



Year 8 and 9 2027 Curriculum Handbook



**Queensland
Government**

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LOCAL FOUNDATIONS; GLOBAL OPPORTUNITIES

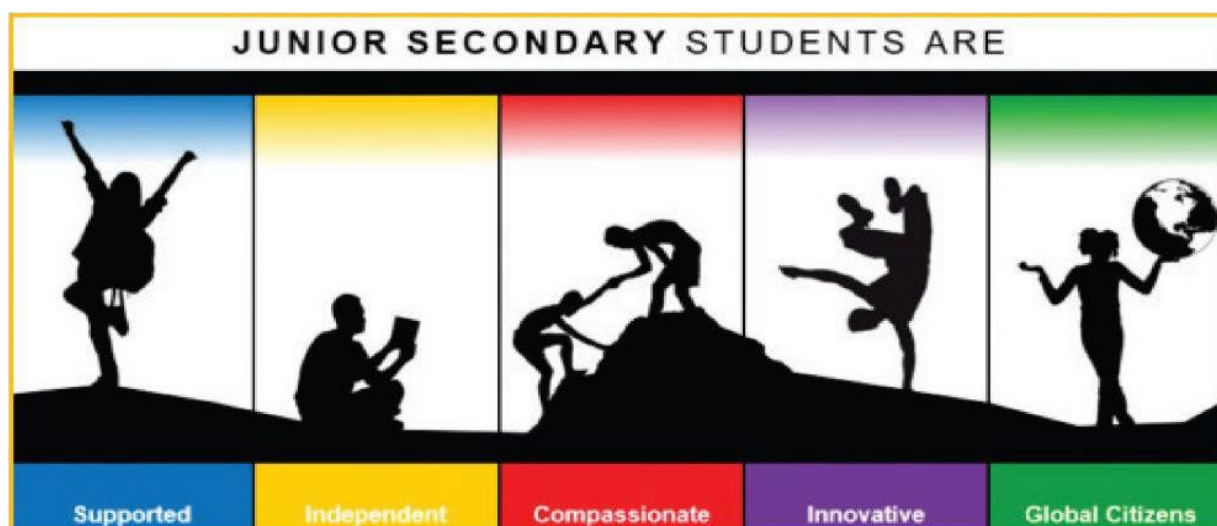


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School Vision

To support students to excel in their chosen pathway, nurturing independence, compassion, innovation and global citizenship



Overview

Students study 6 Core subjects and 2 Electives. Subjects are studied for the year, however subject changes may be considered at the end of each semester on a case-by-case basis. Requests for subject changes during the year are considered by the Deputy Principal after application forms are completed. These forms are available from the office and require a parent signature.

Core	Elective
English	Agricultural Science
Mathematics	Business
Humanities	Dance
Science	Design
HPE	Digital Technology
Nambour Skills & Culture	Drama
	Food and Fibre
	Food Specialisation
	Industrial Technology
	Japanese
	Media Arts
	Music
	Visual Art



**Elective subjects will only be provided if there are a sufficient number of students to justify a class and there are staff and resources available.*

Core subject

English

Why study this subject?

English is about the study of language and texts and develops our ability to communicate effectively in all areas of our lives. Australian Curriculum English focuses on three strands including;

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage

Examples of Units of Work: Year 8

Term 1: Representations of teens in texts

Term 2: The power of television in shaping perceptions and perspectives

Term 3: Representing human experience and understanding how texts communicate ideas about values

Term 4: Unpacking the power of persuasive public speaking

Examples of Units of Work: Year 9

Term 1: Interpreting texts and creating speculative fiction

Term 2: Australian Stories - Examining representations of Australia's peoples

Term 3: 12 Angry Men – Play Study

Term 4: Strength of Character – Novel Study

How are students assessed?

Students will produce analytical, persuasive, imaginative and reflective responses across the course of study. Students will be assessed under a range of conditions including:

- Assignments completed in class time and at home.
- Tasks completed under supervised conditions.
- Spoken assessment with options for pre-recording
- Multimodal presentations

Links to senior subjects:

English, Essential English, Literature

Head of Department: Deborah Ackerman



Core subject

Mathematics

Why study this subject?

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Examples of Units of Work: Year 8

- Real numbers — make connections between percentages, fractions and decimals, calculate a percentage of a quantity, percentage increase and decrease, discount, profit, loss and GST, and problem solve in a range of contexts including financial situations, identify terminating and recurring decimals, link fractions to terminating and recurring decimals and explore irrational numbers in relation to pi
- Chance — describe and calculate the probability of 'and', 'or', and 'not' events, represent events in Venn diagrams and two-way tables and solve related problems, identify complementary events and use the sum of probabilities to solve problems.

