastoral Care	1 x 70 minutes

# English Learning Areas



## Year 9

Students studying English will learn to:

- 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) using grammar, punctuation, vocabulary and spelling.

Unit 1	Unit 2	Unit 3
<b>RISK</b> 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.	<b>Exploring Ethical Issues</b> 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.	<b>Coraline</b> 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)	Analytical Short Response (60 minute exam)	Hybrid Short story (600-800 words)

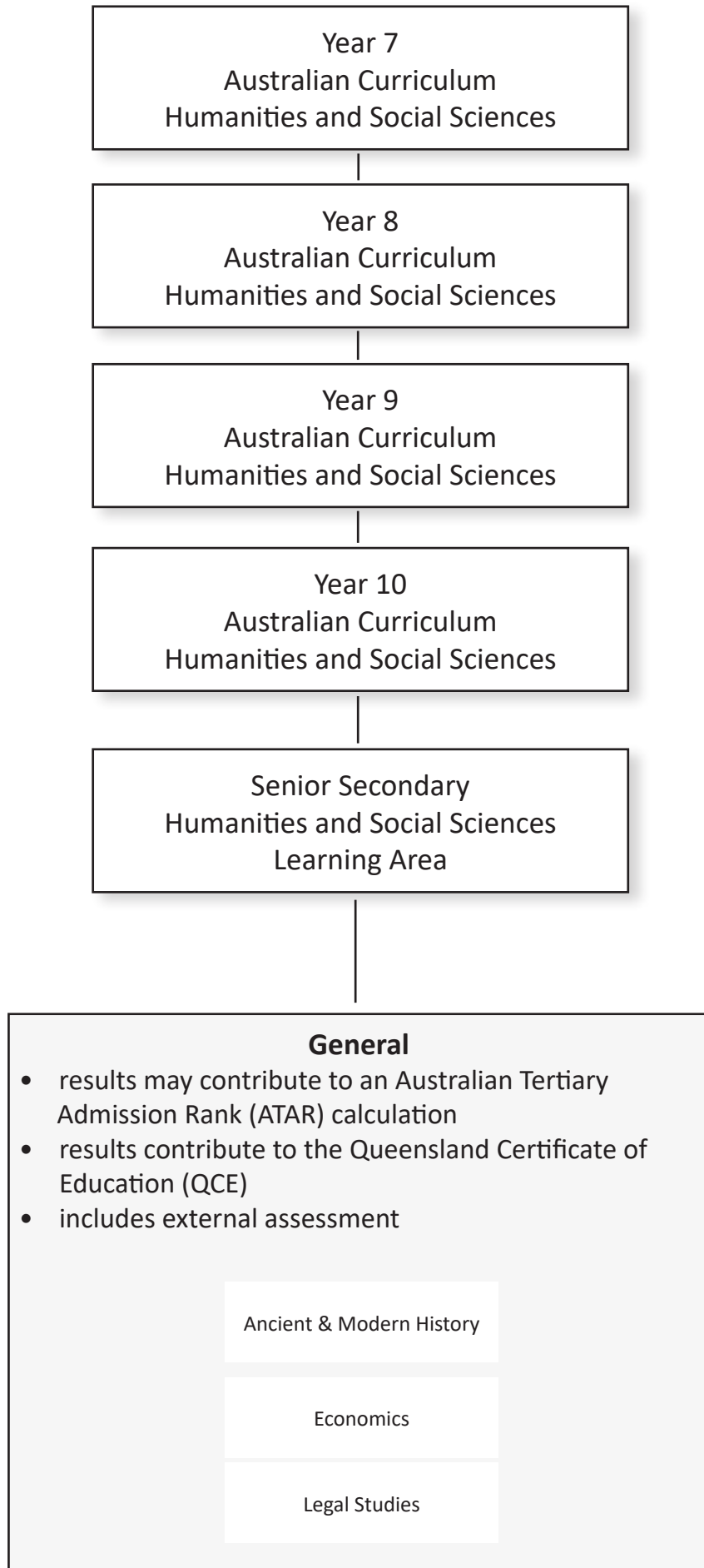
## Year 10

Students studying English will learn to:

- 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
<b>Historical Reflections:</b> 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.	<b>Media Representations:</b> 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.	<b>Responding to Shakespeare:</b> 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.	<b>Reading &amp; Responding to Literary Texts Exploring Social Issues in Australia:</b> Students read a novel (e.g. To Kill A Mockingbird or The Story of Tom Brennan) 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
Narrative Intervention (600 – 800 words)	Short Response - Analytical Tasks	Persuasive Speech: TED Talk, vlog, campaign or pitch (3 - 5 minutes)	Analytical Essay (120 minutes; 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
<b>The Industrial Revolution</b> Students study the Industrial Revolution to introduce the period of technological innovations and other conditions that influenced industrialisation around the world.	<b>World War I</b> 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
Short Response tasks	Independent Source Investigation (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
<b>Global Perspectives</b> 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.	<b>Risk and Reward</b> 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
Research Report (400-600 words)	Short Response Exam (60 minutes)

## 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
<b>The Australian Constitution</b> Students will understand differing systems of governance with a key focus on democracy and how that is implemented within Australia's political system.	<b>Australia's System of Justice</b> 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)	Spoken Multimodal Presentation (2 – 3 minutes)

