Swan Christian College
WISDOM IS OF GOD

2024 Year 9
Subject Information Booklet

An information booklet for students and their parents

www.swan.wa.edu.au

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Year 9
Core Subjects

Please talk to the Head of Learning Area of each subject if you have any questions about the subject content.

Christian Living

COMPULSORY SUBJECT

Course Description

Where is God's love in the suffering and pain we see in our world? For most people this is not just a philosophical question, it is a personal problem. They have experienced pain and want to know where God is. To be a Christian means to be involved. In seeking answers to the questions we have about life, we find the answer to where God is in our suffering. He is involved, dying on the cross so that all might be saved, healed and ultimately restored.

The K-12 Biblical Framework has been deliberately designed to increase in cognitive complexity as a student's age progresses. The Year 9 course, as a part of this larger framework, contains three units that are delivered throughout the calendar year: Good Citizenship, Kingdoms, and 'Worth Dying For? - Acts and the Early Church', Reflections & Suspicions, Kingdoms, Good Citizenship. In preparation for Senior School courses, these units are designed to promote deep thinking about the very nature of what it means to be a thriving human.

Literacy

Students will read for literal and inferential meaning, link and summarise information from different sources and use evidence. They will read maps and diagrams, and explore how images shape our interpretation of the Bible. They will write short responses, personal reflections and expositions, using language to make judgments and express opinions. They will learn to use and spell specialist words. Speaking and listening are key skills in Christian Living. Students will listen to spoken, audio and multi-media texts, respond to them, and interpret information and ideas presented. They will actively contribute to class discussions.

Numeracy

Students will use numeracy in a range of ways such as producing, collating and analysing statistics, making estimations, calculations, and solving problems. They may interpret data presented in the form of graphs, conduct surveys and use grid references on a map. Students will consider distribution when studying issues associated with justice and poverty.

ICT

Students consider social and ethical protocols and practices when using ICT such as cyber-bullying, plagiarism and using social media; investigate Christian themes using ICT considering reliability of internet sources, use a range of digital versions of the Bible, manage electronic files, use SEQTA. In addition, students may create texts such as PowerPoint presentations, short videos, blogs, or brochures.

Christian Worldview

A Biblical framework underpins every lesson.

Assessments

Include such things as: personal letters, reflections, presentations, reports and class contributions.

Homework

Generally there will be limited homework for Christian Living.

Useful Links

- https://www.biblegateway.com

English

COMPULSORY CORE SUBJECT

Course Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts and develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literacy

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Much of the explicit teaching of literacy occurs in English. The texts that students need to understand and produce take on increasingly formal and academic features, employing technical, abstract and specialised 'written-like' language forms, in order to communicate complexities of meaning.

Numeracy

While numeracy is not a specific focus of English, that language of numeracy is identified and taught when appropriate. Informational texts that include infographics, graphs and statistics are examples of numeracy elements found in texts studied in English. Students are encouraged to recognise the interconnected nature of mathematical knowledge and use their mathematical skills broadly.

ICT

Students analyse and explain the effect of technological innovations on texts, particularly media texts, understand the way language evolves in response to the use of new technology, and plan, draft and publish texts using a range of software.

Christian Worldview

Texts are studied in the light of Scriptural truth, highlighting the elements that each text reveals about the creation, fall, redemption and hope paradigm.

Assessments

Assessments are drawn from students' creation of a range of imaginative, informative and persuasive types of texts, for example, narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Homework

Regular short periods of reading and writing practice are encouraged to support the learning in English. At times, additional assignment or consolidation work may be required. In general, it is recommended that students spend a minimum of 20 minutes revising or practising English four times a week.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8
- https://au.ixl.com/ela/year-9

Health

COMPULSORY CORE SUBJECT

Course Description

In Year 9, the content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships with a focus on relationship skills that promote positive interactions, and manage conflict.

At Standard, students identify and apply relevant criteria to determine reliability of online health information and whether it is suitable for use in a particular context.

Students evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.

Literacy

Students will read for literal and inferential meaning, link and summarise information from different sources and use evidence. They will write short responses, a personal letter and expositions, use language to make judgments and express opinions. They will learn to use and spell specialist words. Speaking and listening are key skills in Health Education. Students will listen to spoken, audio and multi-media texts, respond to them, and interpret information and ideas presented. They will actively contribute to class discussions.

Numeracy

Students will use numeracy in a range of ways such as producing, collating and analysing statistics, making estimations, calculations, and solving problems. They may interpret data presented in the form of graphs, and conduct surveys.

ICT

Students consider social and ethical protocols and practices when using ICT such as cyber-bullying, plagiarism and using social media; investigate healthy lifestyle themes using ICT considering reliability of Internet sources, manage electronic files, and use TASS. In addition students create texts such as PowerPoint presentations, blogs, or brochures.

Christian Worldview

The Bible and biblical teachings help to form the basis of the health education program. Students will be taught topics and concepts from a biblical viewpoint. The assessments also promote students to respond to the topics from a Christian worldview.

Assessments

Assessments types will include presentations, class contributions and research tasks.

Homework

Generally there will be limited homework for Health Education.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education

Humanities and Social Sciences

COMPULSORY CORE SUBJECT

Course Description

HASS consist of four main areas: Civics and Citizenship, Economics and Business, Geography and History. In Civics and Citizenship students examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society. Economics and Business explores the concepts of specialisation and trade while furthering understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. Students examine the connections between consumers, businesses and government through the flow of goods, services and resources in a global economy. Through Geography, students consider the production of food and fibre, the role of the biotic environment and explore how people, through their choices and actions, are connected to places in a variety of ways. In History, students explore the impact of the Industrial Revolution and World War I on the political, social and economic nature of the world today.

Literacy

Students will read historical sources for literal and inferential meaning, link and summarise information from different sources and use evidence to support opinions. They will analyse sources to identify bias, motive and purpose. They will translate information through the process of note taking, and develop their skills in the identification of key ideas in texts. Students will learn to use and spell specialist words. They will actively contribute to class discussions.

Numeracy

Students will use numeracy in a range of ways such as producing, collating and analysing statistics, making estimations, calculations, and solving problems. They will interpret data presented in the form of graphs, conduct surveys and use grid references on a map.

ICT

Students consider social and ethical protocols and practices when using ICT such as plagiarism and using social media; manage electronic files, use SEQTA. In addition students create texts such as PowerPoint presentations, Word documents, or brochures.

Christian Worldview

The Bible tells us that God created Humanity in his own image, and therefore every person is valuable. Students will explore the positive and negative impact of Imperialism on indigenous cultures. They will explore how Christians forced the end of the Slave Trade in the British Empire. Students will explore how the use of resources can either enable or disadvantage human flourishing, and the role that non-government Christian organisations play in the eradication of poverty in the world. Students will investigate our political and legal system, and how citizens are responsible in holding the Government accountable for maintaining the safety of its citizens.

