

# 2026 Year 8

# Subject Information Booklet

An information booklet for students and their parents

# Table of Contents

## **Compulsory Subjects**

Christian Living	3	Design Graphics	21
English	4	Engineering Studies	22
French	5	Food Science and Technologies	23
Health	6	Technologies: Wood	24
Humanities and Social Sciences	7	Textiles	25
Interactive Digital Technologies	8	Visual Arts	26
Mathematics	9		
Physical Education	10		
Science	11		

## **Elective Subjects**

### **Performing Arts & Media**

Dance	13
Drama	14
Music	15
Media	16

### **Technologies & Visual Art**

17

# Year 8 Compulsory 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

This Subject has a levy attached to it. (2025 - \$26)



## Course Description

In Christian Living, Year 8 students will spend time investigating the question “Who is Jesus” in the context of Mark’s Gospel. Through studying this Gospel students will encounter the historical Jesus and be challenged to consider the claims he made whilst living with his disciples. Students will learn to identify and interpret parables, considering their meaning and application in both ancient and modern contexts. Finally, students will apply their knowledge to trending social issues in order to explain not only why they should care about others, but how they can do so in appropriate ways.

Christian Living courses at Swan Christian College are based on SCEA’s Collaborative Curriculum Framework designed to cover an array of material during a student’s journey through Kindergarten to Year 12.

### 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.

### 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, and use Canvas. In addition, students may create texts such as PowerPoint presentations, short videos, blogs, or brochures.

### Assessments

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

### Useful Links

- <https://www.biblegateway.com>

### 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.

### Christian Worldview

A Biblical framework underpins every lesson.

### Homework

Generally there will be limited homework for Christian Living.

An illustration of a student's desk. On the desk are several books: a red one titled 'English grammar', a yellow one titled 'Vocabulary', and a blue one titled 'PRESENT PERFECT'. There is also a smartphone and a laptop. A student's hand is visible, holding a pen and writing on a piece of paper. The background is a soft pink color.

# English

## COMPULSORY 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.

#### 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.

#### 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.

### Useful Links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8>
- <https://au.ixl.com/english/year-8>

#### Numeracy

While numeracy is not a specific focus of English, the 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.

#### Christian Worldview

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

#### 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 30 minutes going through their Education Perfect activities to improve their foundational spelling and grammar knowledge, and a minimum of 1 hour reading for pleasure per week.





# French

## COMPULSORY SUBJECT

### Course Description

Students enter the Year 8 French class either at an elementary or beginner level. The aim of the course is to grow their confidence as a communicator in the language while learning to appreciate and enjoy diversity in people and cultures. They explore the use of language in different contexts and through a variety of authentic texts, including: songs, poems, games, recipes, meals, short stories, films and sporting events.

Conversational French is practiced with speaking partners or teammates and students can monitor their own progress through their electronic journal and other interactive learning technologies. Keen competitors have several opportunities to challenge themselves by taking part in state or world competitions. Exploring aspects of French speaking cultures around the Francophone world increases students' empathy towards a diversity of people and cultures.

#### Literacy

The study of another language affords 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.

#### ICT

French 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.

### Assessments

When developing assessment tasks, teachers provide students with opportunities to communicate in French and to demonstrate their understanding of the language needed for effective and inter-culturally 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.

#### Numeracy

Learners of French are afforded opportunities to develop, use and understand patterns, order and relationships, and to reinforce concepts, such as number, time and space, in their own and in others' cultural and linguistic systems.

#### 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.

### Homework

Students are expected to spend short periods of 5-10 minutes, at least three days a week consolidating their class learning on Education Perfect. A revision schedule is sent to parents at the start of each term.

### Useful Links

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



# Health

## COMPULSORY SUBJECT

### Course Description

Health and Physical Education provide opportunities for students to build on their prior learning. A major influence on students is the world around them, and during this time their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 8, students develop skills and strategies to promote health, safety and wellbeing, including assertive responses and refusal skills, and apply them to a range of situations, including online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

#### 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.

#### 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 Canvas. In addition students create texts such as PowerPoint presentations, blogs, or brochures.

#### 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.

#### 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

Assessment types will include presentations, tests, class contributions and research tasks.

### Homework

Generally there will be limited homework for Health Education.

