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Global Learning Program

In 2012, Years 9B & C will undertake the Global Learning Program in Semester 1 and Years 9A&D will undertake the Global Learning Program in Semester 2. As a result of the Global Learning Program, there may be some variations to the core program.

Aims: Explicit development of the skills of intercultural understanding as a key attribute of 21st century learners to be delivered through a broad inquiry based Year 9 curriculum incorporating the use of ICT to access the global community.

The Global Learning Program is designed to embed intercultural understanding as an interdisciplinary skill for all of our students. This intercultural understanding can be defined as:

• Awareness/Understanding/sensitivity/tolerance of their own and other cultures and their differences
• The ability to connect globally
• Breakdown preconceptions and stereotypes
• Importance of cultural diversity in creating our nation
• Difference within cultures- eg religion
• Ability to find compromise and resolve conflicts
• Enrichment of life’s experiences

Rationale:

• Global connections create a high level of diversity in communities.
• Education is about tools not about information.
• We want to create students with abilities to search and understand, not reservoirs of information.

What will this program look like?
A Yr 9 interdisciplinary curriculum program:
Students spend a semester immersed in the program, with an overarching question for an student based inquiry.

How do I become a global citizen?

Series of questions for concentric circle

What does it mean to be -

• myself
• my local community
• my city Melbourne
• my country Australia
• my region Asia
• a global citizen
Yr 9 Curriculum Grid incorporating - Yr 9 Global Learning Program (GLP)

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9 A D B C A</strong></td>
<td>Regular program</td>
<td>GLP</td>
</tr>
<tr>
<td>Maths</td>
<td>Regular</td>
<td>GLP</td>
</tr>
<tr>
<td>Science</td>
<td>Regular</td>
<td>GLP</td>
</tr>
<tr>
<td>Humanities</td>
<td>Regular</td>
<td>GLP</td>
</tr>
<tr>
<td>English</td>
<td>Regular</td>
<td>GLP</td>
</tr>
<tr>
<td>LOTE</td>
<td>Regular</td>
<td>GLP</td>
</tr>
<tr>
<td>PE</td>
<td>Regular</td>
<td>GLP</td>
</tr>
<tr>
<td>SPORT</td>
<td>Regular</td>
<td>GLP</td>
</tr>
<tr>
<td>Elective 1/3</td>
<td>Regular</td>
<td>GLP</td>
</tr>
<tr>
<td>Elective 2/4</td>
<td>Regular</td>
<td>GLP</td>
</tr>
</tbody>
</table>

- A team of teachers will have the GLP as their focus for the year and subject teachers will swap classes at the end of semester 1 which provides continuity.

- Students will have some of the core curriculum from subject areas incorporated in to the learning within the Global Learning Program.

- The GLP will have required knowledge and skills which will be assessed through the program and related to VELS, which will appear as part of the formal semester reporting process.
# Middle School Student Support

