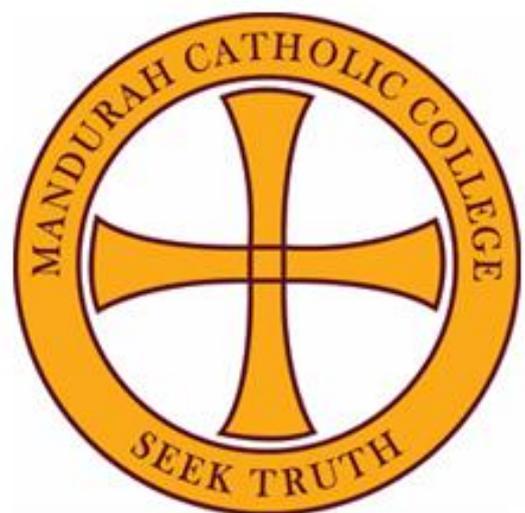


**YEAR 8
CURRICULUM
FOR PROSPECTIVE
STUDENTS
2017**



**MANDURAH
CATHOLIC
COLLEGE**

**UNDER THE PATRONAGE OF
THE HOLY FAMILY**

CONTENTS

	Page
GENERAL INFORMATION	
Foreword	3
Christian Service Learning	4
Curriculum Overview	5
Subject Selection Process	5
Contacts	6
SUBJECTS	
Core Subjects	
Religious Education	8
English	9
Health and Physical Education	9
Mathematics	10
Science	10
Social Science	11
Elective Subjects	
Compulsory Introductory Subjects	
Materials Design Technology	13
Outdoor Education	13
Optional Electives	
Advanced Sport.....	14
Dance	14
Digital Technologies	15
Drama.....	16
Food Science and Technology	16
Italian	17
Media.....	17
Music	18
Science Extension.....	19
Textiles Technology.....	19
Visual Art.....	20

FOREWORD

Our goal at Mandurah Catholic College is to excite and stimulate young people to become self-directed and independent problem-solvers, capable of thinking critically and feeling deeply about issues. This requires a curriculum that provides opportunities for young minds to focus on what they can do, extend their learning experience and empower them to reach their potential.

There is both great depth and breadth provided in Year 8 curriculum and there is something for everyone at MCC. Taking the time to sit with your daughter or son, reading and discussing the content of this booklet, is a very powerful form of modelling the value of learning to your child. I hope the detail assists both of you with understanding the next chapter in your child's education.

Mr Andrew Watson
PRINCIPAL

CHRISTIAN SERVICE LEARNING

Christian Service Learning occurs in the contact of the spirit of the Gospel, where hours are undertaken for the benefit of individual and/or community for no financial reward.

Christian Service Learning is offered to all students from Year Seven to Year Twelve.

The Year Eight program 'Love' will have students completing a minimum of twelve activities. Students will be introduced to the program in Term Two. Journals will be filled out and handed in by the Due Date in Term Three.

The concept of Christian Service means that the Gospel informs the service learning. Jesus said '*The Spirit of the Lord is upon me, for he has appointed me to bring Good News to the poor. He has sent me to proclaim that the oppressed will be set free.*' [LUKE 4:18].

The term service means that students are actively involved in outreach to the community. The service work usually fits in to the categories of welfare, empowerment, and advocacy. Most importantly, learning occurs on the part of the students involved in the service. The learning is drawn from lessons of the experience in performing the service work.

CURRICULUM OVERVIEW

Year Eight students at Mandurah Catholic College study the following Core subjects:

- Religious Education
- English
- Mathematics
- Science
- Social Science
- Health and Physical Education

As well as this, they will experience two introductory subjects. These are subjects that become electives in Year 9 but with which students generally have no prior experience. Students will study these for one semester each in Year 8. The introductory subjects for Year 8 are:

- Materials Design Technology
- Outdoor Education

Students will choose two more electives to study for the entire year in Year 8. It is important to read the subject information later in this book to understand what each subject entails before making a selection. The electives available are:

- Advanced Sport*
- Dance
- Digital Technologies
- Drama
- Food Science and Technology
- Textiles Technology
- Italian*
- Media
- Music*
- Science Extension*
- Visual Art

* Some electives have entry requirements. If your child wishes to choose one of these electives, please ensure that they meet the entry requirements.

If you require information about a subject beyond what is provided in this booklet please contact the appropriate person on the Contacts page.

ELECTIVE SUBJECT SELECTION PROCESS

Students are required to choose a number of electives from specialist areas to supplement the process skills undertaken in the core subjects. A description of each of these subjects is contained in this book.