Assessments

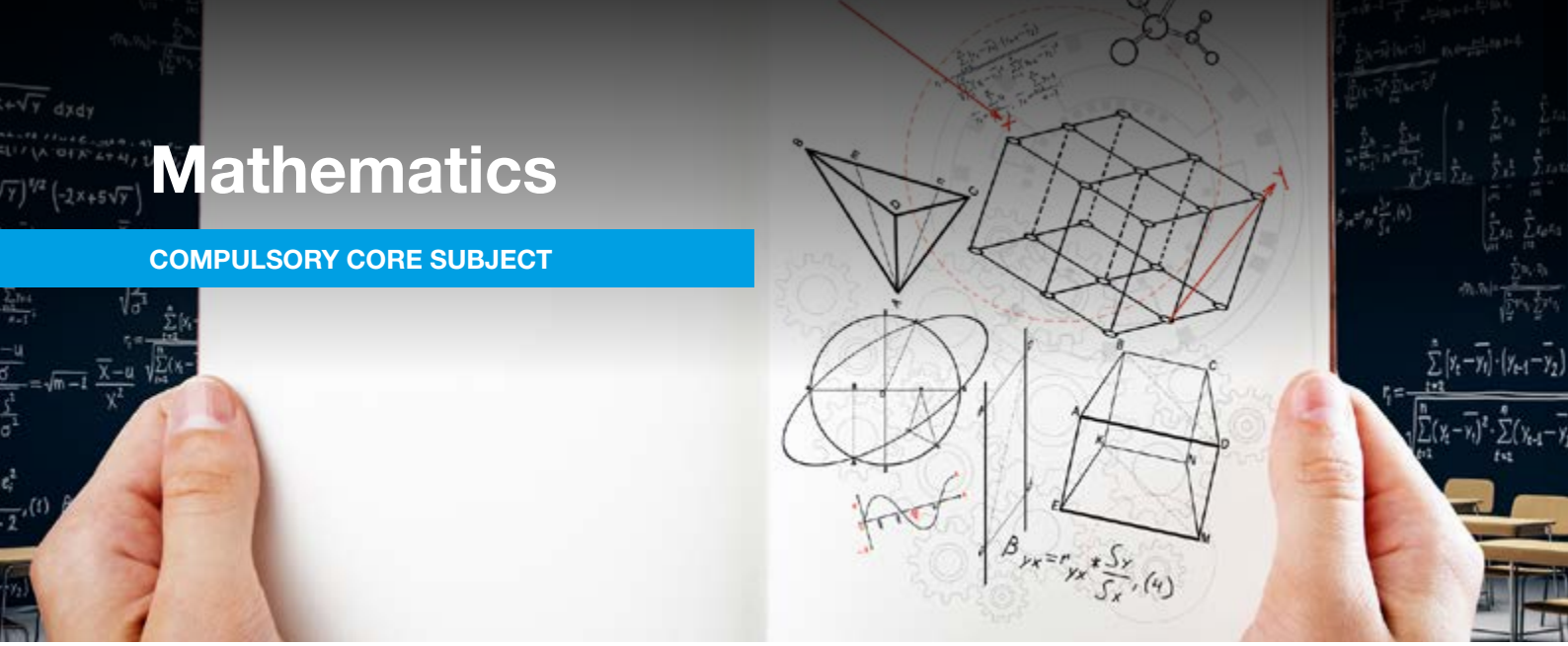
Students will engage in a variety of assessments that focus on the skills of research, mapping, interpreting data, communication and critical analysis. These skills will be assessed through research projects and in class tests.

Homework

Students are expected to maintain a 'Weekly Summary' document on their device (no more than 10min), training students in creating revision notes. Some research assignments may require time outside of the classroom.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences



Mathematics

COMPULSORY CORE SUBJECT

Course Description

In Year 9 Mathematics, the proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

Literacy

It is essential that literacy is developed, reinforced and fostered in the Mathematics classroom. A lack of literacy can provide a significant hindrance to the students' ability to develop their understanding of Mathematics and restrict their ability to complete elements of assessments. Sound levels of literacy are required to complete practical tasks such as investigations and projects where students are required to use the Mathematical Thinking Process or statistical Investigative Process to explain their solution to an open question or exploratory task.

Numeracy

The Numeracy learning continuum identifies the related mathematical knowledge and skills, and contextualises these through learning area examples. A significant part of Mathematics is transferring and applying numeracy to practical and real-life circumstances, creating links for the student between theory and skills to situations where the outworking of those concepts is displayed and developed. It is a goal for all Mathematics teachers to show the relevance of the content and understanding to students and to develop skills that can assist them in their life.

ICT

Students develop their capability in using ICT for tasks related directly to the classwork and also for extension and development of the student's knowledge, understanding and lateral thinking even in class to research mathematical concepts. Students are encouraged to be self-reliant and take initiative wherever possible using technology. Students and parents have the opportunity to not rely on the teacher as the 'source of all knowledge' by using innumerable safe websites to research any concept in Mathematics. Most textbooks have links to helpful video explanations examples. The Mathspace website also has fantastic videos and explanations.

Christian Worldview

A Biblical basis is foundational to every lesson. This is seen in the encouragement and treatment of every student as a unique and special individual of great value to God. People frequently say "How do you teach algebra from a Biblical Worldview?" The reality is that every topic within Mathematics is a demonstration of design and purpose, suggesting an amazing designer. The History of Mathematics is a demonstration of mathematicians discovering and creating a system to represent what they have found designed in the universe around them.

Assessments

Assessment types include tests, investigations and projects. There will be a limited number of 'summative' assessments which will each count towards the year grade. Other assessments will be formative, where they will not count towards the year grade, but provide vital educational feedback to the student and teacher.

Homework

A minimum of 30 minutes 4 – 5 times per week. Should there be no "homework" set by the teacher, this time should be spent revising past learning and preparing for assessments.

Useful Links

https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/mathematics-v8

Physical Education

COMPULSORY CORE SUBJECT

Course Description

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. They explore ways to evaluate their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success.

Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

At Standard, students select and use individual movement skills and sequences that increase in complexity and perform them with increased speed, control and improved accuracy. They implement tactics and adapt them in response to previous performances.

Students describe projectile motion; summation of forces; and ways to measure a number of the body's responses to physical activity. In competitive contexts, students participate ethically and demonstrate ways to build motivation and encourage teamwork.

Literacy

Students will read for literal and inferential meaning, link and summarise information from different sources and use evidence. They will write short responses to questions in theory tests.

Numeracy

Students will use numeracy in a range of ways such as producing, collating and analysing statistics, making estimations, and keeping score.

ICT

The use of ICT in Physical Education is limited to students accessing SEQTA to complete theory tasks and occasionally uploading data.

Christian Worldview

Fair play and sportsmanship are vital components of the Physical Education program. Respect for self and others and personal responsibility also form the basis of our Physical Education programs.

Assessments

Assessment types will include – termly practical assessments, fitness testing, athletics results and written tests.

Homework

Generally there will be limited homework for Physical Education.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education

Science

COMPULSORY CORE SUBJECT

Course Description

Students consider the operation of systems at a range of scales. They explore ways in which the human body responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. The Science Inquiry Skills and Science as a Human Endeavour strands are taught in conjunction with the Science Understanding strand. This ensures the curriculum is taught in an integrated way, across all disciplines.

Extension class: In Year 9, students are selected and invited for inclusion in an extension class, which would typically move at a faster rate and study topics in greater depth. These classes will allow students with an enthusiasm and talent for Science to expand their knowledge and skills in a variety of short - and long term - projects, as well as through excursions and incursions. Students are encouraged to question and to think deeply and critically on a range of issues, and then reflect on their learning. Students in these classes will be chosen based on a combination of academic results, ability to think laterally, ability to interpret and problem solve real world contexts, and ability to manage a high demand workload.

Literacy

Shared reading highlights the importance of text as a tool for learning science. Talk is important in science and discussion, both for the whole class and for small groups. Students' writing is developed by describing phenomena, recounting experiments, giving explanations and presenting opinions. By learning the literacy of science, students understand that language varies according to context and they increase their ability to use language flexibly.

Numeracy

Students will use numeracy in practical measurement and the collection, representation and interpretation of data from investigation. As students progress, they collect qualitative and quantitative data, which is analysed and represented in graphical forms.

ICT

Students develop ICT capability when they research science concepts and applications, investigate scientific phenomena and communicate their scientific understandings. In particular, they use their ICT capability to access information; collect, analyse and represent data; model and interpret concepts and relationships; and communicate science ideas, processes and information.

Christian Worldview

- Deliberation – suggests thoughtfulness and careful analysis and evaluation.
- Vocation – relates to the discovery and development of gifts and abilities and how these can be used to fulfill our calling in service to God and other people.
- Stewardship – People are called to take care of, and enjoy the entire Creation. People need to live balanced lives with opportunities for work, contemplation, exploration and building relationships

Assessments

- Science Inquiry/Investigations
- Research/Extended Response
- Examinations

Homework

It is expected that students complete four sessions of 25 minutes per week. This is inclusive of daily revision.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/science-v9
- https://www.australiancurriculum.edu.au/f-10-curriculum/science/?layout=1+-+level9

Year 9
Elective Subjects

Please talk to the Head of Learning Area of each subject if you have any questions about the subject content.