## Planning for future careers and VCE subject selection

<table>
<thead>
<tr>
<th>Year Level</th>
<th>When?</th>
<th>Process</th>
</tr>
</thead>
</table>
| 9          | Term 4 (towards the end of year) | • Create an awareness of skills, abilities and possible career futures. Students complete a Careers Workshop or “Jobs Test” inventory which includes a “Skills and Abilities” inventory. These are provided by the MIPS Coordinator and completed during Humanities classes.  
• Students are also introduced to the government provided “Job Guide” to assist them. (They receive their own current copy in Year 10, term 2).  
• The inventory booklets/sheets are collected and given back during the end of year program, when the last section, involving the investigation of a number of careers, is begun. A copy of the summary page for each student is filed in individual Pathways folders at school. |
| 9          | Term 4 End of Year Program | • Students are also given copies of the Work Experience Guide, prepared by the Director of Pathways, as encouragement to start planning for Year 10 Work Experience program (last week of Term 3 for all students 15 and over).  
• Students undertake “Safe@work” OHS training in preparation for Work Experience. Certificates of Attainment (General and Job Specific) are completed. These are valid for 12 months. Copies are kept by the school and passed to the Director of Pathways. |
<table>
<thead>
<tr>
<th>Year Level</th>
<th>When?</th>
<th>Process</th>
</tr>
</thead>
</table>
| 10 Term 1  | • Students are encouraged to prepare a Resume for use the following year.  
• Students are also encouraged to refer to the earlier completed inventories/sheets and to start thinking about future career possibilities.  
• Students are referred to the Work Experience Guide, distributed at the end of Year 9. Extra copies of this and all paperwork/forms relevant to Work Experience are available from the Pathways Office.  
• Students are encouraged to organize placements and paperwork for Work Experience, which takes place in the last week of Term 3.  
• Parents/Guardians receive information in the newsletter re the program and also at the Year 10 Information Evening, held early in Term 1.  
• Students are offered individual support by the Director of Pathways.  
• Paperwork is returned by students to the Pathways Office for processing once completed. The paperwork is due by the end of Term 2.  
• Students have the opportunity to complete more than one week at specific times in line with the school policy. |
| 10 Term 2  | • Tertiary Open Days are advertised in the school newsletter and all Year 10 students are given their own copy by the Form group teachers.  
• Students are encouraged to investigate possible future courses with their parents/guardians.  
• The “Job Guides” are given to all Year 10 students as soon as they arrive in the school.  
• Students are again given the chance to experience a job/career aptitude/interest testing and individual interview program via the “Careers Workshop” program provided by the school. |
| 10 Term 3  | • A copy of “ENTER 2014” (this is dated according to when students would enter Tertiary study) is distributed to all Year 10 students by the Director of Pathways as soon as it is published in the daily newspapers. This provides students with information regarding entry requirements for Victorian Tertiary Institutes for the year following their completion of VCE, and assists them in selecting VCE subjects. This must be kept right through VCE, as it needs to be referred to if any subject changes are considered.  
• Students also receive a copy of “Choices,” a publication provided by VTAC for Year 10 students.  
• A VCE Information evening is run by the Senoir School Coordinator (usually late July/early August). Students and parents are given information and have a chance to discuss individual subjects with teachers.  
• All Year 10 students must complete their VCE subject selection by the date outlined in Term 3. Selections are made online and the processes will be fully outlined at the Information Evening and in class. These are checked and |
<table>
<thead>
<tr>
<th>Year Level</th>
<th>When?</th>
<th>Process</th>
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</thead>
</table>
|            |        | collected in a one on one staff interview before Work Experience.  
|            |        | • Students wishing to do a Unit 3 / 4 in Year 11 are counselled and Semester 1 results checked. |
| 10         | Term 4 | • VCE Subject Blocks are produced that accommodate the maximum number of students. Any students with programs that do not fit are consulted and counselled and changes are made. This also happens with students wanting to do a Unit 3 / 4. These students may also have to attend a staff panel interview.  
|            |        | • Students have their courses confirmed at the end of Term, when they re-enrol for the next year. This is usually around early December.  
|            |        | • A VCE orientation program is also run at this time. This can run over one or two days. |
English Key Learning Area

Topics To be Studied:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Short stories</td>
</tr>
<tr>
<td>2.</td>
<td><em>A Rose for the Anzac Boys</em>/One Night</td>
</tr>
<tr>
<td>3.</td>
<td>Literature Circles</td>
</tr>
<tr>
<td>4.</td>
<td>Film Studies/ Film Making</td>
</tr>
<tr>
<td>5.</td>
<td>Writing Folio Different Genres</td>
</tr>
<tr>
<td>6.</td>
<td>Essay writing Language analysis</td>
</tr>
<tr>
<td>7.</td>
<td>Oral presentations</td>
</tr>
</tbody>
</table>

Extension Activities

Guest speakers
English Competitions and Writing Competitions(UNSW)
MS Readathon,

Homework and Homestudy
Reading of set texts and extension reading
Grammar Book exercises
Completion of class work, Writing folio projects
Redrafting of Essays Language Analysis tasks
Class Talks.

