



Loreto College

Coorparoo

Be seekers of truth and doers of justice

Year 8 Subject Guide 2019

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General Information

The Year 8 curriculum offers students a core of subjects that the school considers to be essential learning in the compulsory years. Consolidation and development of a knowledge base in these core subjects occurs throughout Year 8. The College also offers elective subjects which allow the student to experience subjects that they may pursue in the upper years.

In Year 8 students will study the same subjects as in Year 7 but at a deeper level. In Years 9 and 10 students will study fewer subjects. In Years 11 and 12 students will have another opportunity to select a range of subjects. Through all these steps the College will provide advice and assistance.

Year 8 Subjects

Year 8 Core Subjects:

- Digital Technologies
- English
- Geography
- Health & Physical Education
- History
- Mathematics
- Religion
- Science
- Technologies: Food & Textiles
- Personal Development

Year 8 Elective Subjects

Students will continue to study their third option in the Creative Arts, following on from Year 7. Students are asked to select one of the three options in the Creative Arts to study in Semester 2. This will be finalised in 2019:

- The Creative Arts - Art
- The Creative Arts - Drama
- The Creative Arts - Music

A selection of a language to be studied for the year is to be made. Languages being offered at Loreto College for Year 8 are:

- Chinese
- French
- German
- Japanese

Assessment

At the end of Year 8 a report will be issued as on an 'A – E' level.

A – achieving an excellent standard of work

B – achieving a good standard of work

C – achieving a satisfactory standard of work

D – experiencing some difficulty with her work

E – experiencing very significant difficulty with her work

Levels of Achievement are awarded according to the students satisfying the criteria set down in the school's work programs.

Subject Information

Technology in the Australian Curriculum is made up of two related strands, **Digital Technologies** and **Design and Technology**.

Objectives

Digital Technologies focuses on problem solving through the use of computational thinking and digital design. It is a practical subject that requires students to utilise a wide range of software and hardware applications in order to create their own unique digital solutions.

Structure

Over the Semester students will study the following areas:

- Creating Spreadsheets and modelling data
- Coding with Scratch
- Using and creating Databases
- Game Design using Microsoft Kodu
- Digital Design using C.A.D

Assessment

Students are assessed against two criteria:

- Knowledge and understanding
- Processes and production skills

Additional Information

Contact: Mr Russ Morgan - Curriculum Leader – Technologies: Digital & Design

At Loreto College Coorparoo we believe that students learn language by interacting with language for different purposes and different audiences. The Years 8 English program has been designed so that reading, writing, speaking, listening and viewing provide the framework for all learning experiences. Students will study literary and non-literary texts to create work in imaginative, persuasive and analytical genres. The English program encourages students to become critically aware, competent and confident writers, speakers and viewers for a variety of audiences and contexts. Students will be guided into ways of comprehending texts and creating them. They will produce work that is written, spoken and multimodal in a range of conditions.

The English Program is in line with the current Australian Curriculum. Students will be actively engaged in their learning, interacting with their peers and their teachers, to reflect deeply about concepts and values. A reading program forms an integral part of the Year 8 English course. They work in partnership with the librarian to visit the library on a regular basis. In addition, the students have regular home learning from their Language Text which focuses on literacy.

Objectives

The Australian English Curriculum aims to ensure that students:

- Learn to listen to read, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature

Structure

Term 1	Term 2	Term 3	Term 4
<p>My Place: My Stories</p> <p>The students will produce a written narrative, incorporating figurative language.</p>	<p>Our Place: Our Stories</p> <p>Media texts will be a focus with students creating, interpreting and evaluating reports and visual texts.</p>	<p>My Perspectives: Novel</p> <p>The students will study a class novel with an emphasis on different character perspectives and themes.</p>	<p>Our Perspectives: Drama</p> <p>The students will create a digital documentary on an issue or theme in the drama text.</p>

Assessment

Assessment will be based on the three interrelated strands of:

- Language
- Literacy
- Literature

Assessment is undertaken at varying times and under varying conditions. There is generally one assessment item per term. A reading journal is kept throughout the year. At the end of each semester students are awarded an overall achievement level (A-E) based on their knowledge and skill.

Additional Information

Contact: Mrs Catherine O'Donoghue - Curriculum Leader - English

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time. (Australian Curriculum)

Objectives

The Year 8 Geography course aims to **ensure that students develop:**

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- the skills to be informed, responsible and active global citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Structure

The Year 8 Geography Course is based around the Australian Curriculum Year 8 strands of the Landscapes and Landforms and Changing Nations.