### Useful Links

- <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-curriculum>

# Humanities and Social Sciences

## COMPULSORY SUBJECT



### Course Description

Humanities and Social Sciences consist of four main areas: Civics and Citizenship, Economics and Business, Geography and History. In Civics and Citizenship students investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students also explore the different perspectives of Australian identity. Through Economics and Business, the concept of markets is introduced to develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Geography explores the concepts of place, space, environment, interconnection, sustainability and change through enquiry into the significance of landscapes to people, the forces that create landforms, including volcanoes and rivers, and the causes and effects of migration. History moves from the Ancient World into the Middle Ages in Year 8. Students consider how significant events such as the Black Death, the Crusades and the Reformation changed the structure of society.

#### 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 and will actively contribute to class discussions.

#### ICT

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

#### 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.

#### Christian Worldview

The Bible tells us that God created humanity in his own image, and therefore every person is valuable. Students will explore and discuss the reasons for migration and the experiences of refugees, with the hope that they will be able to see beyond the stereotypes and appreciate the value of all human life. Students will explore how the use of resources can either enable or disadvantage human flourishing. Students will also investigate the social and political structures during the Middle Ages, and learn about the Crusades and the nature of the Medieval Church. Students will investigate the Reformation of the Church, and the role of the Bible in Christianity.

### 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.

### Useful Links

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

### Homework

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





# Interactive Digital Technologies

## COMPULSORY SUBJECT

### Course Description

Students taking this course will engage with future technologies, learning systems control, data management and a range of applied technologies. Students will develop an understanding of how technologies can assist in performing operations by using a range of interactive devices that serve as interfaces with computers. This process opens up the world of robotics, programming and data management.

Along with this, students learn the fundamental understandings of Digital Technologies that involve the display and manipulation of data, how information can be gathered and represented. The course has a strong practical dimension, exploring how machines can be controlled and used to perform simple tasks. This allows for creative thinking along with along with logical problem solving and organisation of data. The course is mandatory for students in Years 7 and 8.

#### Literacy

In Interactive Digital Technologies, students are required to document, research and discuss their findings, which enhances literacy skills in a variety of formats. Communication skills are essential to this stream of learning as they support development of ideas, solutions to problems and help students to find out what is on the horizon of knowledge. Students will write reports, investigations and notes that assist in satisfying the outcomes of the course.

#### ICT

As this course is pure Digital Technology, ICT fundamentals are native to this course. Students use a range of technologies, not just computers, to solve problems and to learn the language of technology so essential for future learning in this area.

### Assessments

Assessment is based on the SCSA judgement standards and is comprised of in-class assignments, problem solving exercises and research work. Some of this is collaborative and some will be individually undertaken.

### Useful Links

- <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/technologies/digital-technologies2>

#### Numeracy

Data management, programming and software solutions all are intertwined with numeracy. Using numbers, measuring, and understanding patterns and sequences are central to the nature of this course. Students will have these principles reinforced as they work logically through problems, considering and solving as they learn in a positive and non-threatening environment.

#### Christian Worldview

Rather than just focus on the negative, healthy discussions on how technologies can provide services that bring relief to the sick and disadvantaged, how they can help in everyday life and also how they can provide employment for now and into the future, are encouraged. Through the development of websites, students will also experience the awe and wonder of God's creation.

### Homework

Homework will mostly be limited to research and personal extension as the technologies are maintained in the College campus.

# Mathematics

## COMPULSORY SUBJECT

### Course Description

In Year 8 Mathematics, the proficiency strands ( of understanding, fluency, problem solving, and reasoning) are an integral part of mathematics content across the three content strands of 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.

#### 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 Education Perfect website also has fantastic videos and explanations.

### 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.

### Useful Links

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

#### 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.

#### 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.

### Homework

Students are expected to do a maximum of 2 hours homework per week, usually across four nights. If your child has a large number of commitments outside of school hours, please feel free to negotiate with your child's teacher about the opportunity to catch up on weekends.

# Physical Education

## COMPULSORY SUBJECT



### Course Description

Health and Physical Education provide opportunities for students to build on their prior learning. A major influence on students during this time is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.

Students continue to broaden their repertoire of movement skills and knowledge of tactical thinking and apply these to an expanding array of physical activity contexts. They build on skills to analyse performance and describe the impact of regular participation on health, fitness and wellbeing. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play and contribute to positive team cohesion.

#### Literacy

Students will read for literal and inferential meaning, link and summarise information from different sources and use evidence.