Examples of Units of Work: Year 9

- Real numbers — understand and use index notation; convert index notation to expanded notation and vice versa; investigate the index laws for multiplication, division, zero index, power of a power, power of a product, power of a quotient, the negative indices and simplify expressions using the index laws; convert numbers from scientific notation
- to standard decimal form and vice versa; use index laws to solve problems involving scientific notation
- Money and financial mathematics — use the simple interest formula, rearrange the simple interest formula, solve problems using simple interest
- Patterns and algebra — review the distributive law, expand and simplify binomial expressions, apply the index laws to expansion, investigate special cases of binomial expansion (perfect squares, the difference of squares)

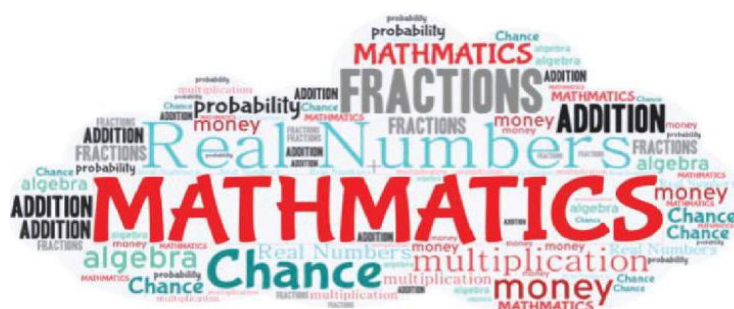
How are students assessed?

Exams and assignments

Links to senior subjects:

Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics

Head of Department: Dr. Amanda Strachan



Core subject

Humanities – History and Geography

Why study this subject?

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and geographic focus, from personal to global contexts, and consider challenges for the future.

Examples of Units of Work: Year 8

Term 1: Medieval Europe

Term 2: Empires and Expansions

Term 3: Landforms and Landscapes

Term 4: Changing Nations

Examples of Units of Work: Year 9

Term 1: World War 1

Term 2: The Movement of People/Industrial Revolution

Term 3: Biomes and Food Security

Term 4: Interconnections

How are students assessed?

Response to stimulus exams, research reports, analytical responses and presentations.

Links to senior subjects:

Geography (General), Ancient History (General), Modern History (General), Legal Studies (General), Business (General), Cert IV in Crime and Justice

Head of Department: Laurina Chandler

Special requirements/considerations:

All students need access to BYO device; for in class and at home to research, word process and create presentations. Textbooks are available online.



Core subject

Science

Why study this subject?

Science is everywhere. A student rides to school on a bus, and in that instance alone, there are many examples of technology based on the scientific method. The school bus is a product of many areas of science and technology, including mechanical engineering and innovation. The systems of roads, lights, sidewalks and other infrastructure are carefully designed by civil engineers and planners. The smartphone in the student's hand is a miracle of modern computer engineering.

Natural human curiosity and necessity lead to asking questions (What is the problem?), constructing a hypothesis (How do I solve it?), testing it with evidence and evaluating the result (Did the solution work?), and making future decisions based on that result.

Examples of Units of Work: Year 8

Term 1: Cells and Reproduction

Term 2: Plate Tectonics & Rocks

Term 3: Electricity and Waves

Term 4: What's the "Matter"

Examples of Units of Work: Year 9

Term 1: Human Body

Term 2: Motion

Term 3: Earth Conservation

Term 4: Chemical Reactions

How are students assessed?

3 Types of Assessment: Supervised Exam, Research Task and Student Experiment

Links to senior subjects:

All Senior Sciences (Biology, Chemistry, Physics, Agricultural Science, Aquatic Practices.

Head of Department: Elizabeth Kapiotas



Health and Physical Education

Why study this subject?

Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging and contemporary to enable students to develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. Through learning and solving problems and challenges in movement and health related contexts, students reflect on the nature of well-being and how to enact and promote it. This learning area makes a significant contribution to the well-being of students beyond the classroom.

Students may be enrolled in specialist versions of HPE focusing on Rugby League, Tennis or Volleyball or a general version of the subject.

Examples of Units of Work: Year 8

Personal & Community Health
Culture, Diversity and Inclusion
Staying Safe Online/Offline
Fitness & Media
Respectful Relationships

Examples of Units of Work: Year 9

Swimming
Stroke Technique
Athletics
Officiating & Judging
Game Construction

How are students assessed?

Students complete on-going physical tasks in every unit and a variety of project-based assignment tasks with a focus on health promotion using digital communication.

Links to senior subjects:

General subjects: Physical Education, Health Applied
subjects: Sport and Recreation

Head of Department: Jemma Bulmer

Special requirements/considerations:

HPE involves all students in swimming. We will strive to cater for every ability level and actively promote the importance of developing swimming confidence, abilities and fitness for the safety and enjoyment of present and future generations.