## 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
<b>Unit 1: Biomes and Food Security</b> 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.	<b>Geographies of Human Wellbeing</b> 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, ideas, 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
<p><b>World War II</b> 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.</p>	<p><b>Rights and Freedoms</b> 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 and throughout the world.</p>
Unit 1 Assessment	Unit 2 Assessment
<p>Independent Source Investigation (600 - 800 words)</p>	<p>Short response exam (90 minutes; 600-800 words)</p>

## 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
<p><b>The Business Environment</b> In this unit, students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.</p>	<p><b>Managing Economic Performance</b> 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.</p>
Unit 3 Assessment	Unit 4 Assessment
<p>Research Investigation (600-800 words)</p>	<p>Stimulus Examination (70 minutes)</p>

## 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
<b>Law and Citizens</b> Students review significant cases in Australian and international law and develop a report on how legislation can be improved to benefit all parties.	<b>Government and Democracy</b> Students compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities. Students compare to the Indonesian Government.
Unit 3 Assessment	Unit 4 Assessment
Inquiry Report (600 – 800 words)	Examination (70 minutes)

## 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
<b>Environmental Change and Management</b> 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.	<b>Geographies of Human Wellbeing</b> 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 (70 minutes)

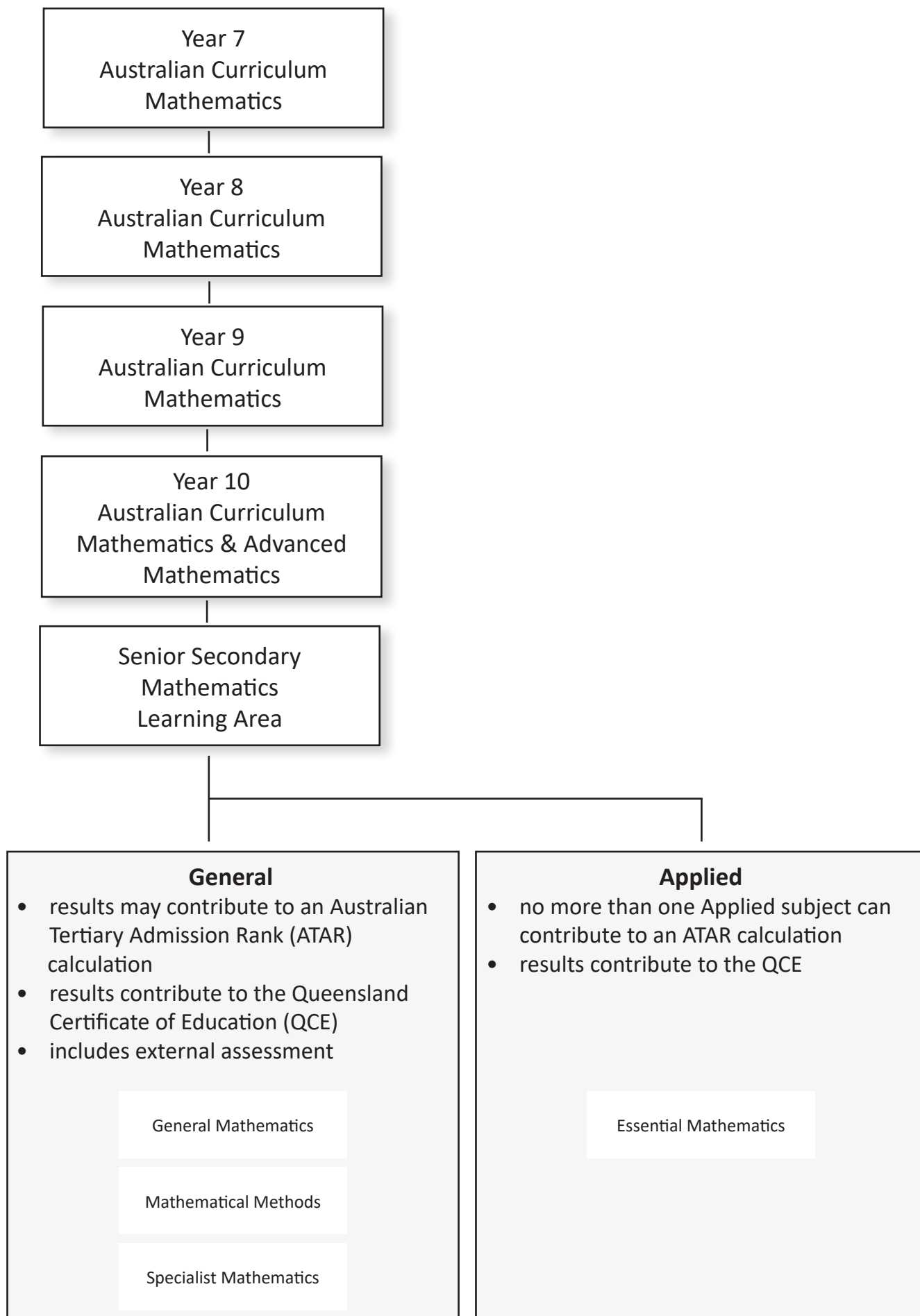
## Year 10: History Extension

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
<b>Vikings</b> Students will study Vikings (700 AD – 1100 AD) including the social hierarchy, political institutions and economic activities, as well as key archaeological evidence including weaponry	<b>Slavery</b> The nature of slavery is explored as well as the cause, effects, motives, actions and continuing patterns that remain in the 21st century.
Unit 3 Assessment	Unit 4 Assessment
Short Response Exam (70 minutes)	Research Essay (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"> <li>• Units of measurement</li> <li>• Patterns and algebra</li> <li>• Money and financial mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns and algebra</li> <li>• Real numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Geometric reasoning</li> <li>• Chance</li> <li>• Pythagoras and trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>• Data representation and interpretation</li> <li>• Real numbers</li> <li>• Chance</li> </ul>
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