Assessment
Participation in class discussion and Oral Presentations
Writing in different genres (stories, essays, notes)
Literature Circles Project - student organized in consultation with teacher
Film study and Writing Folio

Resources

Student Texts:  A Rose for the Anzac Boys/ One Night
Film Text:      TBC  *(Supplied by School)*
Literature Circles Text:  Students Choice *(Term Three- To be purchased during the year)*
Languages Other Than English (LOTE) Key Learning Area

German

Topics to be Studied

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Zu Hause</td>
</tr>
<tr>
<td>2.</td>
<td>Zimmer und Möbel</td>
</tr>
<tr>
<td>3.</td>
<td>Haushalt</td>
</tr>
<tr>
<td>4.</td>
<td>Geld verdienen und ausgeben</td>
</tr>
<tr>
<td>5.</td>
<td>Läden</td>
</tr>
<tr>
<td>6.</td>
<td>Das Wochenende</td>
</tr>
<tr>
<td>7.</td>
<td>Aktivitäten am Wochenende</td>
</tr>
<tr>
<td>8.</td>
<td>Ferien und Reisen</td>
</tr>
</tbody>
</table>

Extension Activities
- Participation in Language Week
- Poetry competition
- Language Excursion

Homework & Homestudy
- Revision of class work at home on a regular basis.
- Preparation for ongoing vocabulary tests.
- Learning of Grammatical Structures for assessment.
- Revision for topic tests.
- Completion of tasks commenced in classroom.

Assessment
- Topic tests
- Vocabulary and Grammar tests
- Specified assignments for the assessment of the skills of listening, Speaking, Reading and Writing
- Project work
- Research Tasks including using ICT

Resources
- Textbook: *Katzensprung 2 and associated workbook (VELS edition)*
- School supplied: *ICT equipment, dictionaries and topic worksheets*

Additional Notes
- Progression in language is sequential and successful completion of the previous years of learning will be a normal requirement. Language study provides an Enhanced ATAR, that is, the subject score is usually ‘scaled up’.
Languages Other Than English (LOTE) Key Learning Area

French

Topics to be Studied

1. Detailed personal profiles
2. Numbers 1000 – 1000000
3. School issues
4. New grammar topics: reflexive and modal verbs; future simple, recent past and complex past tenses
5. Culinary map of France
6. Means of transportation
7. Travelling / countries
8. The Paris metro
9. French inventions
10. Fashion (haute couture) in France
11. Buying clothes
12. Daily routine
13. Canada, Martinique and New Caledonia

Extension Activities
Study of video materials on the topics.
Discussions of articles about French culture.

Homework & Homestudy
Regular completion of tasks commenced in classroom.
Regular revision of topics studied.
Revision for topic tests.

Assessment
Ongoing topic tests
End-of-chapter tests (4)
Term projects (including using ICT):
  - report on gastronomy of a French region;
  - PowerPoint on public transport in France;
  - French fashion design research;
Common Test.

Resources
Student owned textbook: Allons-y 2 (Course and Activity books)
School supplied: ICT equipment and software, dictionaries and topic worksheets

Additional notes
At the end of Year 9 students can choose to continue their language studies in Year 10. It will give them the opportunity to select French as a VCE subject later, considering the sequential nature of language learning. VCE language study score is usually “scaled up” considerably.
Mathematics Key Learning Area

Topics to be Studied

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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number &amp; Consumer Maths (N)</td>
</tr>
<tr>
<td>2</td>
<td>Algebra (St)</td>
</tr>
<tr>
<td>3</td>
<td>Statistics (MCD)</td>
</tr>
<tr>
<td>4</td>
<td>Geometry (Sp)</td>
</tr>
<tr>
<td>5</td>
<td>Linear Equations (St)</td>
</tr>
<tr>
<td>6</td>
<td>Linear Graphs (St)</td>
</tr>
<tr>
<td>7</td>
<td>Pythagoras (MCD)</td>
</tr>
<tr>
<td>8</td>
<td>Measurement (MCD)</td>
</tr>
<tr>
<td>9</td>
<td>Indices (N)</td>
</tr>
<tr>
<td>10</td>
<td>Trigonometry (MCD)</td>
</tr>
<tr>
<td>11</td>
<td>Factorisation (St)</td>
</tr>
<tr>
<td>12</td>
<td>Probability (MCD)</td>
</tr>
<tr>
<td>13</td>
<td>Quadratics (St)</td>
</tr>
</tbody>
</table>

Extension Activities
Mathematics competitions
Problem solving tasks
Challenge activities from the textbook
Enrichment tasks from the textbook

Homework & Homestudy
MathsMate homework program.
Completion of classwork.
Completion of project and problem solving tasks.
Preparation for topic tests and common tests
Regular revision of classwork

Assessment
Topic tests
Project/Problem Solving
Common Semester Test (held twice yearly in June and November).
Homework program.