We encourage parents to support us in getting all students participating in swimming lessons.



Agricultural Science

Why study this subject?

This subject utilises the design and scientific process of the national curriculum and how it applies to agricultural systems. Students will develop their skills by completing the design process in several agricultural contexts covering a wide range of plant and animal industries that are represented on the school farm. This subject is ideal for students that enjoy getting their hands dirty and working with plants, animals and tools.

The theoretical aspects of the course are closely linked to the practical activities. Students are encouraged to pursue aspects that they are interested in through this approach.

Examples of Units of Work: Year 8

- Small engines (mowers and brush-cutters)
- Calf trial
- Chicken project
- Soil management and vegetable growing

Examples of Units of Work: Year 9

- Vegetable production (soil & water based)
- Horse management
- Dairy production
- Fencing

How are students assessed?

Performance in this subject is assessed through applied projects and practical activities. Evidence that may be used to assess the success of the students could include: -

- Their design brief
- How well their design meets the brief
- The justification of their design
- The finished product
- The evaluation of their design
- Involvement in practical activities

Links to senior subjects:

- Agricultural Skills,
- Certificate II in Animal Care,
- Certificate II in Rural Operations

Head of Department: Elizabeth Kapiotas

Special requirements/considerations:

Students are required to have a hat, old shirt and shoes for all practical sessions.



Business

Why study this subject?

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts.

As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who can make informed decisions and actively participate in society and the economy as individuals and more broadly as global citizens.

Students will be introduced to concepts within the business world which gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. They consider the interdependence of participants in the global world of work, including the implications of decisions made by individuals, businesses and governments. The curriculum includes a strong focus on innovation and entrepreneurialism. Students explore opportunities to create economic and social value by solving important real-world problems. They imagine new futures where lives are better and the world is changed.

Examples of Units of Work: Year 8

- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- Enterprise Project

Examples of Units of Work: Year 9

- The nature of innovation and how and why businesses seek to create and maintain a competitive advantage
- ESSI Money Challenge
- My job in the future – create resumes, letters of application
- Business Case Studies
- Twilight Market Project

How are students assessed?

Assessment will include a mixture of exams and assignments with both individual and group tasks by investigating, communicating, participating and reflecting.

Links to senior subjects:

- Business (General)
- Legal Studies (General)
- Certificate I and III Business

Head of Department: Laurina Chandler

Special requirements/considerations:

All students need access to BYO device for in class and at home to access to online resources, word processing, spreadsheets, presentations, research, etc.



Elective subject

Dance

Why study this subject?

Dance is an enjoyable social activity that is both physically and cognitively challenging, continually sustaining lifelong learning in skills such as collaboration, communication, critical thinking and creativity. This subject uses the Australian Curriculum to gear towards the development of young creative dance artists coupled with solid academic foundations. We provide a safe and purposeful environment which students can confidently explore in an academic dance education.

Examples of Units of Work: Year 8

The Dance Class

Students will practise and refine technical skills in the Jazz dance genre as if they would experience a typical dance class. They will rehearse and perform Jazz progressions focusing on expressive skills and Safe Dance Practice.

Students identify, and analyse elements of dance, choreographic devices and production elements in Project Dance's Jazz routine.

Examples of Units of Work: Year 9

Musical Theatre

The development of the 'Modern Musical' is explored, from the days of Music Hall to current shows on Broadway.

Students will practice, refine and perform technical and expressive skills to develop proficiency in genre- and style-specific techniques in musical theatre styles.

Students will learn combinations of the elements of dance, structure using props, motifs and choreographic devices to communicate their meaning and choreographic intent in order to perform a Musical Theatre piece.

Students will analyse communication of intent in a teacher-selected musical theatre piece.

How are students assessed?

Students are assessed through three assessment techniques including Performing, Choreographing and Responding.

Links to senior subjects:

Certificate III in Dance

Head of Department: Liz Clout

Special requirements/considerations:

For performing and choreography tasks, students are required to perform in front of an audience made up of their classroom peers. Responding tasks will be included into every term of work.



Elective subject

Design

Why study this subject?

Students develop creativity, innovation and enterprise by engaging in problem-solving and prototyping. Through these processes, they learn the importance of planning, evaluating, and refining ideas to bring concepts to life.

Design thinking underpins learning in Design. These processes require students to identify and investigate a need or opportunity; generate, plan and realise designed solutions; and evaluate products and processes. Consideration of economic, environmental and social impacts that result from designed solutions are core to design thinking, design processes and Design and Technologies.