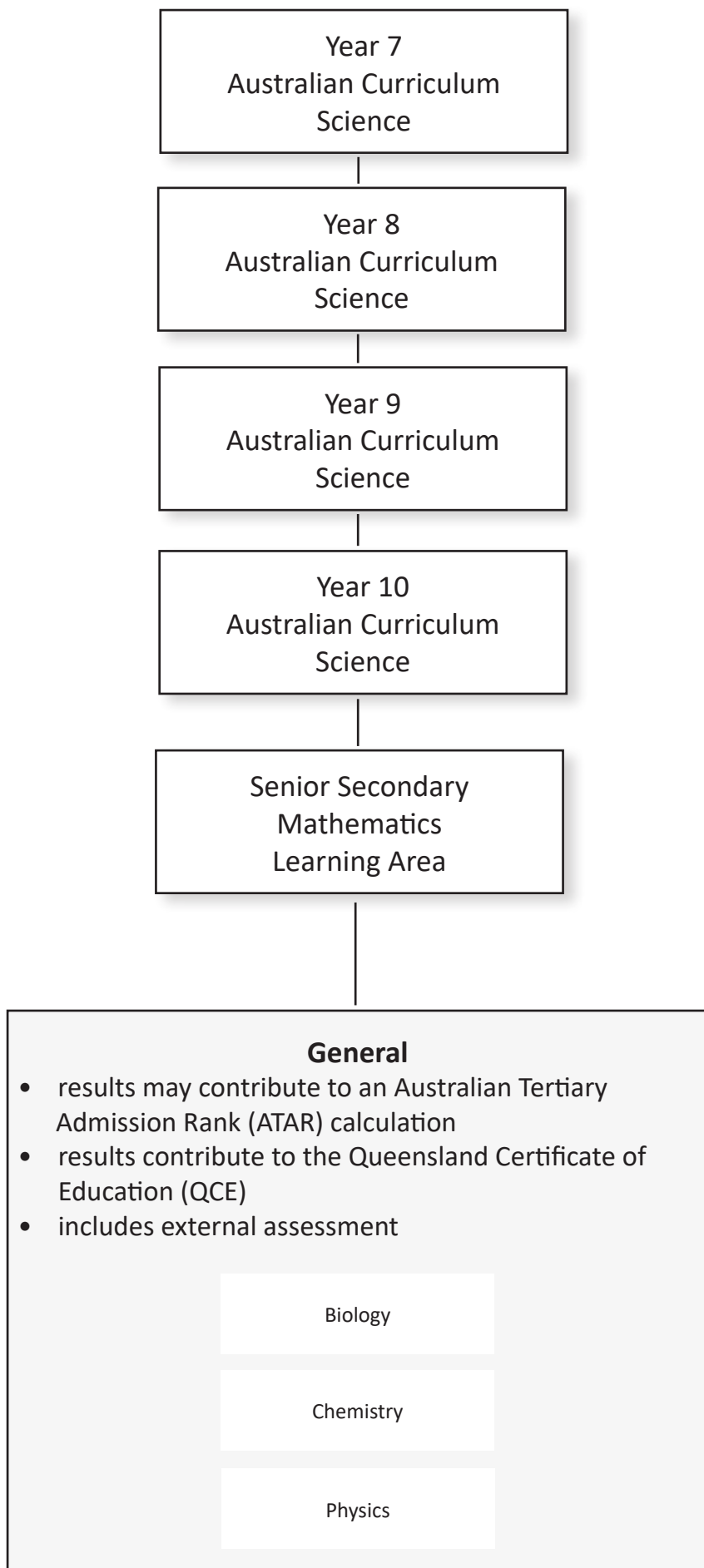
Students studying Year 10 Mathematics will:

- 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"> <li>• Pythagoras and trigonometry</li> <li>• Chance</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns and algebra</li> <li>• Linear and non-linear relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Money and financial mathematics</li> <li>• Data representation and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Units of measurement</li> <li>• Linear and non-linear relationships</li> <li>• Geometric reasoning</li> </ul>
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)

Advanced Mathematics			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Pythagoras and trigonometry</li> <li>• Chance</li> <li>• Patterns and algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns and algebra</li> <li>• Linear and non-linear relationships</li> <li>• Pythagoras and trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>• Money and financial mathematics</li> <li>• Data representation and interpretation</li> <li>• Units of measurement</li> <li>• Real numbers</li> <li>• Pythagoras and trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>• Data representation and interpretation</li> <li>• Geometric reasoning</li> <li>• Units of measurement</li> <li>• Linear and non-linear relationships</li> </ul>
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 lessons.
- Understand the essence of the strands Chemistry, Physics, Biology and Earth Science.