Health, Sport and Physical Education

Mr Sam Tweedie, Head of Health, Sport and PE

Specialist Australian Rules Football

LEARNING AREA: HEALTH, SPORT AND PE

Course Description

In the Specialist Football course, students will develop their knowledge skills and understanding of Australian Rules Football. While there will be an emphasis on skill development, students are required to have a demonstrable skill level for them to be able to take the course. This will be determined by the students lodging a written application and being a part of a practical try-out session.

The course places a heavy focus on skill development based around the fundamentals of the sport. Furthermore, an understanding of game style, decision making and game analysis will take place. The course endeavours to help students to build resilience, establish critical thinking patterns, take risks and also develop skills to build positive, respectful relationships. One goal of Specialist Football is preparing students for school representation in the Middle School Football team.

Literacy

Students read and interpret game style to understand the structure required for local and national football. Students are required to analyse games and express their opinion and explain the reasoning behind decisions that are made on the field. Students listen to explanations from teachers and other sources, such as multimedia and the Internet, and share, reflect on, clarify and evaluate these opinions.

Numeracy

Students use numeracy in a range of ways. They investigate ways of collecting data in games, including techniques such as observation and sampling. They present data by use of graphs and percentages.

ICT

Students use ICT as a way of analysing their performance and using it as a tool to help improve their movement patterns. They will also use ICT as a tool for writing reflections each fortnight.

Christian Worldview

A Biblical framework underpins every lesson, particularly around the areas of humility and sportsmanship.

Assessments

Includes: practical assessments, research tasks and personal reflections.

Homework

Students are expected to participate actively in extra-curricular training sessions, games, and interschool competitions at times outside of regular school hours. Furthermore, students are expected to be developing their skills at their local clubs.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education

Specialist Basketball

LEARNING AREA: HEALTH, SPORT AND PE

Course Description

In the Specialist Basketball course, students will develop their knowledge and skill level in basketball. While there will be an emphasis on skill development, students will be required to have a certain level of skill for them to be able to take the course. This will be determined by the students lodging a written application and being a part of a practical try-out session. The course will also allow the students to grasp more of the tactical side of the game by understanding and practicing different strategies to counter what the opposition may do.

Finally, the Specialist Basketball course will endeavour to help students to build resilience, establish critical thinking patterns, take risks and also develop skills to build positive, respectful relationships.

Literacy

Students will read basketball plays to understand the structure required on the court. The will also learn to use specialist words when talking about their movement patterns. Speaking and listening are also key skills in the Specialist Basketball course. Students will need to express opinion and explain the reasoning behind decisions they make on the court. Students will also listen to explanations from teachers and other sources, like multimedia and the Internet, and be able to interpret and apply the ideas presented. They will actively contribute to class discussions.

Numeracy

Students will use numeracy in a range of ways such as producing, collating and analysing statistics during games of basketball. They will be required to keep score of the games that are played.

ICT

Students will use ICT as a way of analysing their performance and using it as a tool to help improvement their movement patterns. They will also use it to gather information regarding 'set plays' and see how they are executed and as a tool for writing reflections each week.

Christian Worldview

A Biblical framework underpins every lesson, particularly around the areas of humility and sportsmanship.

Assessments

Assessment types include such things as practical assessments and personal reflections.

Homework

Students are expected to participate actively in extra-curricular training sessions, games and interschool competitions at times outside of regular school hours. Furthermore, students are expected to be developing their skills at their local clubs.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education

Specialist Netball

LEARNING AREA: HEALTH, SPORT AND PE

Course Description

In the Specialist Netball course, students will develop their knowledge skills and understanding in netball. While there will be an emphasis on skill development, students are required to have a demonstrable skill level for them to be able to take the course. This will be determined by the students lodging a written application and being a part of a practical try-out session. The course allows students to grasp more of the tactical side of the game by understanding and practising different strategies, the effect of their implementation and how to counter what the opposition may do. The course endeavours to help students to build resilience, establish critical thinking patterns, take risks and also develop skills to build positive, respectful relationships. One goal of Specialist Netball is preparing students for school representation in local state and potentially national competitions.

Literacy

Students read and interpret netball plays to understand the structure required on the court. They support or challenge information presented. Students express opinion and explain the reasoning behind decisions they make on the court. Students listen to explanations from teachers and other sources, like multimedia and the internet, and share, reflect on, clarify and evaluate these opinions.

Numeracy

Students use numeracy in a range of ways. They investigate ways of collecting data in netball games, including techniques such as observation and sampling. They present data by use of graphs and percentages.

ICT

Students use ICT as a way of analysing their performance and using it as a tool to help improve their movement patterns. They also use it to gather information regarding ‘set plays’ and see how they are executed. They will also use ICT as a tool for writing reflections each week.

Christian Worldview

A Biblical framework underpins every lesson, particularly around the areas of humility and sportsmanship.

Assessments

Include such things as: practical assessments, research tasks and personal reflections. At least one assessment task will be written.

Homework

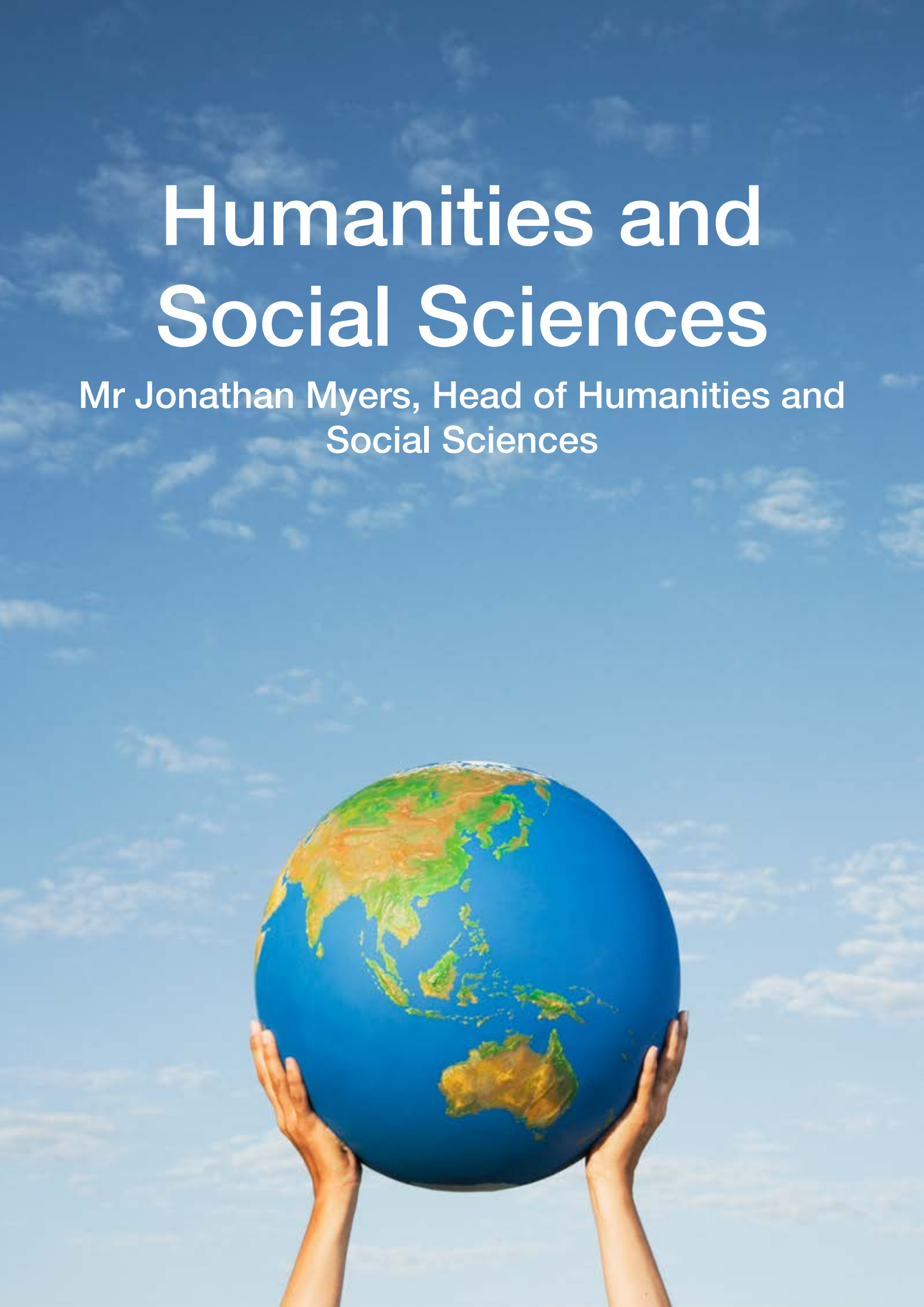
Although there will be limited homework for Specialist Netball, students are expected to participate actively in extra-curricular training sessions, games, and interschool competitions at times outside of regular school hours.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education