Resources
Student owned textbook – *Maths Quest 9 CASIO CLASSPAD Edition (3rd edition)*
School supplied Mathematics equipment
Essential Items Levy and Voluntary School Levy to pay for additional Mathematics materials

Students may be asked to purchase materials of which they take possession and to pay for Mathematics excursions or activities in which they participate.
Dimensions: Number(N); Space (Sp); Measurement, Chance & Data (MCD); Structure (St) and Working Mathematically (WM: reasoning, investigating & applying technology to other dimensions)
Physical Education and Health Key Learning Area

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fitness testing</td>
</tr>
<tr>
<td>2.</td>
<td>Fitness theory and activities</td>
</tr>
<tr>
<td>3.</td>
<td>Games and tactics: Handball</td>
</tr>
<tr>
<td>4.</td>
<td>Health: Sexual health and safety</td>
</tr>
<tr>
<td>5.</td>
<td>Games and tactics: Volleyball</td>
</tr>
<tr>
<td>6.</td>
<td>Health: Drugs</td>
</tr>
<tr>
<td>7.</td>
<td>Dance</td>
</tr>
</tbody>
</table>

Extension Activities

(i) Lunchtime sporting activities.
(ii) Swimming, athletic, cross-country carnivals (House).
(iii) Opportunities to further personal fitness.
(iv) Interschool sport.

Homework & Homestudy

(i) Completion of classroom activities/workbook.
(ii) Research assignments.

Assessment

Students will be assessed on:
(i) Participation in theory, practical classes and use of practical and drill time.
(ii) Successful completion of homework.
(i) Ability to apply skills to practical and/or game situations.

Resources

Physical Education Uniform
Student owned workbook: Blackburn High School, Physical Education and Health Workbook.
School supplied: Sporting equipment
Science Key Learning Area

Topics to be Studied

<p>| | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reproduction</td>
</tr>
<tr>
<td>2.</td>
<td>The Periodic Table</td>
</tr>
<tr>
<td>3.</td>
<td>Light</td>
</tr>
<tr>
<td>4.</td>
<td>Chemical Change</td>
</tr>
<tr>
<td>5.</td>
<td>Responding &amp; Controlling</td>
</tr>
<tr>
<td>6.</td>
<td>Forensics</td>
</tr>
<tr>
<td>7.</td>
<td>Ecosystems</td>
</tr>
<tr>
<td>8.</td>
<td>Photosynthesis &amp; Respiration</td>
</tr>
<tr>
<td>9.</td>
<td>Energy Crisis</td>
</tr>
</tbody>
</table>

**Extension Activities**
Science excursions
School visit by CSIRO investigating Forensics
Australasian Science Competition
National Chemistry Quiz
Science city experience
Science Talent Search

**Homework & Homestudy**
Regular completion of reports of experiments.
Regular completion of theory questions.
Completing assignment/research work.
Revision for topic tests.

**Assessment**

*Knowledge and Understanding:*
Assessment of understanding of concepts and application of knowledge by formal tests and specified exercises

*Practical Work:*
The carrying out and reporting of practical work, including the design of experiments.

*Research and Communication:*
Research tasks, using a variety of resources, at least one project each semester, presented in written form, or orally, and at least one assignment must be done using Power point or webpage.

**Resources**

*Student owned textbook and Homework book:* - *Pearson – Science Dimensions 3*

*School supplied* *Science equipment*

*Essential Items Levy* and *Voluntary School Levy* to pay for additional Science materials

Students may be asked to pay for Science excursions, incursions or activities in which they participate.
Humanities Key Learning Area

Semester 1: History, Civics & Citizenship

Topics to be Studied

1. Contact, Colonisation and Conflict
2. Gold, Bushrangers and “Marvellous Melbourne”
3. Australia and World War 1
4. Politics for everyday living
5. Coastal Management
6. Water: A global to local issue
7. Economics of the Market
8. Work Education

Extension Activities
Gold Rush game
Aboriginal culture/history visual display
Extended responses
Differentiated learning activities
Model making of coastal features
Fieldwork: Blackburn High School
Survey

Homework & Home study
Finishing off class work
Completing assignment/research tasks
Revision for topic tests