Students do two (2) elective subjects in Year 8. When selecting these electives, you will be asked to **choose six (6) elective subjects**. Since allocation to subjects depends on timetable restrictions, students are asked to rank all electives in order of preference. Choice of a subject does not guarantee acceptance into the subject. Timetabling considerations make some subject combinations restrictive. Acceptance is conditional on there being sufficient students to form a class and satisfactory completion of the required levels of Year 8 work where specified.

CONTACTS

If parents have further concerns about Year 8 in 2017, they can direct them through the following departments or members of staff:

ENQUIRIES ABOUT THE ACADEMIC CURRICULUM

General Enquiries	Head of Year 7 in 2016 Mr Drew Walsh
Religious Education	Mr Richard Sellwood
English	Ms Deborah Kluczniak
Mathematics	Mr Peter Jaeckel
Science	Mr Andrew Proctor
Society and Environment	Mrs Karen Hall
Visual Art	Mr Peter Martin
Drama	Mrs Joanne Hennessy
Music	Mr Adrian Doyle
Health and Physical Education	Mr Matthew Ritikis
Technology and Design	Mr Ian Pemberton
Information Services	Mrs Sarah Love

ENQUIRIES ABOUT:

School Dates for 2016	Student Administration
Sports	Mr Nick Jenkins Director of Sport
Subject Selection	Mrs Sonia Stephenson Timetabling Co-ordinator

Should a parent desire further information, please contact:

Mrs Mary-Anne Reynolds Deputy of Pastoral Care	Mr Paschal McCarthy Deputy of Teaching and Learning
Mr Andrew Watson Principal	

YEAR 8

CORE SUBJECTS

RELIGIOUS EDUCATION**RE08****OVERVIEW**

Year 8 is the second stage of the College's Year 7 to Year 12 Religious Education Programme. The modules and their sequence have been based on the needs and the readiness of the students. They also aim to fulfil the expectation as laid down in the Archdiocesan guidelines.

AIMS OF SUBJECT

The specific aims of Religious Education at Mandurah Catholic College are to:

1. Impart the teachings of the Catholic Church;
2. Promote the understanding of the Catholic Faith and Heritage;
3. Provide opportunities for experiences which will help students to:
 - ◆ integrate this knowledge into their everyday lives;
 - ◆ respond freely and;
 - ◆ grow in faith within the Catholic community.

It is further hoped that students will be:

4. Able to speak about their Faith with some degree of coherence and competence;
5. Able to make judgments and decisions with an informed conscience that is consistent with the values of Christ;
6. As competent in this aspect of their education as they are in the other learning areas.

SUBJECT OUTLINE

Students will be challenged to explore a variety of theological, moral and social issues through the completion of four modules of study. These are:

1. Belonging and Acceptance
2. The Universal Need for God
3. Creation: God's Original Plan
4. Growing in the Image of God

Details of these modules are in the curriculum documents housed in the Student Reception.

RELIGIOUS EDUCATION OUTCOMES

- The student identifies how people use the body, created by God, to communicate to others.
- The student demonstrates how Catholics accept salvation through Jesus Christ's teaching on the coming of the Kingdom of God.
- The student identifies how people relate with creation as God intends.
- The student recognises that Jesus gives himself in the Eucharist.
- The student recognises that to develop his/her relationship with God, people need to participate in a religion.
- The student recognises that, through prayer, God offers salvation so people can relate intimately with God.
- The student recognises that to develop community potential, people need to accept community responsibilities.
- The student recognises that God offers salvation through Jesus instituting his church as a community.

ENGLISH**EN08****AIMS OF SUBJECT**

There will be a number of courses in English. At the beginning of Year 8 students will be placed into classes that will be working at a pace commensurate with their ability. Placement in classes will be reviewed regularly. The courses in English are designed to enhance the cultural, critical and functional literacy of the students through the strands of language, literature and literacy. Students will learn about language and how to use it effectively through their engagement with and study of texts, (any form of written, spoken or visual communication involving language). The study of specific texts is the means by which students achieve the desired outcomes of English, rather than an end in itself.

SUBJECT DESCRIPTION

A range of texts will be offered, reflecting the aims of the curriculum including realistic, fantasy, early adolescent fiction texts, poetry, drama and multimodal texts. English curriculum courses are delivered and designed in such a way so as to enhance individual learning needs.

ASSESSMENT

Continuous assessments consist of both informal reviews of student progress as well as portfolio/assignment based assessments. This will include components such as class participation and contribution to the learning environment.