Examples of Units of Work: Year 8

Design in Practice – Design Challenges (3D Printer)

Commercial Design – Toy Design

Human Centered Design– Watch Design

Sustainable Design – Sunglasses (Laser cutting)

Examples of Units of Work: Year 9

Design in Practice: USB (3D Printing)

Commercial Design: Interior Design & Technology

Human Centered Design: Game Controller

Sustainable Design

How are students assessed?

Design folios, Proto-typing, Sketching, Presentation with display boards.

Links to senior subjects:

Design

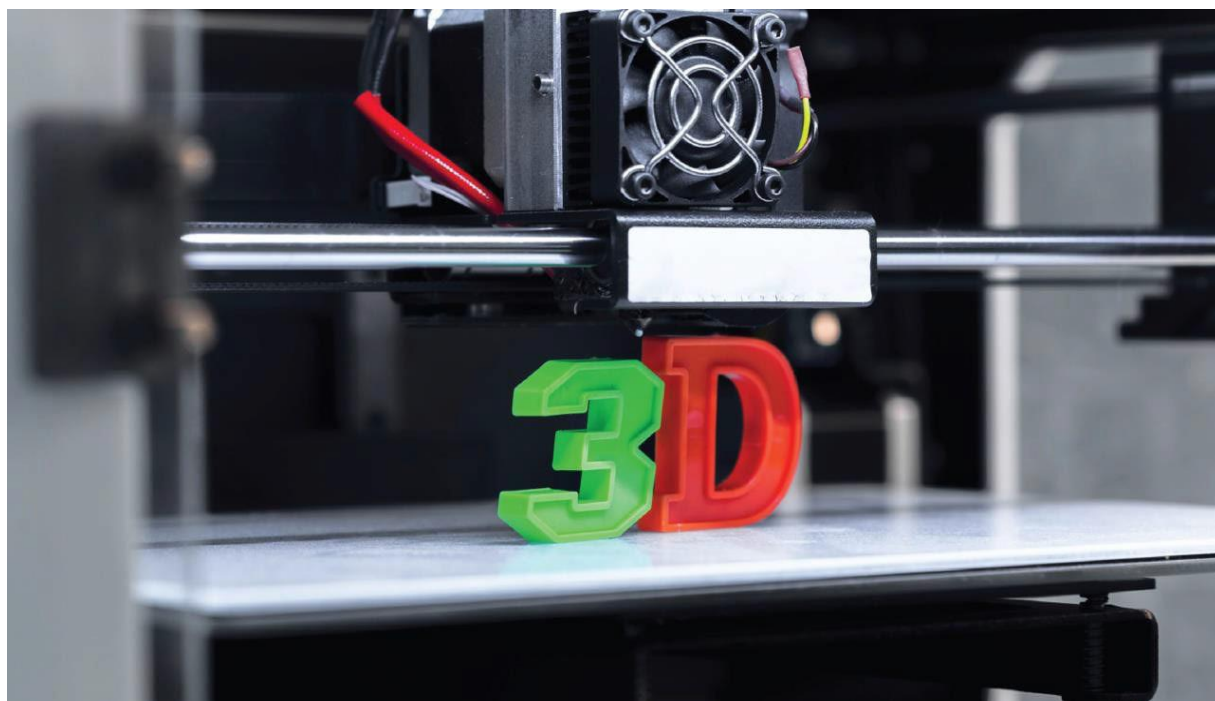
Head of Department: Craig Boardman

Special requirements/considerations:

Sketch book

Sketching pencils and markers

USB



Elective subject

Digital Technology

Why study this subject?

Learning in Digital Technology focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Examples of Units of Work: Year 8

Term 1: Scratch coding

Term 2: Creating web pages with HTML

Term 3: Coding with JavaScript

Term 4: Independent Project

Examples of Units of Work: Year 9

Term 1: Developing apps with JavaScript

Term 2: Solving Robotics problems

Term 3: Stop Motion Animation

Term 4: 3D Design & Technology & Printing

How are students assessed?

Projects developing software and hardware solutions to Digital Technology problems e.g. Coding, Game Making, Robotics, Independent study.

Links to senior subjects:

Digital Solutions (10-12), Information Communication Technology (11-12)

Head of Department: Craig Boardman

Special requirements/considerations:

Bring Your Own Laptop required



Elective subject

Drama

Why study this subject?

Drama is an active and thought-provoking subject that encourages students to view their world and express their creativity through planning, performing and reflecting on the dramatic arts. Students are assessed by both Making and Responding tasks. This subject develops skills in positive ways of working and encourages the individual to respond creatively to concepts learnt in class. Students are able to demonstrate performance and problem-solving skills through Making tasks and will develop skills in writing through the explicit teaching of Responding tasks.

Examples of Units of Work: Year 8

Unit 1 /Term 1: Enter A Character

An Introduction to Acting and Performance. Making – Performance of Script
Responding – Analysis using guided questions.