Assessment
Topic tests
Resume & mock job application with references
Workbook entries/sheets
Assignments/research tasks
Convict diary
Essay
Posters
Case studies

Resources
Student owned textbook
Humanities storeroom resources
Library resources
Internet
Documentaries
Newspaper articles
Humanities Key Learning Area

Semester 2: Geography & Economics

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Coastal Management</td>
</tr>
<tr>
<td>2</td>
<td>Water: A global to local issue</td>
</tr>
<tr>
<td>3</td>
<td>Economics of the Market</td>
</tr>
<tr>
<td>4</td>
<td>Work Education</td>
</tr>
</tbody>
</table>

Extension Activities
Model making of coastal features
Fieldwork: Blackburn High School Survey
Differentiated learning activities

Homework & Home study
Finishing off class work
Completing assignment/research tasks
Revision for topic tests

Assessment
Topic tests
Workbook entries/sheets
Assignments/research tasks
Posters
Case studies

Resources
Student owned textbook
Humanities storeroom resources: Library resources, Internet, Documentaries, Newspaper articles
Technology Key Learning Area

Food

**Topics to be Studied**

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hygiene</td>
</tr>
<tr>
<td>2.</td>
<td>Safety</td>
</tr>
<tr>
<td>3.</td>
<td>Investigating</td>
</tr>
<tr>
<td>4.</td>
<td>Designing</td>
</tr>
<tr>
<td>5.</td>
<td>Production - a range of products.</td>
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<tr>
<td>6.</td>
<td>Evaluating</td>
</tr>
<tr>
<td>7.</td>
<td>Managing food preparation and service.</td>
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<tr>
<td>8.</td>
<td>The study of basic nutrition</td>
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<tr>
<td>9.</td>
<td>Investigating food habits</td>
</tr>
<tr>
<td>10.</td>
<td>International foods</td>
</tr>
</tbody>
</table>

**Extension Activities**

School Functions: Open Night – Food Preparation
Visit a multi-cultural food venue

**Homework & Homestudy**

Research ideas, seek information, try ideas related to design brief
Complete a detailed report on an investigation related to the focus of Foods.

**Assessment**

Production
Journal
Investigation

**Resources**

*Student owned textbook –* *Cookery The Australian Way, 7th Edition*
*School supplied –* Food technology equipment and materials.
*Essential Items Levy* of $95 and *Voluntary School Levy* to pay for Technology materials

Students may be asked to purchase materials of which they take possession and to pay for Technology excursions or activities in which they participate.
Technology Key Learning Area

Information Technology

Topics to be Studied

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<table>
<thead>
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<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Word processing</td>
</tr>
<tr>
<td>2</td>
<td>Desktop publishing</td>
</tr>
<tr>
<td>3</td>
<td>Spreadsheets.</td>
</tr>
<tr>
<td>4</td>
<td>Web page development</td>
</tr>
<tr>
<td>5</td>
<td>Design process</td>
</tr>
<tr>
<td>6</td>
<td>Creating using multi-media</td>
</tr>
<tr>
<td>7</td>
<td>Information processing</td>
</tr>
<tr>
<td>8</td>
<td>Communication skills</td>
</tr>
<tr>
<td>9</td>
<td>Analysis</td>
</tr>
<tr>
<td>10</td>
<td>Research project</td>
</tr>
</tbody>
</table>

Extension Activities
University of NSW – Computer Studies Competition

Homework & Homestudy
Research ideas, seek information, try ideas related to design brief
Complete a detailed report on an investigation related to Information Technology.

Assessment
Production
Journal
Research Project

Resources
Student owned book – Display book of notes and production work development
School supplied – ICT equipment and printing
Essential Items Levy of $25 and Voluntary School Levy to pay for Technology materials

Students may be asked to purchase materials of which they take possession and to pay for Technology excursions or activities in which they participate.
Technology Key Learning Area

Programming and Web Design

Topics to be Studied

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<tbody>
<tr>
<td>1</td>
<td>GameMaker Programming</td>
</tr>
<tr>
<td>2</td>
<td>Object orientated programming</td>
</tr>
<tr>
<td>3</td>
<td>Structural programming</td>
</tr>
<tr>
<td>4</td>
<td>An MSExcel application</td>
</tr>
<tr>
<td>5</td>
<td>Visual Basic Programming</td>
</tr>
<tr>
<td>6</td>
<td>Webpage design and creation</td>
</tr>
<tr>
<td>7</td>
<td>Research on ICT based technologies</td>
</tr>
<tr>
<td>8</td>
<td>PowerPoint presentation of research</td>
</tr>
<tr>
<td>9</td>
<td>Journal which discusses achievements, problems and solutions.</td>
</tr>
</tbody>
</table>

Extension Activities
GameMaker extension.