Humanities and Social Sciences

Mr Jonathan Myers, Head of Humanities and Social Sciences



Business Management

LEARNING AREA: HASS

Course Description

Students have opportunities to investigate and select from a range of business opportunities. They consider the ways characteristics of successful businesses can be employed to produce viable business plans. Students use creativity, innovation and enterprise skills to draw up business plans in areas that they are interested in. They should do a self-evaluation to see whether they have the necessary knowledge, skills and attitude to start a business in their field of interest. Students are expected to evaluate the advantages and disadvantages of starting a business.

Students identify the sequences and steps involved in drawing up a business plan. They are introduced to the components of a business plan such as marketing and financing.

Literacy

Students will develop their literacy through reading and using terminology related to business topics. They will read and follow step by step instructions and will learn to understand particular terminology relating to business. They will learn to use appropriate language and terminology when completing their exercises. Students will read and interpret instructions and learn to communicate using words.

Numeracy

Students will employ their mathematical abilities in business when interpreting statistics. They will calculate quantities when doing their financial plan. They will use mathematical equations to work out cash flows, income, expenses and profit.

ICT

Students will develop their capabilities using ICT as they use the Internet to conduct investigation and research when developing business plans and create documents using a range of applications e.g.. Word, Excel and Publisher.

Christian Worldview

Students learn about sustainability and being accountable, as good stewards of this earth (Genesis 1: 26-28). In the context of stewardship, students furthermore learn how they can use their talents and put them to good use in God's kingdom (Matthew 25: 14-17 and 19-30).

Assessments

Assessment is based on the potential of their idea, the quality of their research and the way they cover the essential parts of a business plan. Students have to do assessments on business topics, most of them related to a business plan e.g.. market research questionnaires, marketing, advertising, websites, financing, cash flows, income, expenses and profit.

Homework

Generally, homework is not a requirement for this subject at this level.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences

Languages

French

LEARNING AREA: LANGUAGES

Course Description

Students in Year 9 have chosen to continue their French learning journey, exploring the language and culture in more depth with the aim of becoming more proficient communicators and users of the language, reaching an intermediate competency level. Preparation for participation in school exchanges is encouraged.

Opportunities for immersion in the language are increasing both within classroom interactions and using longer authentic texts and exchanges, exploring and discussing famous aspects of French culture of special interest to the current cohort of students. This may include individual or team creative projects relating to fashion, cooking, art, music, drama, dance, sports or other interest, combining language, culture and service to others.

Literacy

In the Languages, learners of all languages are afforded opportunities for overall literacy development; strengthening literacy-related capabilities that are transferable across the language being learnt, their first language and English. For language learners, literacy involves skills and knowledge that need guidance, time and support to develop.

Numeracy

In the Languages, learners of all languages are afforded opportunities to develop, use and understand patterns, order and relationships, to reinforce concepts, such as number, time and space, in their own and in others' cultural and linguistic systems.

ICT

Each Languages subject is enhanced through the use of information and communication technology; accessing live language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge.

Christian Worldview

Students learn to appreciate and value the diversity of people in God's world, that all people have dignity and are created in God's image, and deserve to be loved as one's neighbours.

Assessments

When developing assessment tasks, teachers provide students with opportunities to communicate in the language that they are learning and to demonstrate their understanding of the language needed for effective and interculturally appropriate communication. Assessment tasks typically address the syllabus content in interconnected ways within relevant, meaningful contexts to students. Teachers use ongoing assessment processes that may include observation, group activities, short responses, practical and authentic tasks, oral presentations, visual representations and portfolios.

Homework

Students are expected to spend short periods 15 - 20 minutes, three days a week (on days of no scheduled language class) consolidating their class learning.

Useful Links

- https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/languages/french

Performing Arts & Media

Mr Andrew Matthews, Head of Performing Arts & Media

Dance

LEARNING AREA: PERFORMING ARTS & MEDIA

Course Description

In Year 9 Dance students will be given more opportunities to explore a range of approaches to choreography to devise their own work and have performance opportunities to present their work. Students will extend their technical dance skills and build on their body awareness in specific dance styles. They consider the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they view.

Dance helps to develop focus, concentration, coordination, strength and confidence, attributes that are beneficial in all areas of life. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

Students who study the Dance course will have a variety of performance opportunities throughout the year including Showcases, Musicals and College functions.

While some previous dancing experience is desirable, it is not essential. A positive attitude and a willingness to work as a member of a group is very important.

Literacy

Dance develops both written and visual literacy by analysing and responding to visual, movement and technical choices made by choreographers in performances to communicate dance ideas that are expressed in both oral and written forms.

Numeracy

Students have opportunities to transfer their mathematical knowledge and skills to contexts in the dance classroom. Numeracy demands in dance are explored in the choreographic process by using devices such as patterns and formations, cannon and unison, using musical inspiration and awareness of timing to devise choreography.

ICT

Students are engaged in exploring different dance styles on the internet, investigate sound, video record their work and reflect on their skills and technique, mix their own music for choreography, and consider the impact of lighting techniques and staging on their work.

Christian Worldview

Dance is a function of worship designed to glorify our God. We use dance to express our emotions and communicate meaning to audiences regarding important and significant issues in society. Dance can be used to influence

others and demonstrate integrity and Christian values to audiences and the wider community. Engaging in dance is an enjoyable experience that promotes cooperation and self-esteem and is a vehicle for worship.

Assessments

Students have practical and written assessment tasks to complete. Practical work includes technique and set choreography and written work includes peer and self reflection as well as responses to professional dance works.

Homework

Occasional practice at home may be required.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2

Drama

LEARNING AREA: PERFORMING ARTS & MEDIA

Course Description

In Year 9, Drama students are encouraged to contribute to group work, broaden their confidence in presentation, and participate in exercises that develop concentration, physical control and vocal range. This includes developing drama events, sometimes devised, as a team in a number of forms such as commedia dell'arte, musical theatre, melodrama or chorus work. Students may be called upon to present material class mates as well as to parents and friends in showcase opportunities.

While preparing students for senior drama, these activities also develop students' transferable skills such as: flexibility, confidence, innovation, self-regulation, collaboration, problem-solving, communication and creativity.

As such, Year 9 Drama is a subject that builds valuable life skills in a fun and safe environment. Drama in Year 9 is a year-long course.

Literacy

Drama terminology used in the course improves student ability to understand and evaluate information in both written [script interpretation] and spoken forms [listening and viewing drama]. They learn to make meaning by expressing thoughts and emotions, and presenting ideas and opinions. Through the interaction and participation with others in creative activities their literacy learning is strengthened. These literacy-rich drama situations are a part of learning across all curriculum areas.

Christian Worldview

"So God created human beings in his own likeness." – Genesis 1:27 NIRVAnd since God is creative, we humans are also creative. Drama offers a great opportunity to fulfil the creative component of our nature in a collaborative context. Indeed, we glorify God when we use these God-given gifts and reflect his nature.

Assessments

Assessment tasks comprise practical and written work. The practical component includes performance in different styles or forms. Process journals may be required for written work.

Homework

Homework is seldom a requirement, but on occasion there may be some written work to be completed or lines to be learned.