Students learn to create texts of their own and to engage with texts produced by other people. At the Year 8 level there is an emphasis on providing a broad range of language and literature experience and further developing the skills needed for success in middle school. Opportunities will be given to work within real life situations, with the view towards developing accuracy with language skills and adapting language to suit the audience.

Formal assessment will be differentiated to meet the needs of individuals including extending our gifted and talented students and supporting those who find English concepts challenging or have special needs.

EXCURSIONS/INCURSIONS

English requires students to participate in a viewing workshop. This workshop will have direct links to the curriculum and their assessment.

HEALTH AND PHYSICAL EDUCATION**HE08 & PE08**

This subject focuses on the importance of health and physical activity in their daily lives. There is a large emphasis on enjoyment of activities.

SUBJECT CONTENTHealth Education

- Supporting myself and others
- Alcohol
- Drugs

Physical Education

- A variety of individual and team sports, both indoor and outdoor

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the subject.

MATHEMATICS**MA08**

There will be a number of Year 8 Mathematics Courses to cater for the varying abilities, and future pathways of the students. At the beginning of Year 8 students will be placed into classes that will be working at a level commensurate with their ability displayed during Year 7. Initially content will vary only slightly from class to class to allow for student movement between classes. As the year progresses however, the courses may become more divergent with content varying according to the course, and background and ability of the students.

AIMS OF SUBJECT

The courses are designed to give students a broad base in mathematics education at a level of difficulty designed to offer a challenge to the students, while still allowing them the opportunity to achieve success.

SUBJECT OUTLINE

Student will cover topics in Number, Measurement, Algebra, Space and Chance and Data.

It is envisaged that students will:

- Acquire a mathematical knowledge, skills and terminology
- Interpret, organise and analyse mathematical information and data
- Apply mathematical knowledge and skills to solve problems
- Communicate mathematical information and data
- Justify mathematical results and make connections between important mathematical ideas and concepts
- Value mathematics as an important component of their lives

TECHNOLOGY

Students will be shown a variety of and the purpose of technology, how to apply the technology, and to evaluate the effectiveness of the application.

ASSESSMENT

A range of assessment types will be used including class tests, examinations, assignments, homework, investigations, problem solving and class work.

SCIENCE**SCI08****AIMS OF SUBJECT**

Students describe the structure and function of two different types of cells and describe the functioning of a major system in a multicellular organism. They compare physical and chemical changes and describe differences between substances using particle theory. They describe examples of how different forms of energy cause change in simple systems. They describe a situation where scientific knowledge has been used to solve a real-world problem and demonstrate an awareness of how the application of science can affect people in different ways.

SUBJECT DESCRIPTION

Students in Science are exposed to contents covering, Biology, Chemistry, Earth Science and Physics. Working Scientifically and Investigating are common threads throughout the Subject.

ASSESSMENT

Assessments include assignments, class presentations, investigations, research tasks, topic tests, examinations and homework validation tests.

SOCIAL SCIENCE**SE08****AIMS OF SUBJECT**

Social Science is the study of people, their behaviour and their environment. It examines the past and present in order to improve society. The aim of Social Science is to encourage independent and critical thinking to enable students to solve problems and make decisions based on evidence.

SUBJECT OUTLINEGeography

This unit involves the study of landscapes and their landforms and examines the processes that shape individual landforms. Students will investigate mountain landscapes and the hazards associated with this landscape. Students will develop an overall understanding of the concept of environment. Students will also investigate the changing human geography of countries, exploring the process of urbanisation in this unit. Students will compare the distinctive features of Australia's human geography with other countries.

Civics and Citizenship

Students will study how citizens can participate in democracy within the bounds of the law. Students study the political system in Australia focusing on the electoral system and how we elect representatives. Another aspect of this topic is examining the process of statutory law and common law. A key focus of this unit is the types of laws that are used in Australia, which includes criminal and civil law. Students will also investigate courtroom roles and procedures in detail.

History

Students will study the historical period from the end of the ancient period to the beginning of the modern period in this unit. There are two depth studies for this historical period. Students will investigate Medieval Europe 590-1500, focusing on the way of life and the significant developments of this society in the first depth study. For the second, students will investigate the Black Death in Asia, Europe and Africa. This topic gives an insight into 14th century society and the gruesome living conditions and low life expectancy people had to endure at the time of the Black Death.