Homework & Homestudy
Regular completion of journals linked to projects.
Completion of programming project work.
Completion of assignment and research work.

Assessment
Production
Research and Communication
Production Journal
Class presentations

Resources
Student owned textbook – Display book (Journal)
School supplied – Tutorials in GameMaker, Dreamweaver, Powerpoint and MSExcel..
Essential Items Levy of $25 and Voluntary School Levy to pay for Technology materials

Students may be asked to purchase materials of which they take possession and to pay for Technology excursions or activities in which they participate.
Technology Key Learning Area

Metal

Topics to be studied

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<tbody>
<tr>
<td>1.</td>
<td>Safety</td>
</tr>
<tr>
<td>2.</td>
<td>Investigating</td>
</tr>
<tr>
<td>3.</td>
<td>Designing</td>
</tr>
<tr>
<td>4.</td>
<td>Fabrication: Producing a range of products.</td>
</tr>
<tr>
<td>5.</td>
<td>Evaluating</td>
</tr>
<tr>
<td>6.</td>
<td>Use of ICT for word processing and accessing websites for investigations</td>
</tr>
</tbody>
</table>

Extension Activities
Excursion to Meat Market or Jewellery exhibition

Homework & Home study
Students to research and seek information on ideas for design projects
Research for an investigation related to metalwork.

Assessment
Production
Journal
Research Project

Resources
Student owned book – Display book of notes and production work development
School supplied – Metalwork equipment and computers
Essential Items Levy of $50 and Voluntary School Levy to pay for Technology materials

Students may be asked to purchase materials of which they take possession and to pay for Technology excursions or activities in which they participate.
Technology Key Learning Area

Music Technology

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>How sound is recorded</td>
</tr>
<tr>
<td>2.</td>
<td>Basic Recording and mastering skills</td>
</tr>
<tr>
<td>3.</td>
<td>Using computer software as an aid to composing music</td>
</tr>
<tr>
<td>4.</td>
<td>Creating a radio show for broadcast</td>
</tr>
<tr>
<td>5.</td>
<td>Research assignment</td>
</tr>
</tbody>
</table>

Extension Activities

Excursion to SYN FM studios
Volunteering at SYN FM to broadcast a radio show
Involvement in Tech crew to set up for school concerts
Differentiated learning activities

Homework & Homestudy

Completing assignment/research work.
Revision for topic tests.

Assessment

Practical Activities
Concert Production
ICT Skills

Resources

Student owned: Workbook of teacher handouts
               Good quality Audio Headphones (with a 3.5mm plug)
               USB key/memory stick
School supplied Music equipment

Essential Items Levy of $15 and Voluntary School Levy to pay for upkeep of sound equipment

Students may be asked to purchase materials of which they take possession and to pay for Technology excursions or activities in which they participate.
Technology Key Learning Area

Photography

**Topics to be Studied**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>SLR &amp; Digital Cameras</td>
</tr>
<tr>
<td>2.</td>
<td>Film Development &amp; scanners</td>
</tr>
<tr>
<td>3.</td>
<td>Digital darkroom techniques</td>
</tr>
<tr>
<td>4.</td>
<td>Studio Lighting - Portraits</td>
</tr>
<tr>
<td>5.</td>
<td>Landscape photography</td>
</tr>
<tr>
<td>6.</td>
<td>Research projects</td>
</tr>
<tr>
<td>7.</td>
<td>Health &amp; Safety</td>
</tr>
<tr>
<td>8.</td>
<td>Photoshop</td>
</tr>
<tr>
<td>9.</td>
<td>Photo-montage</td>
</tr>
<tr>
<td>10.</td>
<td>Journal documenting production</td>
</tr>
<tr>
<td>11.</td>
<td>Design Brief &amp; Self Analysis</td>
</tr>
</tbody>
</table>

**Extension Activities**

Participate in competitions
Use of darkroom at lunchtimes for enrichment work

**Homework & Homestudy**

Collection of images in journal.
Worksheets as set by the classroom teacher.
Completion of some tasks commenced in the classroom.
Completing assignment/research work.