Useful Links

- https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/drama3

Music

LEARNING AREA: PERFORMING ARTS & MEDIA

Course Description

In Year 9, students continue to build on music skills and knowledge across a range of performing, composing, aural and listening activities. This course is designed for students who have a love for music and enjoy the practical work engaged in either singing or playing an instrument in solo or ensemble environments. Technology in music is explored extensively to support students in the activities:

1. playing music on instruments - voice included,
2. composing and arranging music, and
3. investigating music genres and styles. Students who wish to learn a new instrument are most welcome in this course.

Students will explore the contemporary genres of pop and rock music styles developing their listening skills and aural memory. In classroom activities, students listen to a variety of musical works, exploring the elements of music through music software and musical games. Students will be engaged in ensemble performances in the classroom exploring acoustic, electric and electronic music. The course is designed to establish enjoyment through exploration allowing students to discover their hidden talents, improving the musicianship of students through practical activities.

Literacy

Literacy demands in music are found and explored in four types of activities in the classroom: (1) Aural and Theory (music language, terminology, concepts, music analysis), (2) Composing and Arranging (composition of advertising jingle, discussion of elements of music and application), (3) Analysis and Context (score analysis, form and structure in music compositions, application of the elements of music), (4)Practical and Performance skills (critical responses to rehearsal technique and performance, interpretation).

ICT

Students learn to use ICT effectively and appropriately to access, communicate and create ideas, solve problems and work collaboratively in Music. The whole course is designed around playing an instrument, composing, arranging and listening using different music technology.

Numeracy

Students have opportunities to use numeracy in a wide range of situations transferring their mathematical knowledge and skills to contexts in the music classroom. Numeracy demands in music are found and explored in three types: (1) Aural and Theory (rhythm, pitch, time signatures, beat counts), (2) Composing and Arranging (rhythmic note values), (3) Analysis and Context (score analysis, form and structure in music compositions, genre periods and study of composers).

Christian Worldview

We are God's workmanship created for the purpose of glorifying God in good works "For we are his workmanship, created in Jesus Christ for good works, which God prepared beforehand, that we should walk in them" Ephesians 2:10. Engaging in music is an enjoyable experience that promotes cooperation and self- esteem , creativity and can be used as a vehicle for the worship of God.

Assessments

Students have practical, written and aural assessment tasks to complete. The practical component of the course requires group and solo performances on instruments and the written component engages students in music theory, reflections and one aural test.

Homework

Written homework is limited to the timely completion of task assessments, however, students are expected to set aside a 15-minute daily instrumental practice schedule time.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/music2

Music Specialist

LEARNING AREA: PERFORMING ARTS & MEDIA

Course Description

The course is designed for students who have a strong commitment and interest in extending their musical skills and who:

1. enjoy playing music on instruments (voice included),
2. enjoy composing and arranging music using technology and / or
3. enjoy investigating music. Preference is given to students who have instrumental experience playing the piano, keyboard, guitar (classical), bass guitar, electric guitar, drums, woodwind, brass, string instruments or voice, however, beginners are also welcome provided they take private music lessons.

In this course, students will continue to develop aural skills and aural memory. In structured activities, students listen to a variety of musical works, using scores and music terminology, to explore the use of the elements of music. They examine similarities and differences between musical works and explore cultural, historical and stylistic features. Students will be engaged in ensemble performances in the classroom but may choose to present a solo performance, a composition or arrangement using technology, or a music project for a practical music assessment. The course is designed to establish a high standard of music practice, improving the musicianship of students through written and practical activities and equipping students with the necessary music skills for future music studies at examination level. Students are expected to participate and enroll in a minimum of one music ensemble as part of their extracurricular life at the College. At the completion of the course, students are given the option of sitting the external AMEB examination of Grade 3 or higher-level theory.

Literacy

Literacy demands in music are found and explored in four types of activities in the classroom: (1) Aural and Theory (music language, terminology, concepts, music analysis), (2) Composing and Arranging (composition of advertising jingle, discussion of elements of music and application), (3) Analysis and Context (score analysis, form and structure in music compositions, application of the elements of music), (4) Practical and Performance skills (critical responses to rehearsal technique and performance, interpretation).

Numeracy

Students have opportunities to use numeracy in a wide range of situations transferring their mathematical knowledge and skills to contexts in the music classroom. Numeracy demands in music are found and explored in three types: (1) Aural and Theory (rhythm, pitch, time signatures, beat counts), (2) Composing and Arranging (rhythmic note values), (3) Analysis and Context (score analysis, form and structure in music compositions, genre periods and study of composers).

ICT

Students learn to use ICT effectively and appropriately to access, communicate and create ideas, solve problems and work collaboratively in Music. The whole course is designed around playing an instrument, composing, arranging and listening using different music technology.

Christian Worldview

Music is a God-given gift to students to be used for God's glory. Understanding and participating in music, its meaning in society and purpose to individuals, are significant aspects to encourage, educate and equip students for adult life.

Assessments

Students have practical, written and aural assessment tasks to complete. The practical component of the course requires group and solo performances on instruments and the written component engages students in music theory, reflections and one aural test.

Homework

Written homework is limited to the timely completion of task assessments however, students are expected to set aside a 15-minute daily instrumental practice schedule time.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/music2

Media

LEARNING AREA: PERFORMING ARTS & MEDIA

Course Description

We interact with media on a daily basis - watching YouTube, updating Instagram or listening to the radio on in the car. We make choices about media, and media communicates ideas to us. It is useful to think about and explore how media works, so that you can become an intelligent consumer and producer of media.

The Media Arts curriculum is built around the two interrelated strands, Responding and Making. This means we will spend some of our time studying media that other people have made, and some of our time making our own media. Often both Responding and Making will be incorporated into a single learning module, so, in the second module we will watch and study existing short documentaries, study some documentary techiques, then plan and make our own documentary.

The course draws from a growing list of modules, which you can see further down this page.

In our first term, we will be studying and creating advertisements.In Term 2, students will edit a trailer for a cinema film, and make a short documentary film. In our third term, students will study a Tim Burton film, and also learn how to shoot and edit a conversation properly. In Term 4 students will produce a short film.

Literacy

Students explore their place as active audience members and producers, by reading and interpreting symbols and structures. Students will read step-by-step instructions and learn to understand particular terminology relating to equipment and processes. They will learn to use appropriate language and terminology when completing analysis of media works and when creating pre-production documentation. Students will read and interpret task briefs, learn to communicate using words, symbols and diagrams and will write personal responses to media works.

Numeracy

Students will employ their mathematical abilities in the media classroom when producing media texts using measurements and settings in software applications.

They will learn to use abbreviations, symbols and simple calculations to understand and work with media language. They will understand the implications of distance and length on codes and conventions and meaning in production.

ICT

Students will develop their capabilities using ICT as they use the internet to conduct investigation and research when developing media narratives, use specialised software to trace their carbon footprint and create documents using a range of applications.

Christian Worldview

The Great Commandment (Matthew 22: 36-40) instructs followers of Christ to love God with all your heart, soul and with your entire mind. Students are given an opportunity to explore and examine artistic expressions of human experience through responding to and making of media texts. Creative works are informed by a Christian Worldview grounded in the redemptive work of Christ, offering students a new way of thinking, viewing, and doing because we are made in His image (Genesis 1:26-27a).

Assessments

Students work on projects based on filming, editing and taking specific camera shots. The written work requires students to analyse, reflect on their work in journals.

Homework

Homework is not a requirement for this subject at this level.

Useful Links

- https://www.thescreenacademy.com/yr-9-media-arts
- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/media-arts3

Technologies & Visual Arts

Mr Clive Smith, Head of Technology, Enterprise and Visual Arts

Design Graphics

LEARNING AREA: TECHNOLOGIES

Course Description

Design Graphics students have opportunities to use design knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified design opportunities. They work independently and collaboratively. Students specifically focus on solutions, taking into account social values; economic, environmental and social sustainability factors. They have the opportunity to use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. Using a range of increasingly sophisticated technologies, students have opportunities to generate and represent original ideas and production plans in two-dimensional and three-dimensional representations.