#### 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 Canvas to complete theory tasks and occasionally uploading data.

#### Christian Worldview

The basis of our Physical Education program recognises that all humans are created with a unique, fundamental identity as an image bearer of God. As such, we are instilled with inherent rights and personal responsibilities to respect ourselves, and others. In the Physical Education program this identity is commonly demonstrated in the character attributes of 'fair play' and 'good sportsmanship'.

### Assessments

Assessment types will include termly practical assessments and athletics results.

### Homework

Generally there will be limited homework for Physical Education.

### Useful Links

- <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-curriculum>





# Science

## COMPULSORY SUBJECT

### Course Description

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view. The Science Inquiry strand is taught in conjunction with the Science Understanding strand. This ensures the curriculum is taught in an integrated way, across all disciplines.

#### Literacy

Students will develop literacy at word, sentence and text level through reading, listening, speaking and writing. Shared reading makes clear 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 events and phenomena, recounting experiments, giving explanations and presenting opinions or claims. By learning the literacy of Science, students understand that language varies according to context and they increase their ability to use language flexibly.

#### 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 scientific ideas, processes and information.

### Assessments

- Science Inquiry/Investigations
- Research/Extended Response
- Tests.

### 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>

#### 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 are analysed and represented in graphical forms.

#### 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 fulfil 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.

### Homework

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



# Year 8 Elective Subjects

---

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

# Performing Arts & Media

Mr Andrew Matthews

Head of Performing Arts & Media







# Dance

## LEARNING AREA: PERFORMING ARTS & MEDIA

This Subject has a levy attached to it. (2025 - \$40)

### Course Description

Dance students will explore modern dance styles and are able to develop their movement and collaborative skills throughout the course. Dance provides students with a creative outlet and encourages expression of ideas through movement. Dance helps to develop focus, concentration, coordination, strength and confidence, attributes that are beneficial in all areas of life.

Students will learn choreography, develop their own dances, develop their technical skills, explore how dance can communicate meaning and how dance genres/styles differ. Safe dance practices underlie all activities, as students perform within their own body capabilities and work safely in groups.

All students who study the Dance course will be expected to participate in a variety of performance opportunities throughout the year including Showcases, Musicals and College functions.

Students who choose Dance at Swan Christian College must choose one of the following two options:

1. Dance Specialist – this is a year-long course designed for students interested in continuing to develop their existing dance skills. Students will be expected to present set choreography and their own choreography in the various performance opportunities at Swan Christian College.
2. Dance – A semester-long course designed for students interested in exploring dance for fun and exercise. There will be an expectation to perform a choreographed piece for the annual Dance Showcase.

All courses are dependent on numbers and timetable limitations.

### 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.

### 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.

### Assessments

Assessment tasks comprise of practical work, with a small component of self-reflection.

### Useful Links

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

### 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, canon and unison, using musical inspiration and awareness of timing to devise choreography.

### 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.

### Homework

Occasional practice at home may be required.



# Drama

## LEARNING AREA: PERFORMING ARTS & MEDIA

### Course Description

Drama in Year 8 involves performing and responding components. This is a development on the Year 7 course and involves more rigorous components. Year 8 Drama continues to develop students' transferable skills such as flexibility, confidence, innovation, self-regulation, collaboration, problem-solving, communication and creativity.

Students get the chance to plan, refine and present drama to their peers in a safe environment through extended improvisations, or appropriate published script excerpts. Forms and styles may include ritual, mime, children's theatre and realism.

Students who choose Drama at Swan Christian College must choose one of the following two options:

1. Fenceline Theatre – which will culminate in a public performance [students and parents need to commit to some additional rehearsal and performance time at the end of the Semester]. Students are admitted to this course by previous experience in a Fenceline Production, or by audition.
2. Classroom Drama – which involves some performance components as per the WA Curriculum, but also a stronger focus on understanding the elements of Drama, with opportunities to respond to performances.

All courses are dependent on numbers and timetable limitations.

### Literacy

Drama terminology used in the course improves students' 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 (NIRV) and 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 work, with a small component of self-reflection.

### 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

The Year 8 Music course provides diverse options for students to engage with music. Most courses run for one semester, with Specialist Music running for the full year. All courses provide students the opportunities to perform, analyse, compose, and arrange music, while also developing their aural awareness of music. Students also engage in responding to music using the elements of music and explore music's impact and role in society.