Term 1	Term 2	Term 3	Term 4
Earth Science <ul style="list-style-type: none"> <li>• Plate tectonics</li> </ul>	Physics <ul style="list-style-type: none"> <li>• Energy transfer and transformation</li> <li>• Light and sound</li> </ul>	Chemistry <ul style="list-style-type: none"> <li>• Atomic structure</li> <li>• Chemical reactions</li> <li>• Heat and eat</li> </ul>	Biology <ul style="list-style-type: none"> <li>• Body systems</li> </ul>
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Assignment – Scientific Report (400-600 words)	End-semester examination (70 minutes)	Assignment – Scientific Report (400-600 words)	End-semester examination (70 minutes)

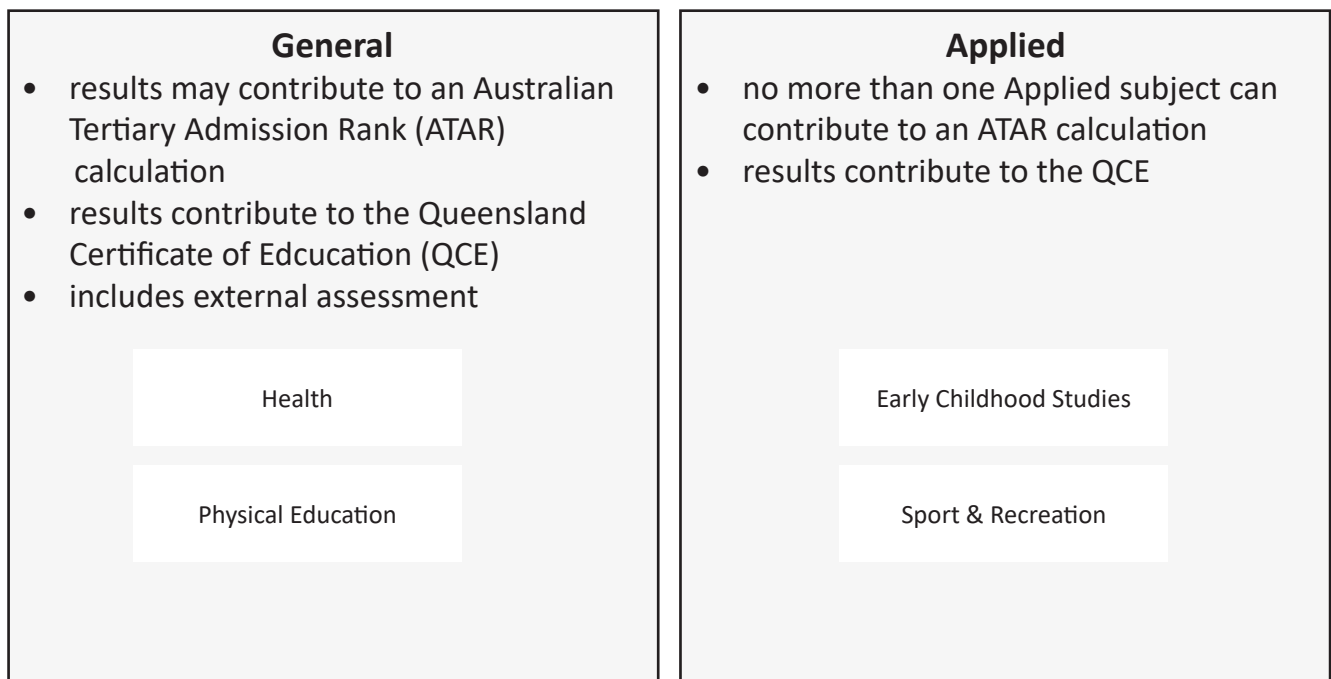
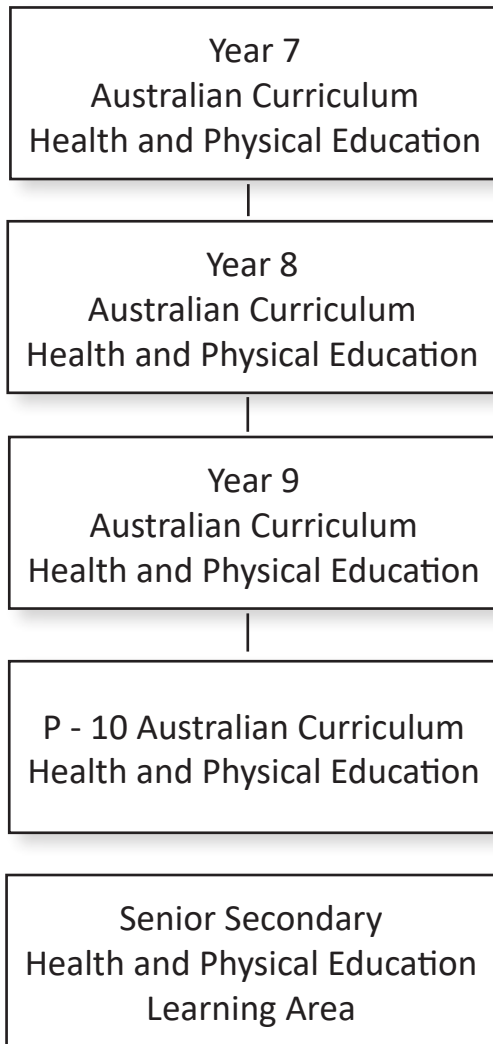
### Year 10

Students studying Year 10 Science will:

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

Semester 1			
<i>Students will study each strand of Biology, Physics and Chemistry.</i>			
Biology	Chemistry	Physics	
<ul style="list-style-type: none"> <li>• Exploring heritable characteristics and DNA</li> <li>• Life evolves</li> </ul>	<ul style="list-style-type: none"> <li>• Chemistry isn't magic</li> <li>• Chemical reactions matter</li> </ul>	<ul style="list-style-type: none"> <li>• Moving along</li> <li>• Energy of motion</li> </ul>	
Biology Assessment	Chemistry Assessment	Physics Assessment	
<ul style="list-style-type: none"> <li>• Assignment – Research – Response to stimulus (400-600 words)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment – Student Experiment (400-600 words)</li> </ul>	<ul style="list-style-type: none"> <li>• End-semester examination (70 minutes)</li> </ul>	
Semester 2			
<i>Students will choose to study two strands from Biology, Physics, Chemistry and Earth Science.</i>			
Biology	Chemistry	Physics	Earth Science
<ul style="list-style-type: none"> <li>• Evolution</li> <li>• Research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Kinematics</li> </ul>	<ul style="list-style-type: none"> <li>• Particles matter</li> <li>• Materials for a purpose</li> </ul>
Biology Assessment	Chemistry Assessment	Physics Assessment	Earth Science Assessment
Assignment – Research – Developing a rationale (400-600 words)	Data Test (70 minutes)	Assignment – Student Experiment (400-600 words)	Examination (70 minutes)

# Health and Physical Education Learning Areas



## Year 9

In Health and Physical Education, the aim is for students to improve their lifestyle choices and develop an appreciation for physical activity. There are both practical and theoretical components in the course. The practical units develop a wide range of skills through a number of different sports. The theoretical components make students evaluate their personal performance and daily living and develop recommendations to improve performance and health. This subject will help develop research and writing skills and encourage informed decisions about healthy lifestyle choices.

Term 1	Term 2	Term 3	Term 4
<b>Respectful Relationships, Space Invaders</b> <ul style="list-style-type: none"> <li>Identify what respectful relationships are and how ethical decision-making influence relationships</li> <li>Investigate the consequences of disrespectful relationships of health and wellbeing.</li> <li>Development of unique skills essential to improve performance.</li> </ul>	<b>Sustainable Health Challenge, Strike out</b> <ul style="list-style-type: none"> <li>Evaluate individual diets and develop meal plans.</li> <li>Identify the influences of exercise on health.</li> <li>Development of unique skills essential to improve performance.</li> </ul>	<b>Cultural Connections, Space Invaders</b> <ul style="list-style-type: none"> <li>Examine the role physical activities within their community play in defining culture and cultural identities.</li> <li>Analyse the impact attitudes and beliefs have on community connection and wellbeing.</li> <li>Development of unique skills essential to improve performance.</li> </ul>	<b>Party Safe, Strike out</b> <ul style="list-style-type: none"> <li>Investigate a range of risky behaviours among adolescents and strategies to minimise engaging in these behaviours or the negative impacts of these behaviours.</li> <li>Development of unique skills essential to improve performance.</li> </ul>
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Supervised Examination (70 minutes)	Investigation Report (500 – 700 words)	Project (500 – 700 words) Performance and Practical Application	Project (3 – 5 minutes) Performance and Practical Application

## Year 10

All year 10 students will study Physical Education.

In Health and Physical Education the aim is for students to improve their lifestyle choices and develop an appreciation for physical activity. There are both practical and theoretical components in the course. The practical units develop a wide range of skills through a number of different sports. The theoretical components have students evaluate their personal performance, risk taking behaviours, ethical concerns in sport and develop recommendations to improve performance and health. This subject will help develop research and writing skills and encourage informed decisions.

Term 1	Term 2	Term 3 & Term 4
<b>Extra! Extra!, Ready, Set, Spike!</b> <ul style="list-style-type: none"> <li>Investigate the media's influence on stereotypes and sporting culture in Australia.</li> <li>Development of unique skills essential to improve performance.</li> <li>Reflect on the impacts of feedback and practice on their performance.</li> </ul>	<b>Tackling Transitions, Nothing but net</b> <ul style="list-style-type: none"> <li>Investigate current strategies to assist with transitioning into year 11 schooling or the workplace and develop an individual action plan.</li> <li>Development of unique skills essential to improve performance.</li> </ul>	<b>Introduction to Senior Subjects</b> Students will select two strands of senior Health and Physical Education subjects to be completed over two 9-week blocks in semester 2. <b>Subject offerings include:</b> <ul style="list-style-type: none"> <li>Health – Mental Health, body image and anxiety</li> <li>Nutrition – Food systems and nutrients</li> <li>Physical Education – Biomechanical analysis in golf</li> <li>Sport &amp; Recreation – Community coaching in sport</li> </ul>
Term 1 Assessment	Term 2 Assessment	Term 3 & 4 Assessment
Investigation (600 – 800 words) Performance and Practical Application	Project Folio (600 – 800 words) Performance and Practical Application	Investigation - Action Research (800 words) Investigation (800 words) Project Folio (5 – 7 minutes) Project Folio (600 – 800 words)



# Technologies Learning Areas

Year 7  
Australian Curriculum  
Technologies

Year 8  
Australian Curriculum  
Technologies

Year 9  
Australian Curriculum  
Technologies

P - 10 Australian Curriculum  
Technologies

Senior Secondary  
Technologies  
Learning Area

## General

- results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- results contribute to the Queensland Certificate of Education (QCE)
- includes external assessment