Examples of Units of Work: Year 9

Unit 3/ Term 3: Acting For Film

Developing Acting/Directing Skills for Film
Making – Presentation of Directorial Ideas and Performance of a Film Extract

How are students assessed?

Students are assessed through Making and Responding tasks. Making tasks are practically based whereby students are assessed on their conceptual creation of drama and/or their performance of a dramatic piece in a particular theatrical style. Making tasks could include script writing, a written or oral presentation of directorial notes, improvisational ideas and polished performance of scripts. Responding tasks enable students to evidence their understanding of how dramatic meaning is conveyed to an audience. Responding tasks can be written or oral responses.

Links to senior subjects:

Drama In Practice (Applied)

Head of Department: Liz Clout

Special requirements/considerations:

Students will be required to work in groups.

Students will be required to engage with theoretical concepts of the dramatic languages. Students must be willing to perform in front of others.



Elective subject

Food and Fibre

Why study this subject?

Develop lifelong skills of cooking and kitchen operations, sewing, embellishment (dying, printing, and applique) and designing. It is fun, practical, hands on and leads to academic, vocational, small business and personal pastime pathways.

Examples of Units of Work: Year 8

Term 1: Muffin Madness

Term 2: Spice Spice Baby

Term 3: Fleece to Fabric

Term 4: Boxer Shorts

Examples of Units of Work: Year 9

Designing, embellishing, and sewing a teen textile item such as prayer flags, sports bag, skirt, wall hanging, organiser.

Design food, packaging and labelling of a food truck challenge

How are students assessed?

Journal and practical work

Links to senior subjects:

Food and Nutrition Hospitality

Certificate II Early Childhood Studies

Fashion

Head of Department: Jemma Bulmer

Special requirements/considerations:

Has a subject fee

Students must provide their own ingredients for weekly cooking activities

Covered leather or vinyl shoes must be worn during class



Elective subject

Food Specialisation

Why study this subject?

As a subject of Design and Technologies students develop the capacity to create innovative solutions through food specialisations that improve the lives of people and societies globally, using traditional, contemporary and emerging technologies to meet current and future needs.

Students develop practical cooking and food skills that can be applied at home and in future workplaces.

Examples of Units of Work: Year 8

Term 1: Kitchen intro & Nutrition

Term 2: Healthy Buddha Bowls

Term 3: Methods of Cookery

Term 4: Pasta Cookery

Examples of Units of Work: Year 9

Term 1: Food presentation and platters

Term 2: Food around the world

Term 3: Café Culture

Term 4: Fusion foods

How are students assessed?

Students are assessed through practical cooking and theory tasks including projects, investigations and exams.

Journal and practical work

Links to senior subjects:

Hospitality Certificate II

Head of Department: Jemma Bulmer

Special requirements/considerations:

Has a subject fee

Students must provide their own ingredients for weekly cooking activities

Covered leather/vinyl shoes must be worn during class



Industrial Technology

Why study this subject?

Industrial Design and Technology is a dynamic and diverse course of study aimed at a wide range of students who want to learn about materials, tools and processes used in manufacturing, engineering, woodworking and design. The subject caters to a wide range of students who may be looking for trade apprenticeships, tertiary study or who may have an interest in just making things. We offer students an active and physically engaging learning process by providing practical and interesting task activities. We have well equipped industry standard facilities that have been developed to cater for both hand tool use and modern manufacturing techniques where heavy emphasis is placed on fixed and portable power tools.

Industrial Design and Technology is all about Learning by Doing; whether it is a wood, metal, plastics, electronics or computer-based graphics task, the focus is about designing, making and evaluating the outcome. In Industrial technology, outcomes are a physical reality and not just a concept. Whether it is the use of materials or a virtual outcome, we are about seeing, touching and interacting with the end result.

Course Outline

Woodwork & Plastics Unit

- This woodworking unit encompasses the basic skills involved with working with timber and plywood. Students are instructed in the safe and correct use of hand tools and portable power tools for construction of Timber projects.

Fitting, Fabrication and Sheet Metal

- This is an introductory metal working unit encompassing the basic skills involved in constructing fitting and fabrication type projects. Students will also be instructed in the safe and correct use of hand tools with some limited use of machinery.

Examples of Units of Work: Year 8

- Bookshelf
- Candle holder
- Picture frame
- Key tag/ Egg cup
- Graphics

Examples of Units of Work: Year 9

- Metal toy
- Instrument case
- Foot stool
- Electronics

How are students assessed?

- Practical tasks
- Workbooks
- Written assignments

Links to senior subjects:

Design & Technology, Industrial Graphics, Furnishings, Engineering & Construction

Head of Department: Craig Boardman

Special requirements/considerations:

Students must follow Workplace Health and Safety standards and follow workshop safety rules. Solid shoes with fully closed uppers (not canvas or nylon) are required. Long hair needs to be restrained and jewellery removed.