#### **Option 1 Band (semester based):**

Band class focuses on learning to play a variety of instruments to create and play music. Students develop aural and theory music skills, sight reading, and arranging/composing skills to assist their understanding of band and solo music. This course has limited positions.

#### **Option 2 Voice (semester based):**

Voice class offers students two learning experiences; solo/small group vocal skills and studies, and choir/large group techniques to develop a well-rounded appreciation of vocal skills. Students will have the opportunity to perform and develop aural, sight-singing, and theory skills to write and arrange vocal songs.

#### **Option 3 Music Production (semester based):**

Music Production focuses on how we can utilise technology to record and manipulate sounds to create music. Using digital audio workstation (DAW) software, students will explore concepts of beat, riff, and melody as they create their own songs. This course has an emphasis on creativity and digital technology; ideal for those who have a passion for music and a flare for innovation.

#### **Option 4 Specialist Music (full year):**

Specialist Music is suited for students who possess a strong passion for music and are aiming to incorporate music as a key part of their education. In this class, students develop aural, theory, and performance skills to a high level, preparing them for further musical studies. This course enables students with musical aptitude and aspirations to deepen their skills and appreciation of music. Limited positions are available, and students must be taking instrumental/vocal tuition.

All courses are dependent on numbers and timetable limitations.

*Continued on next page.*

## **Literacy**

Literacy demands in Music are found and explored in four types of activities in the classroom: Aural and Theory (music language, terminology, concepts, music analysis), Composing and Arranging (composition of advertising jingle, discussion of elements of music and application), Analysis and Context (score analysis, form and structure in music compositions, application of the elements of music), and 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.

## **Assessments**

Students have assessment tasks to complete. For the practical component, students will be exploring technology in Music for arranging and playing musical instruments. For the written component, students will be engaged in reflections, analysing music and developing theory and aural skills.

## **Useful Links**

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

## **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: Aural and Theory (rhythm, pitch, time signatures, beat counts), Composing and Arranging (rhythmic note values), and 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.

## **Homework**

Homework is limited to the timely completion of task assessments, as all other activities are classroom-based, however, students who want to learn a music instrument in the class as part of their music exploration are encouraged to set aside 15 minutes of practice time each day.

# 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 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.

The course is divided up into two modules; each runs for one term. In our first term, we will watch a Tim Burton film called *Big Fish*, and write an analysis of the film. Then will edit a road movie using Hollywood filmmaking software called DaVinci Resolve. In our second term, we will create a futuristic composite of a woman who wakes up in space, by manipulating images and media components in state of the art VFX software, Fusion. We will also study framing and composition in photographs, and learn to take better pictures. We will also learn how to make a collage of our best pictures, using professional photo editing software called Adobe Photoshop.

### 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.

### 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. Students will explore the use of AI in production media.

### Assessments

Students work on projects based on filming, editing and special effects. Written work requires students to analyse media productions.

### Useful Links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/media-arts3>
- <https://www.thescreenacademy.com/yr-8-media-arts>

### 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.

### 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).

### Homework

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



# Technologies and Visual Arts

Mr Clive Smith  
Head of Technologies and Visual Arts





# Design Graphics

LEARNING AREA: TECHNOLOGIES

DESIGNER

**LEARNING AREA: TECHNOLOGIES**

## Course Description

Design Graphics is a course that develops visual communication skills whilst learning industry standard computer applications that allow expression of ideas. Students will have opportunity to learn animation, vector drawing, photographic basics and website design.

They consider the ways design elements and principles can be combined to produce visual solutions. Considering society and ethics; economic, environmental and social sustainability factors is of increasing importance in this year. Students collaborate and use creativity and innovation skills with increasing independence. Students have the opportunity to respond to feedback from others and evaluate their design processes and solutions. They also can manage design tasks that may be physically manufactured on a laser cutter.

## 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 technological processes, especially in articulating, questioning and evaluating ideas.

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.

## Assessments

Assessment types include such things as skills and knowledge of the elements of design, research and planning documents, production tasks (eg. book character, magazine cover, animation), portfolio website, and written/ oral peer and self-evaluation.