Term 1	Term 2
<p style="text-align: center;"><i>“Deep in the Forest”</i> <i>Landscapes and Landforms</i></p> <p>The focus is on developing students understanding of the importance of rainforest environments. This is achieved through understanding the complex layers that support the greatest biologically diverse ecosystems on our planet, the processes that shape these landscapes, the significance of these to various groups of people, and how they are being impacted as well as the need to manage these environments in such ways that they are around for the future.</p> <p>Fieldwork is associated with this unit.</p>	<p style="text-align: center;"><i>“Who do you think you are?”</i> <i>Changing Nations</i></p> <p>Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia’s urban areas.</p>

Assessment

Assessment will be a combination of both research investigations and supervised examinations.

Additional Information

Contact: Mrs Diane Hanson - Curriculum Leader - Geography

This year long subject is available to all students. Health and Physical Education at Loreto College Coorparoo aims to teach students how to enhance their own and others' health, safety, wellbeing and physical activity in varied and changing contexts. The Health and Physical learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices" (Australian National Curriculum—HPE). Loreto aims to utilise many of these principles while also incorporating our own Teaching and Learning Framework.

Objectives

By the conclusion of the course of study, students will:

- Investigate strategies and resources to manage changes and transitions and their impact on identities
- Analyse factors that influence emotional responses
- Investigate strategies and practices that enhance their own and others health and wellbeing
- Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes
- Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity
- Demonstrate control and accuracy when performing specialised movement skills
- Apply and refine movement concepts and strategies to suit different movement situations
- (Adapted from Years 7-10 HPE – AC in Queensland. QCAA)

Structure

POSSIBLE TOPICS STUDIED

Topics may change depending on the availability of facilities and resources. To cater for individual differences, a wide range of activities have been selected and can include some of the following:

Practical Components:	Theoretical Components:
<ul style="list-style-type: none">• Life saving• Space Invaders• Badminton• Moving & Grooving	<ul style="list-style-type: none">• Games Analysis• Community Health

Assessment

The emphasis in Year 7 and 8 is on active participation and team work, while exploring a variety of physical activities and health concepts. There is no overall assessment result for this subject in Year 7 or Year 8.

Additional Information

Contact: Mr Christopher Jones - Curriculum Leader – Health & Physical Education

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Objectives

The Year 8 History program is derived from the Australian Curriculum: History course descriptors, and aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Structure

The Year 8 History program focuses on the study of history from the end of the ancient period to the beginning of the modern period. The course is structured around two depth studies that will be taught across one semester.

Term 1	Term 2	Term 3	Term 4
Dungeons, dragons and Fleas on Rats: Medieval Europe	The Almighty Aztecs	Dungeons, dragons and Fleas on Rats: Medieval Europe	The Almighty Aztecs

Assessment

Students will complete one assessment item per term over the course of the semester will encounter the following types of assessment:

- Short response examination to historical sources
- Historical essay based on research

Additional Information

Contact: Ms Crothers - Curriculum Leader - History

Languages – Chinese, French, German & Japanese

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Recognising the importance of knowing a second language, Loreto College Coorparoo offers four languages to Year 8 students; Chinese, French, German and Japanese. It is recommended that students choose one of the languages studied in Year 7 to learn in Year 8. Girls who would like to select another language will need to consult with the Deputy Principal Curriculum & Technology and the Curriculum Leader Languages and will be considered on a case by case basis.

Objectives

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages. (The Australian Curriculum: Languages)

Structure

Learning experiences develop students' capacity to:

- use language for communicative purposes through socialising, informing, creating, translating and reflecting.
- analyse and understand systems of language, language variation and change and the role of language and culture
- live and work successfully in the 21st century with a focus on literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical and intercultural understanding.

Chinese

The following is an outline of what will be covered during the Year 8 Chinese course:

Term 1	Term 2	Term 3	Term 4
This is Me! Greetings Where I live Countries and Nationalities	The Year Ahead Numbers Days of the week Months of the year	My Family Introduce my family Describe one's age I can speak Mandarin	My Daily Life Telling the time Daily routine

French

The following is an outline of what will be covered during the Year 8 French course:

Term 1	Term 2	Term 3	Term 4
Je me présente - getting to know you - describing your nationality & languages you speak - introducing others - discussing similarities and differences between France & Australia	Ma Famille & Mes Animaux - describing your family members & pets - expressing preferences - giving your telephone number - understanding multiculturalism in France	Ma Vie - comparing the lives of teenagers in France and Australia - describing a typical day - discussing hobbies - talking about meals	On Va à Paris ! - exploring Paris - creating a virtual itinerary - discovering French festivals & celebrations - making future holiday plans