Accounting

## Applied

- no more than one Applied subject can contribute to an ATAR calculation
- results contribute to the QCE

Agricultural Practices

Engineering Skills

Building &  
Construction Skills

Industrial Technology Skills

Business Studies

## 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
<b>Sheep Production</b> <ul style="list-style-type: none"> <li>• Breeds of sheep in Australia</li> <li>• Products from sheep</li> <li>• Cuts of meat</li> <li>• Basic sheep handling skills</li> </ul>	<b>Poultry Production</b> <ul style="list-style-type: none"> <li>• Introduction to poultry production in Australia</li> <li>• Meat production and Egg production</li> <li>• Anatomy of the chicken</li> <li>• Incubating chickens</li> <li>• Diseases and husbandry</li> </ul>
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
<b>Animal Production Unit (Cattle)</b> <ul style="list-style-type: none"> <li>• Production cycle</li> <li>• Factors affecting meat quality</li> <li>• Pests and diseases</li> <li>• Marketing</li> <li>• Basic cattle handling and working in yards</li> <li>• Feedlot Vs Grass Fed</li> </ul>	<b>Plant Production Unit</b> <ul style="list-style-type: none"> <li>• Fertiliser trial</li> <li>• Pasture production</li> <li>• Fertiliser use</li> <li>• Soil requirements</li> <li>• Climate requirements</li> </ul>	<b>Animal Production</b> <ul style="list-style-type: none"> <li>• Feed requirements</li> <li>• Feed lot trial</li> <li>• Animal husbandry</li> <li>• Significance of lambs/sheep to economy</li> <li>• Pests &amp; Disease</li> <li>• Management &amp; Marketing</li> </ul>	<b>Hydroponic &amp; Horticulture</b> <ul style="list-style-type: none"> <li>• Types of systems, media</li> <li>• Significance of horticulture in Australia</li> <li>• Nutrient solutions</li> <li>• Nutrient deficiencies</li> <li>• Care and maintenance of hydroponic systems</li> </ul>
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 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
<b>Chat Bots</b> Students will design and create their own AI Chatbot: <ul style="list-style-type: none"> <li>• Respond to a design brief</li> <li>• Collaborate</li> <li>• Trial Existing Solutions</li> <li>• Generate Ideas</li> <li>• Design algorithms</li> <li>• Create a prototype</li> <li>• Evaluate ideas</li> </ul>	<b>Arduino</b> Students will build and program an Arduino Uno board: <ul style="list-style-type: none"> <li>• Develop an understanding of electrical components</li> <li>• Collaborate</li> <li>• Design algorithms</li> <li>• Write, select and use open source code to complete tasks</li> </ul>
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
<b>App Design</b> Students will examine elements of computer language and App elements to produce efficient page construction. <ul style="list-style-type: none"> <li>• Binary data</li> <li>• Colour representation</li> <li>• Audio sampling</li> <li>• Security</li> </ul>	<b>Data and Analysis</b> Students will explore different ways of collecting, validating and analyzing data to address real world needs. <ul style="list-style-type: none"> <li>• Binary data</li> <li>• Authentication</li> <li>• Communication</li> <li>• Security</li> </ul>	<b>Arduino</b> Students will build and program an Arduino Uno board. <ul style="list-style-type: none"> <li>• Further develop their understanding of electrical components</li> <li>• Design algorithms</li> <li>• Write, select and use open source code to complete task</li> </ul>	<b>Digital Systems and Automation</b> Students will combine their knowledge of hardware and software to develop an automation system. <ul style="list-style-type: none"> <li>• Combine aspects of hardware and software</li> <li>• Design digital solution to meet real world need.</li> </ul>
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 Engineering Principles and Systems for 1 Semester.

Students studying Year 9 Engineering Principles and Systems 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
<b>Lego BattleBots</b> <ul style="list-style-type: none"> <li>• Learn about design factors, how we design and the design process.</li> <li>• Programming using Lego MindStorms.</li> <li>• Lego construction techniques.</li> <li>• Design and produce a solution to a given problem.</li> </ul>	<b>Plastics</b> <ul style="list-style-type: none"> <li>• Learn basic CAD program operations.</li> <li>• Introduction to the effects of plastic on our society and environment.</li> <li>• Introductions to how plastics are produced and their use in our society</li> <li>• Introduction to plastics manufacturing process.</li> <li>• Produce a 3D printed prototype of chosen solution.</li> </ul>
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 Engineering Principles and Systems.

Students studying Year 10 Engineering Principles and Systems 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
<b>Brand Design</b> <ul style="list-style-type: none"> <li>• Learn about design factors, how we design and the design process.</li> <li>• Elements and Principles of Design</li> <li>• Logo Design</li> <li>• Design and produce a solution to a given problem</li> </ul>	<b>F1 Car:</b> <ul style="list-style-type: none"> <li>• Students investigate the development of the F1 Car and look at ways to improve the design.</li> <li>• 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.</li> </ul>	<b>Storage Solution</b> <ul style="list-style-type: none"> <li>• Students identify a storage problem that they encounter in their homes.</li> <li>• Use the design process to investigate the problem, generate a series of ideas to propose a valid solution</li> <li>• Produce a prototype to prove their concept</li> <li>• Evaluate their solution to justify its effectiveness.</li> </ul>	<b>Lean Manufacturing</b> <ul style="list-style-type: none"> <li>• The life cycle of a product begins at the problem.</li> <li>• Students will form design teams to undergo all aspects of the design and production process – from product and jig design to promotion and sales.</li> </ul>
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 Material and Technology Specializations for 1 Semester.