Literacy

In Design Graphics, students develop literacy as they learn how to communicate ideas, concepts and detailed proposals to a variety of audiences; read and interpret detailed written instructions for specific technologies, often including diagrams and procedural writings such as design briefs, and evaluations. They also learn the importance of listening, talking and discussing in technologies processes, especially in articulating, questioning and evaluating ideas.

Numeracy

The Technologies curriculum gives students opportunities to interpret and use mathematical knowledge and skills in a range of real-life situations. Students use number to calculate, measure and estimate; measure and record throughout the process of generating ideas; develop, refine and test concepts; and sequence when making products and managing projects. In using software and equipment, students work with the concepts of number, resolution, geometry, scale, proportion, measurement and volume.

ICT

In Design Graphics, key ICT concepts and skills are strengthened, complemented and extended. Students become familiar with and gain skills using a range of software applications and digital hardware that enable them to realise their design ideas. Students use ICT when they investigate and analyse information and evaluate design ideas and communicate and collaborate online. They develop design ideas; generate plans and diagrams to communicate their designs and produce solutions using digital technologies, for example creating drawings, websites, models and manufacturing solutions.

Christian Worldview

Design Graphics provides students with an opportunity for exploration, self-discovery of talents, and the expression of design skills and ideas. We are designed by God, created for the purpose of glorifying God through good works. In Design Graphics, the underpinning Christian principles are identifying and creating loving communication between a designer and their audience. Students are given an opportunity to explore and examine expressions of human experience through responding to and the making of graphics work.

Assessments

Assessment types include such things as: research and planning documents, production tasks (e.g.. logo, poster, animation), portfolio website, and written/oral peer and self-evaluation.

Homework

There will be limited homework for Design Graphics- most production is done in class on specific Adobe software. If students have access to software, they are able to work on tasks at home.

Useful Links

- http://sccweb.scea.wa.edu.au/DGR8_10/8DGR/Index.html

Food

LEARNING AREA: TECHNOLOGIES

Course Description

In Year 9, students are able to learn about technologies in society in the context of food specialisation.

Students specifically focus on solutions, taking into account social values; economic, environmental and sustainability factors. They have the opportunity to use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. Using a range of increasingly sophisticated technologies, including a variety of graphical representation techniques, students have opportunities to generate and represent original ideas and production plans in two-dimensional and three-dimensional representations. Students identify and establish safety procedures that minimise risk and maintain safety standards while managing projects. They learn to transfer theoretical knowledge to practical activities. The Year 9 Food course focuses on the following principles of food: safety, preservation, preparation, presentation, physical properties, sensory properties, perceptions, and, nutrition.

Literacy

All aspects of language usage, that is, listening, speaking, writing and reading are embedded in this course. Students are presented with a wide vocabulary of new terms associated with foods and food production through listening and reading. They are given opportunities to practise using these terms with understanding so that they become a useful part of their vocabulary in verbal and written responses. Students will create, read and interpret design briefs, recipe cards and work flow plans and in so doing, will learn to communicate using the terminology, symbols and diagrams associated with this subject.

Numeracy

Students will be required to apply their knowledge and understandings of mathematics when following recipes, calculating quantities and costings and collating food orders. They will learn to use abbreviations and symbols when measuring ingredients.

ICT

Students will develop their capabilities using ICT as they use the internet to conduct investigation and research when developing design solutions. They will also learn to use a range of documents appropriate for various applications.

Christian Worldview

Students will engage a Christian worldview by considering the Bible's teaching on good nutrition (treating our bodies as temples of God), eating moderately, and sustainability (to be good stewards of the earth).

Assessments

Assessment types include: practical demonstration, self and peer evaluation, the use of the design process in which students conduct research in order to create a meal plan, collate a food order, produce a recipe according to the given constraints, and, evaluate the meal produced, the workflow plan and the practical skills used.

Homework

Homework is not given as a rule. However, if students are absent or do not complete a set task they will be required to catch up on the work in their own time.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/design-and-technologies2

Interactive Digital Technologies

LEARNING AREA: TECHNOLOGIES

Course Description

Interactive Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies enables students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with the users and reviewing processes. They consolidate their algorithmic design skills to incorporate testing. Students develop solutions to problems and evaluate their solutions and existing information systems based on a set of criteria. They consider the privacy and security implications of how data are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems. When creating solutions individually, collaboratively and interactively for sharing in online environments, students respect the ownership of information.

Literacy

Students develop literacy as they learn how to communicate ideas, concepts and detailed proposals to a variety of audiences; read and interpret detailed written instructions for specific technologies, often including diagrams and procedural writings such as design briefs, and evaluations. They also learn the importance of listening, talking and discussing in technologies processes, especially in articulating, questioning and evaluating ideas.

Numeracy

Students will summarise, analyse and present data using specific software as a tool. Their numeracy, sequential and logic reasoning skills will be further enhanced through their involvement in developing software solutions and the practical experiences of working with computer hardware.

ICT

Throughout the course, students will be exposed to a variety of different forms of technology, such as business application software (word processing, presentation, and spreadsheet), programming languages, computer hardware and robotics. They will be utilising website development tools to assist them in developing their own websites.

Christian Worldview

We are designed by God, created for the purpose of glorifying God through good works (Ephesians 2:10). The underpinning Christian principles are identifying and creating loving communication, between a solution provider and their audience. A Christian Worldview grounded in the redemptive work of Christ, offers students a new way of thinking, viewing, and doing creative works because we are made in His image (Genesis 1:26-27a).

Assessments

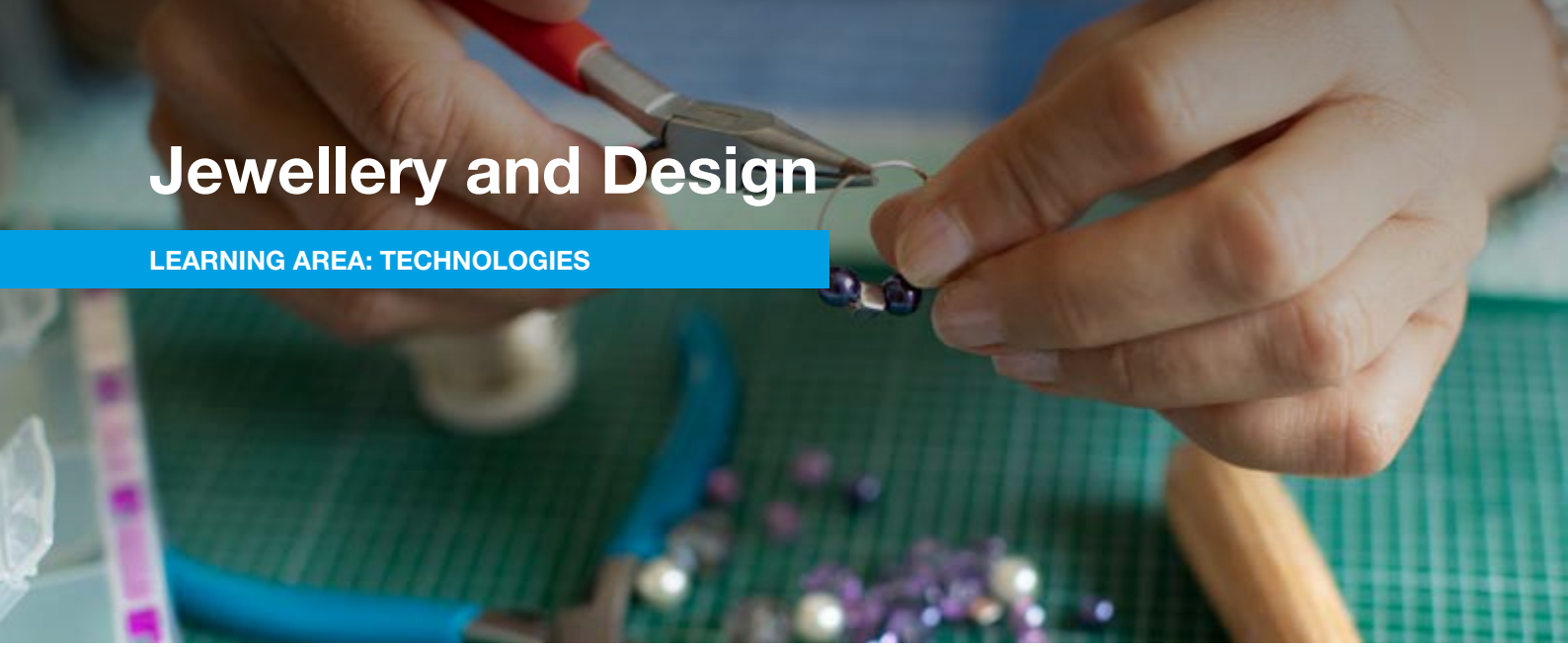
Assessment types include: research and planning documents, production tasks (e.g.. Presentations, spreadsheets, website development), portfolio website, use and implementation of IT hardware and robotics, and self-reflection journals.