German

The following is an outline of what will be covered during the Year 8 German course:

Term 1	Term 2	Term 3	Term 4
Das Bin Ich - getting to know you - expressions of health and wellbeing - free time activities, likes and dislikes - regular verbs	Meine Familie - family tree - cultural heritage - nationalities and languages - interview and introduce someone	Mein Leben - describing school life and comparing to the Australian experience - giving opinions - meeting friends - organising an outing	Mein Jahr - planning a party - making suggestions - holiday destinations and associated activities - talking about the past

Japanese

The following is an outline of what will be covered during the Year 8 Japanese course:

Term 1	Term 2	Term 3	Term 4
Introduction to Japanese language	Food in Japan	My family/ My town	My daily life
Revising Hiragana	My profile	Counting people	Days of the week
Greetings	Revising Hiragana continued	Talking about family members	Talking about activities
Exploring Teenager culture in Japan	Exploring Japanese dishes	Describing your town	Discussing after school activities
	Practising Self-introductions	Exploring major cities in Japan	Popular activities in Japan
	Counting to 100		Learning Katakana

Learners use written and spoken language to interact with peers, teachers and other speakers of the target language in local contexts and online environments. These exchanges are complemented by interactions with rich and varied language resources and materials. Learners may participate in local community events, music or film festivals, or exchange-student hosting.

Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, videos, apps, media texts and online materials. They also draw on texts in the target language such as short stories, songs, poems, newspaper reports, films, video clips, blogs and social media texts.

Assessment

There is one test per semester in each of the following skills:

- Understanding of the target language (spoken and written material)
- Communication in the target language (speaking and writing)

Additional Information

Contact: Ms Louise Tilly - Curriculum Leader - Languages

Literacy & Numeracy – *invitation only*

These are courses that have been specially designed to improve students' literacy and numeracy skills. The courses are intended specifically for those students who may be experiencing difficulties with numeracy and/or literacy. Classes are kept as small as possible in order to give students extra time with the teacher and the opportunity to receive the reinforcement they need to meet their individual requirements.

Content

Students will be given support in such areas as:

- Reading comprehension
- Writing
- Research skills – summarising, note taking, developing key questions
- Thinking skills and problem solving
- Numeracy

Students will receive one lesson of Numeracy Enrichment, one lesson of Literacy Enrichment and one lesson of assignment help per week.

Assessment

There will be no formal assessment in this subject.

Additional Information

Contact: Mrs Ruth Goldney - Learning Enrichment Coordinator

The Australian Curriculum for Mathematics will be implemented, providing students with essential mathematical skills and knowledge in the content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It aims to encourage students to become self-motivated and confident learners of mathematics. The proficiency strands within the curriculum are Understanding, Fluency, Problem Solving, and Reasoning. Content will be assessed according to Australian Curriculum standard elaborations that categorise student achievement with the student's ability to engage with simple routine through to complex familiar and unfamiliar content.

Objectives

In this course, students will:

- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability

Structure

The Year 8 course will cover the Australian Curriculum. Based on the level attained at the end of Year 7 through the Maths Pathway program, there may be some differentiation in terms of class organisation to allow for extension.

Term 1	Term 2	Term 3	Term 4
Integers Fractions, decimals, percentages	Equation solving Lines, shapes and solids Factorisation and index laws Data	Measurement Rates and ratio	Graphing straight lines Probability Transformations and congruence

Assessment

Each semester will consist of:

- Three supervised tests including a mental arithmetic section.
- A Problem solving test

Recommendations

Students who were not able to advance past level 5 in Year 7 through the Maths Pathway program will be considered for a class that continues the program in Year 8.

Additional Information

Contact: Mr Adrian Corrado - Curriculum Leader – Mathematics

At the heart of the Year 8 Religion and Ethics program lies the units of work written to complement the Religious Education Guidelines of the Archdiocese of Brisbane. The approach to this subject is a learning-based one; students are formally assessed and their progress in knowledge, process skills and communication skills is reported upon.

Objectives

Loreto College Coorparoo aspires to educate and form students who are challenged to live the Gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

Structure

Students complete four units over two semesters. Each unit involves one piece of assessment.