Students studying Year 9 Material and Technology Specializations 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 of wood and plastic based projects.
- Safety in the workshop will be a focus throughout the course.

Term 1 & Term 4	Term 2 & Term 3
<b>Timber Household Project</b> <ul style="list-style-type: none"> <li>• Students will develop their knowledge of reading workshop plans to develop practical solutions in a range of contexts using wood and or plastics.</li> <li>• Students will develop fundamental workshop skills including measuring and calculating as well as safe use of tools and machinery.</li> </ul>	<b>Wooden Toys</b> <ul style="list-style-type: none"> <li>• Students will further develop their knowledge of reading workshop plans to develop practical solutions in a range of contexts using wood and or plastics.</li> <li>• Students will be introduced to design variations to extend their base knowledge and skills.</li> </ul>
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 Material and Technology Specializations.

Students studying Year 10 Material and Technology Specializations 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
<b>Bedside Cabinet</b> <ul style="list-style-type: none"> <li>• Students will manufacture a timber bedside cabinet using a variety of workshop machines and processes.</li> <li>• Students will use industrial techniques to complete the project.</li> </ul>	<b>Introduction to Metal</b> <ul style="list-style-type: none"> <li>• Student will learn basic techniques used to form and shape metal.</li> <li>• Students will use newly acquired skills and knowledge to design and manufacture custom cabinet hardware.</li> </ul>	<b>Folding Deck Chair</b> <ul style="list-style-type: none"> <li>• Students will manufacture a timber folding desk chair using a variety of workshop machines and processes.</li> <li>• Students will use industrial techniques to complete the project.</li> </ul>	<b>Hydroponic &amp; Horticulture Unit</b> <ul style="list-style-type: none"> <li>• Student's use a range of graphical representation techniques to communicate.</li> <li>• Students generate and represent original ideas in two and three-dimensional representations using traditional techniques and CAD software.</li> </ul>
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)



# The Arts Learning Areas

Year 7  
Australian Curriculum  
The Arts

Year 8  
Australian Curriculum  
The Arts

Year 9  
Australian Curriculum  
The Arts

P - 10 Australian Curriculum  
The Arts

Senior Secondary  
The Arts  
Learning Area

**General**

- results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- results contribute to the Queensland Certificate of Education (QCE)
- includes external assessment

Dance	Music
Drama	Visual Art

**Applied**

- no more than one Applied subject can contribute to an ATAR calculation
- results contribute to the QCE

Visual Arts in Practice
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### 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
<p><b>Dance Around the World</b> 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.</p>	<p><b>Who Am I and Where Do I Fit In?</b> 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.</p>
Term 1 Assessment	Term 2 Assessment
<p><b>Performance:</b> Teacher devised dance (2-3 minutes)</p>	<p><b>Choreography:</b> Create own dance and perform <b>Responding:</b> Multimodal presentation</p>

### 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
<p><b>Musical Theatre Madness</b> 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.</p>	<p><b>Storytelling</b> 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.</p>	<p><b>Versatility</b> The students will develop and refine their technical and expressive skills in at least two styles of dance. (Jazz and contemporary).</p>	<p><b>To the Streets</b> 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.</p>
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
<p><b>Performance:</b> Teacher devised performance (2-3 minutes) <b>Responding:</b> Musical Theatre Review Extended Writing</p>	<p><b>Choreography:</b> an individual section within a group (narrative response to stimulus)</p>	<p><b>Performance:</b> Teacher-devised performance in two contrasting styles <b>Responding:</b> Analytical Essay</p>	<p><b>Choreography:</b> Music video: student devised dance</p>

### 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
<b>On Stage</b> This unit explores the conventions of Realism and styles of storytelling. The students will read the contemporary Australian play Juice 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.	<b>Behind the Scenes</b> This unit explores the art of theatre making. Students are tasked with putting on their own theatre show in the style of Children's Theatre. Students will choose appropriate material to perform (nursery rhymes/fairy tales) and devise a show using Children's Theatre conventions (audience participation, narration etc.). The intended audience for their show will be primary school students.
Term 1 & Term 3 Assessment	Term 2 & Term 4 Assessment
<b>Performance:</b> Teacher devised dance (2-3 minutes)	<b>Choreography:</b> Create own dance and perform <b>Responding:</b> Multimodal presentation

### 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
<b>Really Realism</b> This unit catapults students into the intense realism script Blackrock. Students deepen their performance skills through rehearsing a group scene. Students apply the Elements of Drama and use their knowledge of theatre making to devise a polished performance of the chosen script.	<b>Theatre Thoughts</b> The unit Theatre Thoughts is a research assignment dedicated to teaching students about the different types of theatre. By the end of the unit, students will have learned about the conventions of Realism, Magical Realism, Epic Theatre, Australian Gothic, Absurd Theatre and Contemporary Theatre.	<b>Absurdly Absurd</b> This unit allows students to dive deep into the style of Absurd Theatre. This style of theatre allows students to question the meaning of life and throw caution to the wind. Students will perform excerpts of Absurd Theatre scripts in groups in front of an audience of their peers.	<b>C'mon Contemporary</b> Students are tasked with contemporising a well-known published script. Stimulus options range from nursery rhymes, fairy tales, or other well-known stories, tales or movies. This unit allows students to take control and step into the shoes of a director as well as actor.
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
<b>Performance</b> Published script (2 – 3 minutes per student)	<b>Responding</b> Analytical Essay	<b>Performance</b> Published script (2 – 3 minutes per student) <b>Responding</b> Reflection in form of written journal.	<b>Forming and Performance</b> Recreation of published script and performing it.