Economics and Business

This unit looks at the way markets operate in Australia and how the interactions between buyers and sellers influence prices and how and focuses on what business produce. It further expands to look at how the government is involved in providing goods and services and where there are gaps in the market. This topic gives an insight into the rights and responsibilities of consumers and businesses in Australia.

SUBJECT OUTCOMES

- Students will develop an understanding of geographical knowledge, understanding and skills.
- Students will develop an understanding of civics and citizenship, the different types of laws in Australia and explain how laws are made.
- Students will develop an understanding of historical knowledge, understanding and skills.
- Students will explain the cause and effects of events and the significance of individuals and groups in the historical period studied.
- Students will explain market trends and allocation of resources in Australia.
- Throughout the year, students will develop essential skills in literacy, numeracy, information and communication technology, thinking, creativity, teamwork and communication.

ASSESSMENT

A range of assessment types will be used including, group assessments, oral presentations, topic tests, research assessments and examinations.

YEAR 8

ELECTIVE SUBJECTS

COMPULSORY INTRODUCTORY SUBJECTS
and
OPTIONAL ELECTIVE SUBJECTS

MATERIALS DESIGN TECHNOLOGY**MDT08**

This subject is compulsory and studied for one semester in Year 8.

This subject acts as an introduction to the Technology and Enterprise learning area. It looks at the practical application of knowledge and skills through the designing and construction of useful products.

SUBJECT DESCRIPTION

Students will be covering the following areas in this subject:

- Introduction to materials (wood and plastics);
- The use of tools and machinery;
- Problem solving, design and creativity;
- Workshop health and safety;
- Technology in society.

ASSESSMENT

The assessment for this subject is determined by the student's performance in the following Technology and Enterprise outcomes.

- *Design Process:* The student applies a Design Process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities.
- *Materials:* The student uses materials that are appropriate to achieving solutions to technological challenges.
- *Information:* The student designs, adapts, uses and present information that is appropriate to achieving solutions to technological challenges.
- *Communication Skills:* The students will learn and develop a range of skills that will enable them to generate ideas and communicate them to others.
- *Technology Skills:* The student applies organisational, operational and manipulative skills appropriate to using, developing and adapting technologies.
- *Technology in Society:* The student understands how cultural beliefs; values, abilities and ethical positions are interconnected in the development and use of technology and enterprise.

Skills development is undertaken through two design and make projects.

- Acrylic pocket torch
- Laminated timber veneer incense stick holder

OUTDOOR EDUCATION**OED08**

This subject is compulsory and studied for one semester in Year 8.

AIMS OF SUBJECT

To provide a wide variety of outdoor pursuits, recreational activities and life skills not covered in Physical Education classes, and which students may enjoy and pursue outside and beyond school.

SUBJECT OUTLINE

Students learn survival skills that may include camp craft and bush cooking and recreational skills that may include orienteering and mountain biking. They are given the opportunity to be self-reliant and to work as a team.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the subject.

**ADVANCED
SPORT****ASP08****ASP08****AIMS OF SUBJECT**

The Advanced Sport subject is designed to allow students to experience competitive sport at a higher level than available in standard Physical Education classes. Throughout the year the class will attempt various sports at an intensity that will allow for demanding and competitive game situations that involve all participants.

SUBJECT DESCRIPTION

Students will learn about the processes that athletes need to undertake in order to improve their performance in their given sports. The subject will also offer an insight into the tactical importance of team sport through coaching and game analysis. Students who select this option should be seeking an opportunity to develop and advance their athletic ability in a number of different sports. The sports covered will generally be outside of the normal scope of Physical Education topics and will run for an entire term. Students should be open to the concepts of playing sports unfamiliar to themselves and committing to team-based competition in order for improvement as a team as well as success as an individual.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the subject.

ENTRY REQUIREMENTS

Only students who have demonstrated positive behaviour and a keen attitude in Year 7 Health and Physical Education and have achieved a minimum grade of B, will be considered.

DANCE**DAN08****Aims of Course**

This course is designed to offer beginner and more advanced dance students a wide variety of dance experiences. It is also designed to improve fitness and flexibility, whilst developing technique and choreographic devices in a variety of dance genres. The course will involve both theoretical and practical components.

Course Description and Objectives

Emphasis is on the practical component in the studio, performance, choreography and technique.

The following dance genres will be covered:

- Contemporary
- Musicals
- Hip Hop/Street
- Cultural

Throughout the course students will cover the following areas:

- Watching and evaluating dance performances (critical reflection)
- Basic science of movement in relation to dance
- Safe dance practices

No prior experience is necessary, just the energy and desire on the part of students to learn and extend their dance skills. However, students must be prepared to perform in front of their peers and a wider audience.