Term 1	Term 2	Term 3	Term 4
<p>Covenant</p> <p>In this unit, students explore the biblical Covenants and the relationship between the “people of the book”, particularly in their rites and writings.</p> <p>Through this content, students develop skills in textual analysis and visual literacy.</p>	<p>Unity and Diversity</p> <p>Students investigate the rituals of Judaism, Christianity and Islam to examine how a faith journey is made through rites of initiation.</p> <p>They learn to compare and distinguish key aspects of those rituals, and skills in located and using research.</p>	<p>Mission Matters</p> <p>Exploring understandings of justice and morality, this unit looks at issues in the modern world, and what different Catholic organisations are doing to address them.</p> <p>In researching Mission and justice organisations, students learn to analyse motivations, draw connections and evaluate the impact of actions.</p>	<p>Movers and Shakers</p> <p>In this unit, students investigate the ways the Church has changed throughout history. They study the people and events that prompted those changes.</p> <p>Students consolidate their research skills, distinguish pertinent information and analyse causes and effects of change.</p>

Assessment

- Short Response Exam
- Progressive Folio of Responses
- Research-based presentation
- Project

Additional Information

Contact: Mrs Anthea Newcombe - Curriculum Leader - Religion

The Junior Science program at Loreto College Coorparoo aims to develop an awareness of the applications and important place of science and technology in everyday life and the world around us. It is designed to build on the student's prior knowledge that they have gained through their formal education as well as from their everyday life experiences. An exciting part of the course for the students is the chance to further develop their practical laboratory and analytical skills in our well-equipped Science facility of six laboratories. A significant part of the course is hands-on and consequently students will also put into practice the important safety considerations and techniques to apply in such an environment. As well as acquiring new skills and content knowledge, students will explore Science as a human endeavour and how landmark discoveries have significantly changed people's understanding of the world and the universe. ICT is considered an integral part of Science study at Loreto and it is interwoven in all aspects of the course including teaching, student research and laboratory enquiry.

Objectives

Science has three interrelated strands which are covered across all units: *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills*.

The *Science Understanding* strand comprises four sub-strands:

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

There are two sub-strands of *Science as a Human Endeavour*. These are:

- Nature and Development of Science
- Use and Influence of Science

There are five sub-strands of *Science Inquiry Skills*. These are:

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

Structure

The term units for Year 8 Science are:

Term 1	Term 2	Term 3	Term 4
What Lies Beneath <ul style="list-style-type: none"> • Geology 	Bubbles, Smoke and Pops <ul style="list-style-type: none"> • Chemistry 	Cells and Living Systems <ul style="list-style-type: none"> • Biology 	Energy and Renewal <ul style="list-style-type: none"> • Biology • Physics

Assessment

Assessment includes:

- Tests
- Experimental Investigations
- Student Projects

Additional Information

Contact: Mr Matthew Lourigan - Curriculum Leader - Science

Technologies: Food and Textiles is a subject from the learning area of Technologies within the Australian Curriculum. It actively engages students in creating quality designed solutions for identified needs and opportunities across the technologies contexts of Food and fibre production, Food specialisations and Materials specialisations. Through the practical application of technologies, students develop dexterity and coordination through experiential activities.

FOOD TECHNOLOGY: Meals for Life

In the Food Technology units, the students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. They develop knowledge of the Dietary Guidelines and develop skills in food preparation and cooking to select, design and produce a range of healthy meals.

TEXTILES TECHNOLOGY: Basics and Boxers

In the Textiles Technology units, the students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, tools and equipment. They develop knowledge of fabrics and develop hand and machine sewing skills to select, design and produce a pair of boxer shorts.

Structure

Students study one semester of Technologies: Food and Textiles, consisting of term units in Food Technology and Textiles Technology.

Term 1	Term 2		Term 3	Term 4
Food Technology	Textiles Technology		Food Technology	Textiles Technology

Assessment

Technologies: Food and Textiles enables students to become creative and responsive designers. The assessment for each unit is:

- Food Technology: Extended written response & practical products
- Textiles Technology: Project – design folio and practical solutions

Additional Information

Contact: Ms Margaret Duncan - Curriculum Leader – Technologies: Food & Textiles

The Creative Arts - Art

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D) and three-dimensional (3D) forms.

Responding in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate their own and others' visual artworks.

Both making and responding involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

(<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/structure/>)

Objectives

The Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/aims/>

Structure

Across the semester of Art, students will learn about different contexts for making and responding to art. The selection of 2D and 3D art media will be utilised to create artworks, including forms such as painting, drawing, sculpture and/or digital imaging.