**Assessment**

Production
Journal
Investigation

**Resources**

- **Student owned book** – A display book of notes and production work (Journal)
- **School supplied** – Photographic equipment, text books and computers.
- **Essential Items Levy** of $40 and **Voluntary School Levy** to pay for Technology materials

Students may be asked to purchase materials of which they take possession and to pay for Technology excursions or activities in which they participate.
Technology Key Learning Area

Systems

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Investigating, producing and evaluating process in a number of technological applications, including electronics</td>
</tr>
<tr>
<td>2.</td>
<td>Construction and design of an electronic project.</td>
</tr>
<tr>
<td>3.</td>
<td>Electronic and mechanical systems.</td>
</tr>
<tr>
<td>4.</td>
<td>Build a model operated by batteries or solar panel.</td>
</tr>
<tr>
<td>5.</td>
<td>Design and record the development of the design briefs.</td>
</tr>
<tr>
<td>6.</td>
<td>Computer-aided design briefs</td>
</tr>
<tr>
<td>7.</td>
<td>Word processing and accessing internet websites for investigations.</td>
</tr>
</tbody>
</table>

Extension Activities
Students have the opportunity to select topics from a number of projects.

Homework & Home study
Students to research and seek information on ideas for design projects
Research for an investigation related to systems.

Assessment
Production
Journal
Research Project

Resources
Student owned book – Display book of notes and production work development
School supplied – Systems and electronic equipment and computers
Essential Items Levy of $50 and Voluntary School Levy to pay for Technology materials

Students may be asked to purchase materials of which they take possession and to pay for Technology excursions or activities in which they participate.
Technology Key Learning Area

Textiles

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Use of Sewing Machines</td>
</tr>
<tr>
<td>2.</td>
<td>Pattern cutting</td>
</tr>
<tr>
<td>3.</td>
<td>Construction techniques</td>
</tr>
<tr>
<td>4.</td>
<td>Soft Toy (teddy bear)</td>
</tr>
<tr>
<td>5.</td>
<td>Garment (boxer shorts)</td>
</tr>
<tr>
<td>6.</td>
<td>Patchwork cushion</td>
</tr>
<tr>
<td>7.</td>
<td>Fashion Design Project</td>
</tr>
<tr>
<td>8.</td>
<td>Historical research assignment</td>
</tr>
<tr>
<td>9.</td>
<td>Journal documenting production</td>
</tr>
<tr>
<td>10.</td>
<td>Design Brief &amp; Self Analysis</td>
</tr>
</tbody>
</table>

Extension Activities
Participate in competitions
Use of Textiles room at lunchtimes for enrichment work

Homework & Homestudy
Collection of images in journal.
Worksheets as set by the classroom teacher.
Completion of some tasks commenced in the classroom.
Completing assignment/research work.

Assessment
Production
Journal
Investigation

Resources
Student owned book – A display book of notes and production work details (Journal)
School supplied – Textile equipment, text books and computers.
Essential Items Levy $30 and Voluntary School Levy to pay for Technology materials

Students may be asked to purchase materials of which they take possession and to pay for Technology excursions or activities in which they participate.
Technology Key Learning Area

Wood

Topics to be studied

| 1. | Tools and safety          |
| 2. | Investigating - timber    |
| 3. | Designing                |
| 4. | Production: students will make a range of products. |
| 5. | Evaluating               |
| 6. | Use of ICT for word processing and accessing websites for investigations |

Extension Activities
Excursion to Meat Market

Homework & Home study
Students to research and seek information on ideas for design projects
Research for an investigation related to woodwork.