Assessment

Assessment structures include performance quality, choreography activities and class based skills and techniques. Students will undertake a range of critical reflection in both verbal and written forms and will be assessed in their ability to implement safe dance practice.

DIGITAL TECHNOLOGIES**DIG08****AIMS OF SUBJECT**

The Digital Technologies curriculum develops the knowledge, skills and understanding to design, produce and evaluate a range of designed solutions in four technological contexts using innovative ideas and project management skills, and considering how these solutions contribute to preferred futures.

SUBJECT DESCRIPTION

Students explain how social, ethical, technical and sustainability considerations influence the design of innovative and enterprising solutions to meet a range of present and future needs. They explain how the features of technologies influence design and production decisions. Digital systems and data are considered in terms of networking, human interaction, security and data integrity.

Students will explain and explore a range of needs (individual/business/client), identifying opportunities or problems whilst considering the functional requirements and constraints of hardware, software, how these meet the specified needs and their own design feasibility.

Students will create and generate design ideas, plans, sketches and storyboards in digital and non-digital formats, for various audiences/clients using appropriate technical language and graphical representation techniques including algorithms. They will implement plans, document and effectively manage processes and resources to produce a designed solution.

Students will be versed in a range of online and offline software applications to enabling them to achieve or modify their designed solutions. They will collect and interpret data from their designed solutions to make informed judgments of the ongoing usability and aesthetic quality of their presented solution.

Students will learn how to plan, design, test, modify and adapt various digital solutions to meet given criteria through the creation of graphical user interfaces, programming language based projects and multimedia rich content.

Students will develop criteria for success, including incorporation of innovative and sustainability technologies, and use these to judge the suitability of their ideas, solutions and processes.

Examples of Projects include:

- GUI (Graphical User Interface)
- Webpage Design
- Smart Phone Technologies
- Coding Languages
- Online Collaboration
- Multimedia Presentation
- Frame Animation

ASSESSMENT

Application of knowledge will be demonstrated through design briefs throughout the year. These will incorporate design, theory and practical tasks.

DRAMA**DR08**

Students develop creative ways of expressing themselves and develop a critical appreciation of their own works and those of others. They develop verbal and non-verbal communication techniques to perform devised and scripted pieces of theatre.

Students study the history of theatre and the development of different production roles across time. They will use the elements of drama to plan, rehearse and devise performances. Using drama terminology students identify the purpose and analyse difference aspect of performances and production.

DRAMA OUTCOMES

Students achieve outcomes through:

- Exploring and Improvising Ideas,
- Developing an Understanding of Arts Practices,
- Sharing Artworks through Performance and Presentation,
- Responding to and Interpreting Artwork

ASSESSMENT

There are both written and practical components of the subject.

FOOD SCIENCE AND TECHNOLOGY**FST08****AIM OF SUBJECT**

This subject allows students to explore food related issues through a range of practical experiences and to apply their knowledge to given design briefs using different technologies. Knowledge and skills will be developed through participating in areas such as making healthy food choices, developing organisational skills, correct food handling and processing techniques and preparing a range of simple meals.

SUBJECT DESCRIPTION

Topics covered in this subject include the Australian Guide to Healthy Eating, planning simple meals, etiquette and food as gifts. These topics will be supplemented by practical experiences, which may include the following:

Semester One

Mini Pizza
Rainbow Rice
Pear Sponge
Own Choice Muffin
Chicken Stir Fry
Fruity Yoghurt Pancakes

Semester Two

Own Choice Breakfast
Doner Kebab
LCM Bars
Mega Meal
Dessert Pizza
Christmas cookery

ASSESSMENT

Application of knowledge will be demonstrated through design briefs throughout the year. These will incorporate design, theory and practical tasks.

ITALIAN**ITA08****AIMS OF SUBJECT**

Students will expand and enrich their existing knowledge of Italian language and culture. Students are encouraged to use their Italian knowledge to create simple and more complex conversations that apply to real-life situations.

SUBJECT DESCRIPTION

Students will:

- comprehend and communicate in the Italian language through listening and responding and speaking. They will view and read a variety of Italian texts and respond appropriately.
- Write a variety of texts in Italian including email and letters to Italian students
- acquire a range of skills and strategies to support their ability to make meaning of and express themselves in the Italian language.
- engage in organised communication with Italian students from certain areas in Italy through Skype, email and letter writing.
- participate in cultural activities such as cooking, sports, games and craft.
- participate in Language Perfect competitions and various excursions and incursions.
- create exciting and innovative Cultural projects including a digital cookbook, sporting and cooking lessons, Venetian masks and a travel documentary.