Homework

Generally there will be limited homework for Design and Technology.

Useful Links

- https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies



Jewellery and Design

LEARNING AREA: TECHNOLOGIES

Course Description

In Year 9, students will be introduced to the intricate design and production process of jewellery making. They will gain a good understanding of multiple types of jewellery making material including plastics, metals, resins, and recyclable objects. Students will have the opportunity to create skill-based works from a brief whilst also creating some original projects. They will consider the work of well known jewellery makers which will inform their own designs. Students will learn how to correctly operate jewellery making equipment and tools safely and effectively. They will use these skills to efficiently adapt and manipulate materials, producing their own unique design.

Students will gain knowledge in the process of the industry; creating a piece from a client brief, understanding how to calculate cost, expenditure, and gain skills in technical drawing. Jewellery is a broad area which grows aesthetic awareness and a high level of hand crafting skills and allows individual creativity.

Literacy

All aspects of language usage, that is, listening, speaking, Students develop literacy as they learn how to communicate ideas, concepts and detailed proposals to a variety of audiences; read and interpret detailed written instructions for specific technologies, often including diagrams and procedural writings such as design briefs, and evaluations. They also learn the importance of listening, talking and discussing in technologies processes, especially in articulating, questioning and evaluating ideas.

Numeracy

Students will use numeracy in a wide range of ways such as measuring and marking out, using scale, working out area, calculating circumferences, and solving problems to produce their projects. They will interpret data presented in technical drawings and materials cutting lists.

ICT

Students will develop their capabilities using ICT as they use the internet to conduct investigation and research when developing design solutions. They will also learn to use a range of documents appropriate for various applications.

Christian Worldview

Students undertaking this course will develop a strong understanding of the design process which reflects God's creative ability and the way in which He created us in His image to also be creative. The purpose of the items we design and produce can be to enhance the quality of life for those who we design for and to glorify God with their beauty.

Assessments

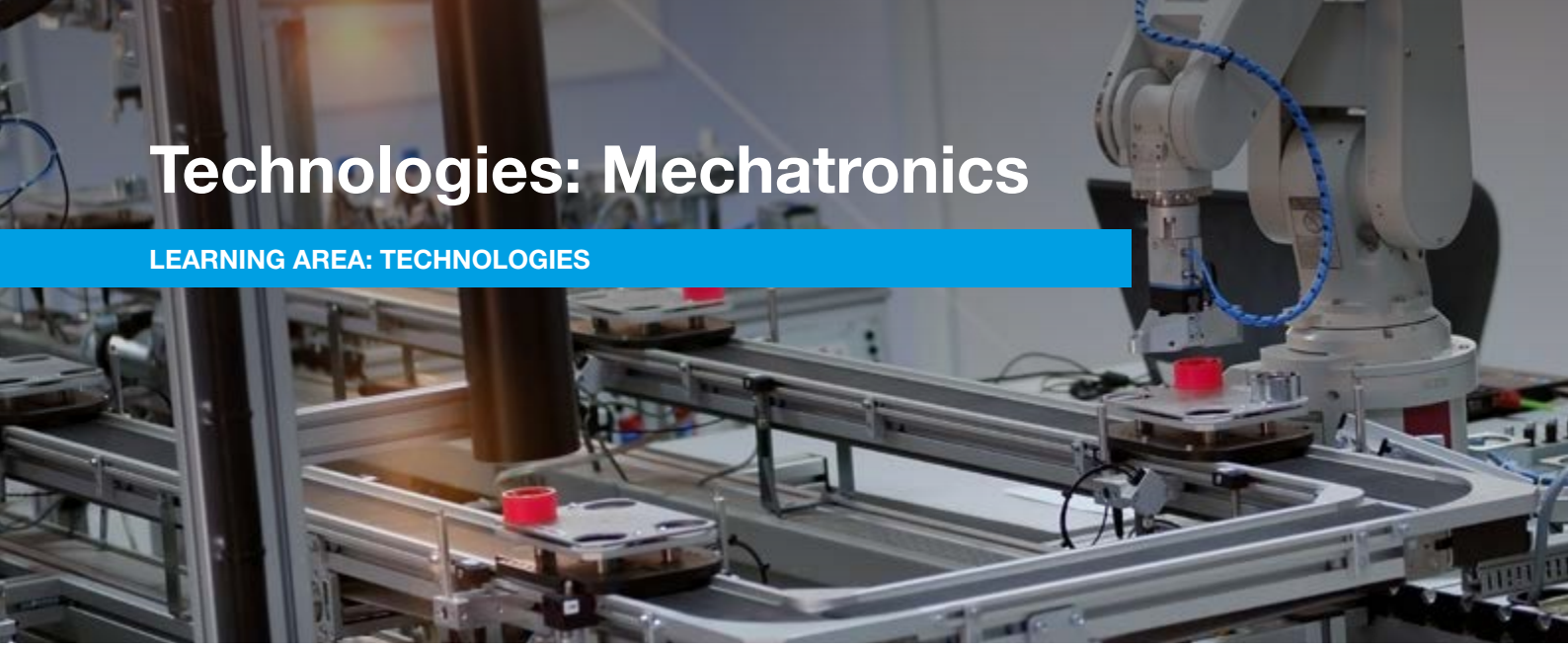
Assessment types include: practical demonstration, self and peer evaluation, the use of the design process in which students conduct research in order to create a meal plan, collate a food order, produce a recipe according to the given constraints, and, evaluate the meal produced, the workflow plan and the practical skills used.

Homework

Homework is not given as a rule. However, if students are absent or do not complete a set task they will be required to catch up on the work in their own time.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/design-and-technologies2



Technologies: Mechatronics

LEARNING AREA: TECHNOLOGIES

Course Description

We are very proud to offer a course that combines engineering processes in the fields of electronics and systems to our Year 9 students.

Students will develop solutions to engineering problems whilst learning the basics of electronics, circuit design and systems design. We investigate robotics and logic that could be used in vehicles and other areas of technology. Students develop skills with tools and machines that enable design and prototyping to reach solutions. We can investigate flight, Electric Vehicles and integrated technologies that combine computing with interfaces such as lights and sound.

This is a very exciting and rewarding opportunity to build foundational skills and knowledge for a future in the world of engineering, advanced manufacturing and many other areas that could become a future occupation in today's world.

Literacy

Students will be encouraged to enhance their literacy by writing in the context of the subject. They will develop visual and interpretive literacy by reading schematics and interpreting codes and conventions in the industry. There will be need to discuss, collaborate and develop solutions that will be written about and evaluated. Designs will be drawn, annotated and then developed collaboratively and individually, developing higher-order justification and evaluation.

Numeracy

Students will develop a stronger understanding the numeracy inter-twined in the engineering process. Measurement, frequency, timing are all numeric functions implicit in logic functions and programming.

ICT

This subject ahs a strong ICT component in that students will be using computers frequently to design, research and evaluate their solutions. Some programming and systems logic will be done on computer, as will image adjustment and manipulation for schematics.

Christian Worldview

As this world becomes progressively soaked in technologies, learning how they can be used to improve lives, add value and quality through manufacturing processes and design will be central to this course. Technologies can be excellent slaves in achieving a better life for many who suffer.