Term 1	Term 2
<p>Future Hybrid</p> <p>Students will create a ceramic hybrid creature in response to social challenges of the 21st century. The imaginary creature will be designed to solve a world problem, communicating a student-devised concern.</p> <p>Students will learn about artistic conventions and media techniques. Selected artworks will be analysed for inspiration and students will complete responding tasks based on the concepts expressed in these art forms.</p>	<p>Memento</p> <p>Students will produce a still-life painting that reflects a narrative through a collection of objects. The selection of imagery will be developed by the student to communicate an idea, an event or a mood.</p> <p>Students will learn about artistic conventions and media techniques. Selected artworks will be analysed for inspiration and students will complete responding tasks based on the concepts expressed in these art forms.</p>

Assessment

Assessment for Visual Art will take a variety of forms, including:

- Making Folios – artworks supported by booklet work documenting exploration, development and reflection
- Responding Tasks -Written responses in which students respond to selected artists and artworks
-Artist statements written in response to their own work

Recommendations

It is recommended that students intending to select Visual Art in Year 9 or 10, complete the Year 8 course in preparation for future studies.

Additional Information

Contact: Ms Michelle Davidson – Acting Curriculum Leader - Art

The Creative Arts - Drama

Through Drama, students are provided with opportunities to explore the dynamics of human relationships and situations in order to understand and appreciate the world in which they live. In dramatic play, learners use themselves and each other as a medium for expression.

Drama is an interactive discipline and therefore students are encouraged to work constructively and generously with their peers. Through their involvement in drama activities, students will gain confidence and develop competence in communication, teamwork, problem solving, decision-making and artistic self-expression.

Structure

Year 8

Compass, by Jessica Bellamy, explores themes of social status and injustice; challenging students to consider how their decisions are guided by their moral compass.

Lost and Found is a Process Drama that provides students with the opportunity to empathise with characters of all ages through improvisation.

Students will continue their personal artistic journey by:

Role playing

- Improvising
- Exploring feelings, ideas and themes through literature stimulus
- Creating character
- Presenting polished performances of *Compass*, a contemporary Australian play
- Responding to drama

Objectives

- Demonstrate, analyse and interpret the dramatic languages to create dramatic action and meaning
- Apply literacy skills
- Interpret purpose, context and text to communicate dramatic meaning
- Evaluate, justify and synthesise to argue a position about dramatic action and meaning

Assessment

Group Performances: Scripted and improvised

Responding Booklet: A hand written compilation of learning throughout the semester

Recommendations

Students of Drama are encouraged to participate in cultural activities beyond the classroom. Attendance at live theatre offered both within and outside the school context is recommended.

Additional Information

Contact: Mrs Stephanie Tudor – Acting Curriculum Leader – Performing Arts

The Creative Arts - Music

Music plays a significant role in everyday life. It pervades all cultures and evokes a broad spectrum of human emotional responses. As one of the Performing Arts, music makes a profound contribution to personal, social and cultural identity. It forms a unique means of expression, of knowing and of communicating experience.

Year 8 Music is a practical course where students interact with music through a performance-based program focused on popular styles. All students learn to sing and play instruments including keyboards, guitar, bass guitar and drum kit. This leads to practical assessment in which students are required to set up and perform in a band. Additionally, students will listen to and discuss a wide variety of musical styles and learn to read and write musical notation.

The transferrable skills developed through a Music education, such as the capacity for flexible thinking and doing, will ensure students are equipped with 21st century skills they can apply outside the Music classroom.

Objectives

- Enjoy and value music and engage confidently in music-making
- Demonstrate technical skills by developing a sound knowledge of music theory
- Develop skills in music performance including group performance and work in rock bands
- Develop appropriate music vocabulary to communicate and express ideas about music

Structure

Year 8

Music Is Life is designed to continue your learning of the elements of music and prepare you for Year 9 Music.

Your learning experiences will include:

- Singing
- Rhythmic Development
- Drum Kit
- Composing
- Text setting and notation
- Playing in a band
- Aural analysis
- Body percussion

Your assessment will include:

- Performing – You will choose a piece of repertoire to play as a member of a rock band.
- Musicology – Your booklet will demonstrate your understanding of concepts covered in class and your ability to analyse the elements of music.

Assessment see above

Recommendations

Students of the Performing Arts are encouraged to participate in cultural activities beyond the classroom. Attendance at live theatre, musicals, concerts and events offered both within and outside the school context is recommended.

Additional areas of study including Instrumental Music will be complementary to this subject area.

Additional Information

Contact: Mrs Stephanie Tudor – Acting Curriculum Leader – Performing Arts