### 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
<b>Advertising</b> 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.	<b>Film Marketing</b> Students will also study the process of filming and producing and directing the making of a trailer/film-clip. They will explore, analyse and evaluate film clips. The students will develop understanding of and practical skills in camera shots, camera angles and editing.
Term 1 & Term 3 Assessment	Term 2 & Term 4 Assessment
<b>Poster</b> <b>Comparative Essay</b>	<b>Film Clip/Trailer</b>

### Year 10

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Term 1	Term 2	Term 3	Term 4
<b>Podcasting</b> During this unit, 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: representation and stories principles, structure, intent, character, settings, genre conventions, points of view, media conventions, time, space, sound, movement.	<b>Film Studies</b> 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.	<b>Stop-go animation</b> 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.	<b>Film Clip</b> During this unit, students will study the process of filming and producing and directing the making of a video clip. They will explore, analyse and evaluate film clips. The students will develop understanding of and practical skills in camera shots, camera angles and editing. The activities culminate in the students collaborating with the Year 10 Dance class in producing their own original video clip.
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
<b>Podcast</b>	<b>Analytical Essay</b>	<b>Stop-go animation</b>	<b>Film Clip</b>

### 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
<p><b>Amazing Melodies</b> Through the focus on musical elements, duration, pitch, harmony, structure, dynamics and timbre. Students will develop skills in writing melodies and musical accompaniments. Students will also analyse music in determining what makes a good melody. They will also develop practical skills on guitar.</p>	<p><b>Music Fusion</b> Through the focus on musical elements, duration, pitch, harmony, structure, dynamics and timbre. Students will develop an understanding of how music is designed. Students will respond to a popular song and a cover version of the same song. Students will continue to develop practical skills on chosen instruments.</p>
Term 1 & Term 3 Assessment	Term 2 & Term 4 Assessment
<p><b>Composition</b> Writing a number of melodies in a variety of meters and keys; adding harmony and rhythmical accompaniment to these melodies.</p> <p><b>Performance</b> Students to work as soloist or in ensemble and present work as a performance.</p>	<p><b>Responding</b> Analysis of a performance and a cover version of the same song.</p> <p><b>Performance</b> Students to work as soloist or in ensemble and present work as a performance.</p>

### Year 10

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Term 1	Term 2	Term 3	Term 4
<p><b>Arranging</b> Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre; students will develop skills in writing melodies; musical accompaniments and arranging of given melodies for all instruments, including transposing instruments. They will continue to develop practical skills on chosen instruments.</p>	<p><b>Film Music</b> Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre students will study and analyse the role of music in films.</p>	<p><b>Jazz</b> Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre evident in selected jazz compositions, students will study, analyse and compose using a variety of jazz styles. They will continue to develop practical skills on chosen instruments.</p>	<p><b>Song Writing</b> Through the focus on musical elements: duration, pitch, harmony, structure, dynamics and timbre; students will develop skills in writing songs. They will continue to develop practical skills on chosen instruments.</p>
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
<p><b>Composition</b> Writing an arrangement of a given song by adding harmony and rhythmical accompaniment to these melodies.</p>	<p><b>Composition</b> Writing an arrangement of a given song by adding harmony and rhythmical accompaniment to these melodies.</p>	<p><b>Composition</b> Students will compose a musical work in a chosen jazz style.</p> <p><b>Responding:</b> Statement of Compositional Intent.</p>	<p><b>Composition</b> Writing a song for voice, chosen instruments including keyboard, guitar and drums.</p> <p><b>Performance:</b> Students to perform repertoire negotiated with teacher.</p>



### Year 9

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Term 1 & Term 3	Term 2 & Term 4
<b>All About Me (Painting)</b> 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.	<b>Transformation (Printmaking)</b> 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
<b>Self-portrait on canvas</b> <b>Use Visual Diary for design and experimentation</b> <b>Write an artist statement (150 – 200 words)</b>	<b>Create a contemporary print</b> <b>Use Visual Diary for design and experimentation</b> <b>Write an artist statement (150 – 200 words)</b>

### 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
<b>Drawing in Style</b> Students study the elements of drawing and create a folio by experimenting, researching different styles of drawing.	<b>Street Art</b> Students research the numerous styles of street art. Students create a skateboard and include approaches such as collage, lino and stencilling.	<b>Inquiry into the Body</b> Students investigate how artists utilise the human body to make powerful comments. Students create a PowerPoint which includes their individualised research and artistic experiments.	<b>The Human Body</b> 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
<b>Drawing: 2 x A1 or 4 x A3</b> <b>Artist Statement</b>	<b>Skateboard</b> <b>Artist Statement</b>	<b>PowerPoint:</b> includes research and experimental artwork	<b>Body of Work</b> <b>Visual Diary</b> <b>Artist Statement</b>







# Chinchilla State High School

*Learning together for a happy and productive future*