Elective subject

Japanese

Why study this subject?

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. It is widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia.

Australia has a significant number of Japanese national residents, particularly in the major cities on the eastern seaboard. Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia's for more than 50 years, and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism. Japan is an important nation within Asia and a significant contributor to economic, political and diplomatic relations in the region.

Examples of Units of Work: Year 8

Term 1: My Dream Home

Term 2: My School

Term 3: My Daily Routine

Term 4: Food & Culture in Japan

Examples of Units of Work: Year 9

Term 1: Mascot Characters

Term 2: Straight Ahead

Term 3: Japanese Anime

Term 4: Christmas

How are students assessed?

Speaking, Listening, Reading, Writing Test

Links to senior subjects:

Japanese

Head of Department: Laurina Chandler

Special requirements/considerations:

All students need access to BYO device for in class and at home use.



Media Arts

Why study this subject?

In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

Through making and responding students will learn how to design and create stories, use camera equipment and editing software to create media products and how to interpret stories from a range of times and places.

Examples of Units of Work: Year 8

Term 1: Film and TV Genres

Term 2: Tell Me a Story

Term 3: Australian Film and TV

Term 4: Animation

Examples of Units of Work: Year 9

Term 1: News and Current Affairs

Term 2: The Hero's journey

Term 3: The Video Game Phenomenon

Term 4: Science Fiction

How are students assessed?

- Students will produce a folio of work that demonstrates their ability to:
- identify and analyse the media artworks they make and distribute
- identify and analyse media artworks they view
- evaluate how they use genre and media conventions and technical and symbolic elements to make meaning
- evaluate how other makers and users of media artworks use genre and media conventions and technical and symbolic elements to make meaning
- produce media artworks for particular audiences and contexts
- use genre and media for specific purposes and meaning
- collaborate with others in design and production processes
- control equipment and technologies to achieve their intentions

Links to senior subjects:

Film, TV & New Media (10-12)

Head of Department: Liz Clout

Special requirements/considerations:

Bring Your Own Laptop required



Music

Why study this subject?

Music is a unique art form that uses sounds and silence as a means of personal expression. Music occupies a significant place in everyday life and this program provides students with a chance to experience this on a deeper level. We provide opportunities for students with a special talent for music, allowing them to flourish as musicians in the first few years of high school. With a focus on making (creating and performing music) and responding to music, these students will be engaged in activities that extend them artistically and intellectually. Music is for everyone.

Examples of Units of Work: Year 8

Unit 1: Drop it like it's Pop!

Students gain an understanding of Pop music and the developments of this style over time. They will also learn how to play the keyboard.

Unit 2: We Will Rock You

Students develop their knowledge of Rock music and the sub-genres in this style. They will learn the basics of the guitar.

Unit 3: School of Rock

Students have developed their performance skills as an individual musician over the first semester. This unit allows students to learn how to play in a group/rock band.

Unit 4: Creative Composer

Students learn how to write their own song in this unit. They find themselves as a composer, learning the basics of song writing.

Examples of Units of Work: Year 9

Unit 1: Got the Blues

Students will learn the basics of the Blues and the different sub-genres of Jazz. Students will learn how to perform and compose music in this style.

Unit 2: Get with the Program

Students will develop an understanding of Western Art Music, specifically program music. Students will respond to music in this style demonstrating their knowledge.

Unit 3: Music Fusion

Students will explore music that involves fusing various styles, genres, music sources, art forms and ideas. Students will perform in front of an audience to demonstrate their performance skills.

Unit 4: Camera, Lights, Music!

Students will gain an understanding of the purpose and importance of music in a film. Students will perform and respond to music in this style to demonstrate their understanding.

How are students assessed?

Students make and respond to music throughout music in Year 8 & 9. All students will complete assessment in the three dimensions:

Making

Performing: students will need to present a piece of music to an audience

Composing: students will create their own piece of music

Responding: students will respond, by analysing and evaluating music.

Links to senior subjects:

General Music (Year 10-12)

Music Extension (Year 12)

Head of Department: Liz Clout

Special requirements/considerations:

Should have received a pass in Year 7 Music.



Elective subject

Visual Art

Why study this subject?

Visual Art is an enjoyable practical subject that allows students to develop their creative flair. All units are assessed by both Making and Responding tasks. This subject will allow individualised responses to be created based on concepts learnt in class. Students are able to demonstrate problem solving skills through Making tasks.

Examples of Units of Work: Year 8

Mask Making

Students will have the opportunity to study the cultural history and functions of masks. They will be able to create a mask and adorn with embellishments.