## 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.

## 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.

## Homework

There will be limited homework for Design Graphics as 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://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/design-and-technologies2>



# Engineering Studies

## LEARNING AREA: TECHNOLOGIES

This Subject has a levy attached to it. (2025 - \$20)

### Course Description

Learning in Engineering Studies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend them as needed. In Year 8, students are provided with opportunities to design and produce products using engineering principles and a range of materials including timber, plastics and metal. Students have opportunities to investigate and select from a range of technologies, materials, systems, components, tools and equipment. They consider the ways that 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.

### 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.

### Assessments

Assessment types include a basic portfolio, production processes, physical projects and the ability to work safely and responsibly in the workshop in groups and individually.

### 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.

### 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.

### Homework

Generally there will be limited homework for Engineering Studies.

### Useful Links

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





# Food Science and Technologies

## LEARNING AREA: TECHNOLOGIES

This Subject has a levy attached to it. (2025 - \$20)

### Course Description

Learning in Year 8 Food Decisions builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend them as needed. Students have opportunities to investigate and select from a range of technologies, materials, systems, components, tools and equipment to learn about technologies in society in the following technologies context food specialisations. 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 food processes and solutions. Students are expected to evaluate the advantages and disadvantages of ideas and technologies. Students identify the sequences and steps involved in preparing food. They have opportunities to develop plans to manage tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete food preparation tasks. Students establish safety procedures that minimise risk and manage a project with consideration to safety and efficiency, when making solutions.

#### Literacy

Students will develop their literacy through reading and using terminology related to food and cooking. They will listen to instructions and watch practical demonstrations. Students will read and follow step by step recipes and instructions and will learn to understand and particular terminology relating to equipment and processes. They will learn to use appropriate language and terminology when completing sensory evaluations of food items and think critically when reflecting on their design solutions. Students will read and interpret design briefs, learn to communicate using words, symbols and diagrams and will write recipe cards and workflow plans.

#### 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.

#### Assessments

Self and peer assessment, practical skills, practical demonstration, and use of systems such as writing and following recipes and work flowplans.

#### Useful Links

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

#### Numeracy

Students will employ their mathematical abilities in the food room when interpreting recipes. They will learn to use abbreviations and symbols and calculate quantities when measuring ingredients. They will use mathematical equations to work out costings and to complete food orders.

#### 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).

#### Homework

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

A group of students in a workshop, wearing red aprons and safety glasses, are working on a project. One student in the foreground is using a yellow power drill on a wooden object. Other students are visible in the background, also working on their projects.

# Technologies: Wood

## LEARNING AREA: TECHNOLOGIES

This Subject has a levy attached to it. (2025 - \$20)

### Course Description

Technologies: Wood is a skills-centred course that builds on knowledge and abilities gained previously. In Year 8, students are provided with opportunities to design and produce a range of products that combine materials to realise design.

Students study the properties of materials, developing skills to make the products into sustainable solutions. Students develop creative approaches, 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, material use and technologies. Students 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 are expected to have reading and writing levels commensurate with their age, though support is offered to interpret drawings and text. There will be opportunity to understand industry terms and vocabulary. They will write notes and annotations on their drawn designs, as well as writing responses to inquiry questions and research.

#### 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.

#### Assessments

Assessment types include a basic portfolio that incorporates research and design, production processes, physical projects and the ability to work safely and responsibly in the workshop in groups and individually.

#### 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.

#### 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. The nature of Jesus' occupation as a carpenter is noted in the course.

#### 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

This Subject has a levy attached to it. (2025 - \$20)



### Course Description

Students produce designed solutions suitable for a range of textile 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. While working 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.

#### 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.

#### 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.

#### 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

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

### Useful Links

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

### Homework

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

# Visual Arts

## LEARNING AREA: TECHNOLOGIES

This Subject has a levy attached to it. (2025 - \$50)

### Course Description

In Year 8, students have opportunities to use and apply visual language and artistic conventions of more complexity in their design and production process. They create 2D and 3D artworks with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time, and place within artworks. Students apply knowledge of techniques used by other artists, in the production of their own artworks. Art forms: 2D drawing and 3D ceramics performance. Art styles: Naturalism Pop Art.

#### 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.

#### 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.

#### 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.

#### 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>



PHONE 08 9374 8300

EMAIL [info@swan.wa.edu.au](mailto:info@swan.wa.edu.au)

381 Great Northern Highway, Middle Swan WA 6056  
PO Box 1516 Midland WA 6936

WEB [www.swan.wa.edu.au](http://www.swan.wa.edu.au)