Assessments

Assessments include portfolio development that deals with design, solutions to problems, knowledge and skills learned and how they have been applied. The WA curriculum will be the framework for the assessment structure.

Homework

Homework will be in response to tasks incomplete or for research purposes. There may be need for supporting knowledge to be acquired through homework.

Technologies: Metal

LEARNING AREA: TECHNOLOGIES

Course Description

Learning in Technologies: Metal builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend them as needed. In Year 9, students are provided with opportunities to design and produce metal products using a range of materials, processes and equipment. They are introduced to MIG welding and Braze welding with a big focus on developing their welding skills throughout their various projects.

Students have opportunities to investigate and select from a range of technologies, materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to produce sustainable solutions. Students use creativity, innovation and enterprise skills with increasing independence and collaboration. They have the opportunity to respond to feedback from others and evaluate their design processes and solutions. Students are expected to evaluate the advantages and disadvantages of design ideas and technologies.

Students identify the sequences and steps involved in design tasks. They have opportunities to develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with consideration to safety and efficiency, when making solutions.

Literacy

Students will read up on workshop safety as well as safe operating procedures for all machines used. They will read and interpret technical drawings, diagrams and tables for materials. They will write notes and annotations on their designs, as well as a product evaluation at the end of each finished project. They will learn to use and spell standard terms used for various processes and forms.

Numeracy

Students will use numeracy in a wide range of ways such as measuring and marking out, using scale, working out area, calculating circumferences, and solving problems to produce their projects. They will interpret data presented in technical drawings and materials cutting lists

ICT

Students have the opportunity to engage with a range of technologies, including a variety of graphical representation techniques and AutoCAD, to generate and clarify ideas through annotated sketches, modelling and scaled drawings.

Christian Worldview

Projects are often made with the theme of giving, serving and helping others or the environment, either through the process or end product of the project.

Assessments

Assessment types include fabrication processes, physical projects and the ability to work safely and responsibly in the workshop

Homework

Generally there will be limited homework for Technologies: Metal.

Useful Links

- https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies

Technologies: Wood

LEARNING AREA: TECHNOLOGIES

Course Description

Learning in Technologies: Wood builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend them as needed. In Year 9, students are provided with opportunities to design and produce products using a variety of machines and processes, working predominately in wood. They consider the ways characteristics and properties of technologies can be combined to produce sustainable solutions. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students have the opportunity to respond to feedback from others and evaluate their design processes and solutions. Students are expected to evaluate the advantages and disadvantages of design ideas and technologies. Students identify the sequences and steps involved in design tasks. They have opportunities to develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with consideration to safety and efficiency, when making solutions.

Literacy

Students will read up on workshop safety as well as safe operating procedures for all machines used. They will read and interpret technical drawings, diagrams and tables for materials. They will write notes and annotations on their designs, as well as a product evaluation at the end of each finished project. They will learn to use and spell standard terms used for various processes and forms.

Numeracy

Students will use numeracy in a wide range of ways such as measuring and marking out, using scale, working out area, calculating circumferences, and solving problems to produce their projects. They will interpret data presented in technical drawings and materials cutting lists.

ICT

Students have the opportunity to engage with a range of technologies, including a variety of graphical representation techniques and AutoCAD, to generate and clarify ideas through annotated sketches, modelling and scaled drawings.

Christian Worldview

Projects are often made with the theme of giving, serving and helping others or the environment, either through the process or end product of the project.

Assessments

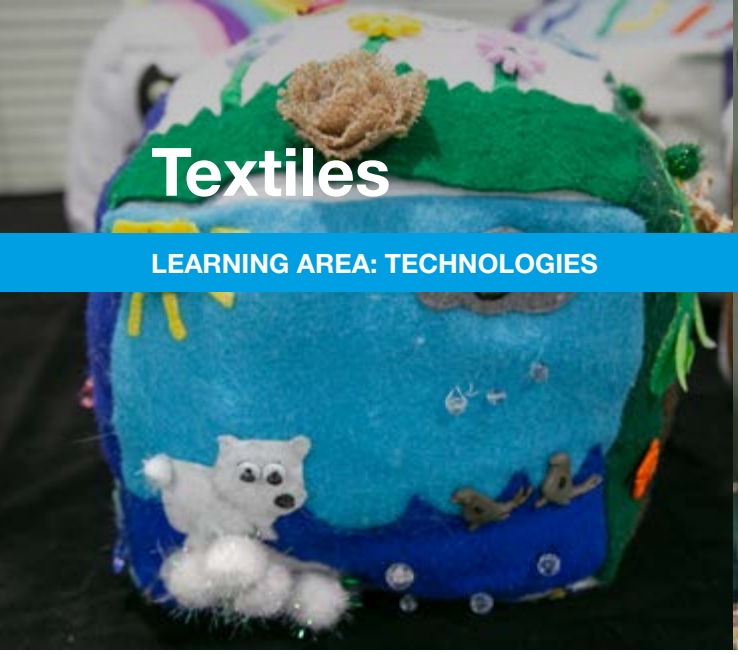
Assessment types include such things as: wooden projects, simple design folios

Homework

Generally there will be limited homework for Technologies: Wood.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/design-and-technologies2



Textiles

LEARNING AREA: TECHNOLOGIES

Course Description

Students produce designed solutions suitable for a range of textiles contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes.

Students have opportunities to use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified needs or opportunities. They work independently and collaboratively. Students specifically focus on solutions, taking into account social values; economic, environmental and social sustainability factors. They have the opportunity to use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. Students understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating print and visual texts, also using and modifying language for different purposes.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently in the textiles context and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills when working on textile projects. Students use number to calculate, measure and estimate; measure and record throughout the process of generating ideas; develop, refine and test concepts; and sequence when making products and managing projects.

ICT

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in the textiles context, and in their lives beyond school. Students use ICT when they investigate and analyse information and evaluate design ideas and communicate and collaborate online. They develop design ideas; generate plans and diagrams to communicate their designs and produce solutions using digital technologies, for example creating simulations, drawings and models.

Christian Worldview

While undertaking this course students are encouraged to consider aspects of sustainability (being good stewards of our planet, Genesis 1:28), gifts and talents given by God (1 Peter 4:10) and cooperation with others (Matthew 7:12).

Assessments

Include but not limited to: observations, practical work samples, written work and visual representations, self-evaluations.

Homework

Homework is limited only to any catch-up work and to that which remain uncompleted after class time.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/design-and-technologies2

Visual Arts

LEARNING AREA: TECHNOLOGIES

Course Description

In Year 9, students use visual language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and 3D artworks that communicate artistic intention. Resolved artworks are displayed and evaluated, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice. Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists, in the production of their own work. Students are required to critically analyse traditional and contemporary artworks using various analysis frameworks, incorporating appropriate visual language, art terminology and conventions.

Literacy

Students become familiarised with specific art language such as the elements and principles of design that enable them to express how they have constructed their artworks and interpret the artwork of others. Students engage in verbal discussions about the meaning and purpose of art and present written reports on art styles from the past and present. Written self-assessments are produced at the end of each production task.

Numeracy

Students are given tasks that require planning and problem solving. They must work within given time frames. Students use math based formulas such as producing grids to aid in observational drawing, proportion, perspective and working out size and scale of artworks.

ICT

Online systems are integral to student access of assessments and resources. Students utilise personal devices in-class to research topics, write responses to questions and source images to assist with their artworks.

Christian Worldview

Visual Arts encourages students to reflect on unique aspects of one's own character. Students think about their own identity and gain a sense of self-awareness through the activities. This unit also helps to build self-confidence as it encourages students to appreciate their physical, emotional, and spiritual self.

Assessments

Students complete assessments based on practical and written application. The practical component exposes students in designing artworks through drawing and painting. For the written work, students will complete self-reflections and investigations in their journals.

Homework

No regular homework is given for this subject. However, students are encouraged to complete unfinished class activities at home.

Useful Links

- https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/visual-arts2

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