Botanical Ceramics

This unit will allow students to study ceramics through a botanical focus. They will be able to create a series of sculptures with an individual focus of botany.

Examples of Units of Work: Year 9

Art Parody (Painting)

Students will study Modern painting and create a parody of a famous artwork. This will allow students to extend their painting skills and also learn about art history.

Making an Impression in the Landscape (Lino printing)

After researching the history of printmaking students will explore various methods of printmaking. They will work towards creating a folio of prints for their assessment including a lino print.

How are students assessed?

Students are assessed through Making and Responding tasks. Making tasks are practically based whereby students are assessed through their creative generation of artwork. Making tasks could include drawing, painting, printmaking, ceramics and photography. Artworks that are constructed are also to convey meaning and will require a written response. Students will need to analyse artworks and generation written responses to them.

Links to senior subjects:

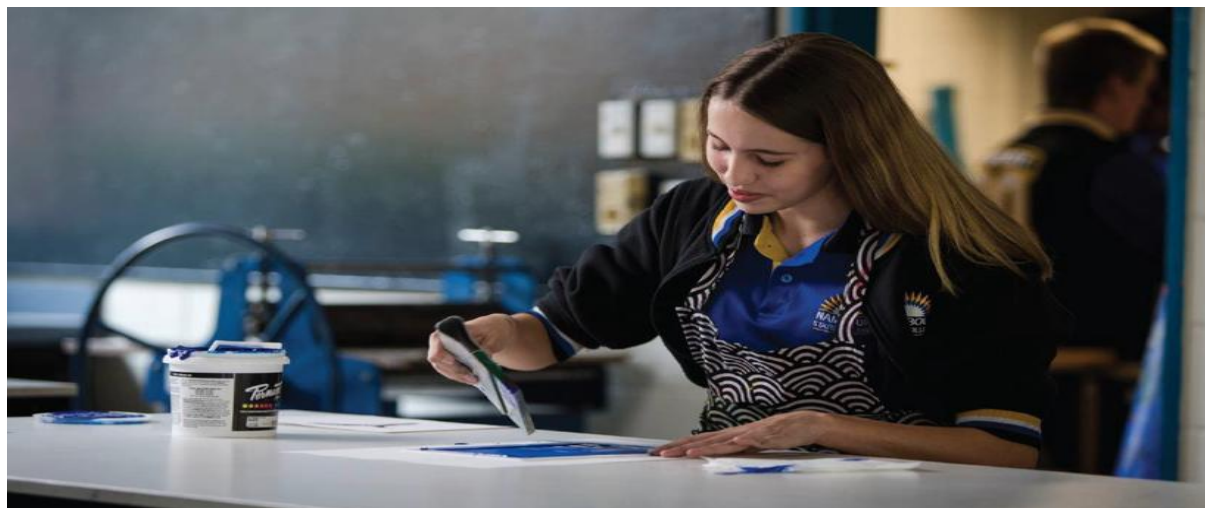
Visual Art (General)

Certificate III in Visual Arts

Head of Department: Liz Clout

Special requirements/considerations:

Students will be required to work in a variety of media.





The Pinnacle Program

The Pinnacle Program continues through to Year 8 and 9, providing students with opportunities to learn alongside like-minded peers while extending their skills within their chosen interest strand. Students participate in extension experiences that challenge them academically, encourage innovation and deepen their understanding through authentic learning opportunities.

Program structure:

Throughout Year 9, Pinnacle students engage in specialised learning experiences, including excursions, incursions and enrichment activities designed to further develop their knowledge, skills and passions. Across all learning experiences, students are supported to strengthen the six key capabilities of character, citizenship, collaboration, communication, creativity and critical thinking.

Students currently enrolled in the Pinnacle Program continue in their chosen strand, provided they maintain the high standards of effort, behaviour and engagement expected of Pinnacle students. If vacancies arise, Year 9

Additional Opportunities:

Pinnacle Immersion An extension day where students engage in learning that aims to develop their ability to be a productive and successful member of their community, to be able to think critically and creatively, to innovate and problem solve, to communicate effectively to lead others and be an effective member of a team.