ENTRY REQUIREMENTS

- Prior study of Italian is an advantage, though not compulsory for entering this subject in Year 8.

MEDIA**MED08****SUBJECT DESCRIPTION**

This is a practical subject. Within this subject students will learn how to use specific editing software and cameras to create a wide range of media productions for different audiences. Students will also develop a greater understanding of lighting and special effects within the TV studio. Students will use their knowledge of editing and other specialized equipment to create a short film, a 'how to' instructional video and an advertising campaign for an invented energy drink or candy bar.

Year 8 Media complements the English subject and provides students with the fundamental knowledge and skills that would be needed for further study. The subject is designed for all students who have a keen interest in learning about and producing film, television and advertising products.

ASSESSMENT

The subject is comprised of 60% practical based assessments and 40% written based.

MUSIC**MU08**

This course enables students to become competent musicians and also to prepare students for the study of Music in Years 11 and 12. They will study theory, literature/perception, composition, keyboard and performance. Instrumental performance is a vital component of this subject.

SUBJECT DESCRIPTION

Students will explore the origins of The Blues style of music and develop fundamental skills on instruments including keyboard, guitar, bass guitar, and drums.

Students learn to read and write music with an emphasis on composition and performance, both solo and in an ensemble. It also incorporates aural perception, music literacy, vocal skills and band performance.

The students enjoy a very high profile in the wider community with many performances given throughout the year, along with music tours, camps, workshops and attendance at other performances.

OUTCOMES

1. Performing
2. Composing and Arranging
3. Listening and Responding
4. Music in Culture and Society

SUBJECT CONTENT

Students will develop their skills by studying the following areas:

- Theory
- Literature / Perception
- Keyboard
- Performance
- Composition

All of the above areas are assessed equally.

ENTRY REQUIREMENTS

Prior and/or current study of an instrument is an advantage, though not compulsory for entering this subject.

SCIENCE EXTENSION**Aims of Course**

The aim of this course is to extend students who enjoy and are seen to be talented in the Science learning area. Opportunities may arise to participate in State, National and International Science competitions.

Course Description

Students will engage in a variety of activities based around Kitchen Chemistry and Forensic Science. Activities such as Cola Rockets, Making Ice-cream, Iron in Breakfast Cereals, Microbes in Food and Basic Forensics. This course requires the skills necessary to work independently and as part of a team. Students will use hypotheses and other problem solving techniques, in their own research, applying their information to a practical setting. Teacher recommendation or a grade of A or B in Year 7 Science is required for entry into this course.

Assessment

Students will be assessed on a range of personal and group skills. Assessments include, class presentations, investigations and research tasks.

Excursions

Science Extension will involve some field work (e.g. Scitech, Mandurah Sustainable Centre, Scitech, Museum) and consequently an approximate fee \$25 is associated with this option.

Entry Requirements

Entry to this course is restricted to those students who have achieved an A or B grade in Year 7 Science and demonstrated positive behaviour and a keen attitude.

TEXTILES TECHNOLOGY**MTT08****AIMS OF SUBJECT**

This subject provides students with the opportunity to explore textiles as a material and apply knowledge to various activities. Students will build on knowledge and skills from Year Seven and explore basic construction techniques to complete given projects. They will be encouraged to use and develop creativity in their work by designing, making and appraising their own products.

Examples of projects include:

- Sewing bag
- Pin cushion
- Pin up board
- Student designed own fabrics and then create a product using it

ASSESSMENT

Application of knowledge will be demonstrated through design briefs throughout the year. These will incorporate design, theory and practical tasks.

VISUAL ARTS**AR08****AIM**

The aim of this subject is to enable students to:

- develop and enjoy practical skills and confidence in their abilities to represent ideas in the visual arts
- develop understanding and use of the visual language

SUBJECT DESCRIPTION

Production work may include:

- drawing
- painting
- printmaking
- digital media
- graphics
- collage
- ceramics
- hand built forms
- sculpture
- textiles
- designed images, jewellery, wearables

Students may study art in the following contexts

- Natural and Man-made environments
- Popular culture
- Australian Identity

ASSESSMENT

<i>Arts Ideas</i>	15%
<i>Arts Skills and Processes</i>	60%
<i>Arts Responses</i>	10%
<i>Arts in Society</i>	15%