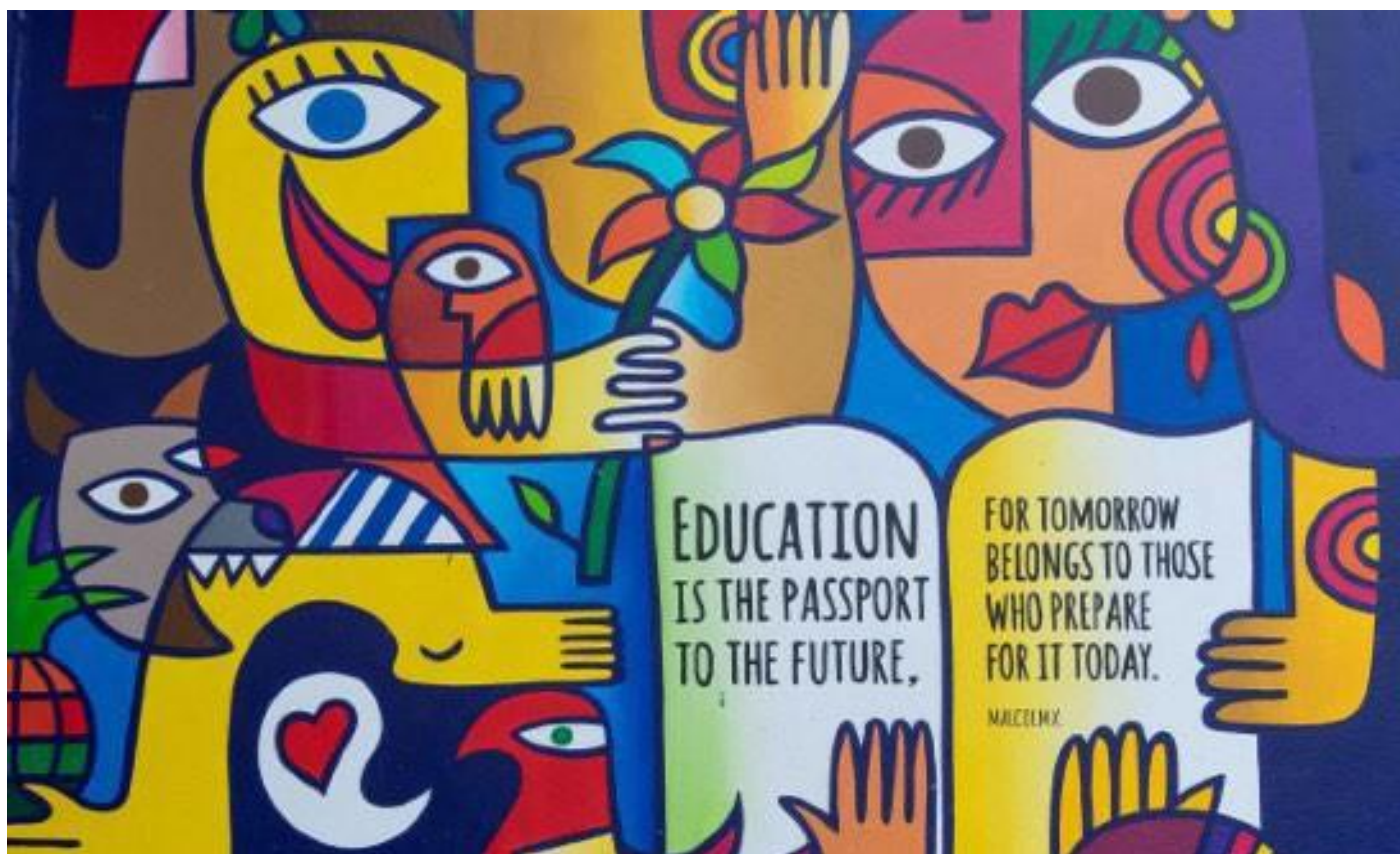
Moving into Pinnacle:

Year 8 and 9 students have the opportunity to enter into a Pinnacle Class if a place becomes available. Students seeking entrance into the program require:

- Evidence of interest in Pinnacle Area
- Excellent/Very good effort and behaviour in all subjects.
- Teacher or principal recommendation that the student's ability, learning style and attitude are best suited to the Pinnacle Program.

Acceptance into Pinnacle is judged against these criteria at the discretion of the HOD Junior Secondary and the College Principal.

Students currently enrolled in the Pinnacle Program continue in their chosen strand, provided they maintain the high standards of effort, behaviour and engagement expected of Pinnacle students. If vacancies arise, Year 9 students may apply to enter the program. Entry is competitive and based on demonstrated aptitude and interest in the relevant Pinnacle strand, consistently high standards of effort and behaviour, and teacher or principal recommendation.



School term dates for 2027

Term 1: Wednesday 27 January to Thursday 25 March — 9 weeks.

Term 2: Monday 12 April to Friday 25 June—11 weeks.

Term 3: Monday 12 July to Friday 17 September—10 weeks.

Term 4: Tuesday 5 October to Friday 10 December—10 weeks.

2027 Public Holidays and Student free day

Term 1: Tuesday 26 January, Friday 26 March (2 days) – Term 2: Monday 26 April, Monday 3 May, Friday 11 June (3 days)

Term 3: Friday 3 September (1 day) – Term 4: Monday 4 October (1 day)