Assessment
Production
Journal
Research Project

Resources
Student owned book – Display book of notes and production work development
School supplied – Woodwork equipment and computers
Essential Items Levy $60 and Voluntary School Levy to pay for Technology materials

Students may be asked to purchase materials of which they take possession and to pay for Technology excursions or activities in which they participate.
The Arts Key Learning Area

Art

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Exploration of the elements of Art</td>
</tr>
<tr>
<td>2</td>
<td>Rendering techniques</td>
</tr>
<tr>
<td>3</td>
<td>Colour theory exercises</td>
</tr>
<tr>
<td>4</td>
<td>Portraiture using a variety of materials</td>
</tr>
<tr>
<td>5</td>
<td>Painting techniques – various topics</td>
</tr>
<tr>
<td>6</td>
<td>Mixed media collage</td>
</tr>
<tr>
<td>7</td>
<td>Printmaking</td>
</tr>
<tr>
<td>8</td>
<td>Research assignments</td>
</tr>
<tr>
<td>9</td>
<td>Weekly sketches in visual art diary</td>
</tr>
</tbody>
</table>

Extension Activities

Lunchtime classes for interested students.
Art competitions – Run by the school and the wider community.
Involvement in group activities for community projects.

Homework & Homestudy

Collection of images and sketches in art diary.
Worksheets as set by the classroom teacher.
Completion of some tasks commenced in the classroom.
Completing assignment/research work.

Assessment

Folio
Design Process (Visual Arts Diary)
Research Projects

Resources

**Student owned book** – Visual Arts Diary
**School supplied** Art and ICT equipment
**Essential Items Levy** of $25 and **Voluntary School Levy** to pay for Art materials

Students may be asked to purchase materials of which they take possession and to pay for Visual Art excursions or activities in which they participate.
The Arts Key Learning Area

Ceramics

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Revision of hand-building techniques</td>
</tr>
<tr>
<td>2.</td>
<td>Introduction to the use of kilns</td>
</tr>
<tr>
<td>3.</td>
<td>Glazing and surface decoration techniques</td>
</tr>
<tr>
<td>4.</td>
<td>“Interiors” artwork using slab construction</td>
</tr>
<tr>
<td>5.</td>
<td>Slip casting techniques</td>
</tr>
<tr>
<td>6.</td>
<td>Glaze decoration in a historical style</td>
</tr>
<tr>
<td>7.</td>
<td>Drape moulds</td>
</tr>
<tr>
<td>8.</td>
<td>Decorated Venetian masks</td>
</tr>
<tr>
<td>10.</td>
<td>Sketches and development work in visual art diary</td>
</tr>
</tbody>
</table>

Extension Activities

Lunchtime classes for interested students.
Art competitions – Run by the school and the wider community.
Involvement in group activities for community projects.

Homework & Homestudy

Collection of images and sketches in art diary.
Worksheets as set by the classroom teacher.
Completion of some tasks commenced in the classroom.
Completing assignment/research work.

Assessment

Folio
Design Process (Visual Arts Diary)
Research Projects

Resources

Student owned book – Visual Arts Diary
School supplied Art and ICT equipment
Essential Items Levy of $25 and Voluntary School Levy to pay for Art materials

Students may be asked to purchase materials of which they take possession and to pay for Visual Art excursions or activities in which they participate.
The Arts Key Learning Area

Visual Communication

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Design elements and principles.</td>
</tr>
<tr>
<td>2.</td>
<td>Generate and develop design concepts</td>
</tr>
<tr>
<td>3.</td>
<td>Rendering techniques</td>
</tr>
<tr>
<td>4.</td>
<td>Freehand drawing</td>
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<td>5.</td>
<td>Paraline drawing methods</td>
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<tr>
<td>6.</td>
<td>Orthogonal drawing</td>
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<tr>
<td>7.</td>
<td>One point &amp; Two point perspective</td>
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<td>8.</td>
<td>Symbols</td>
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<tr>
<td>9.</td>
<td>Adobe Photoshop</td>
</tr>
<tr>
<td>10.</td>
<td>Adobe Illustrator</td>
</tr>
<tr>
<td>11.</td>
<td>Research assignments</td>
</tr>
</tbody>
</table>

Extension Activities

Lunchtime classes for interested students.
Art competitions – Run by the school and the wider community.
Involvement in group activities for community projects.

Homework & Homestudy

Collection of images and sketches in art diary.
Worksheets as set by the classroom teacher.
Completion of some tasks commenced in the classroom.
Completing assignment/research work.

Assessment

Design Process
Production
Analysis

Resources

Student owned book – Visual Arts Diary
School supplied Art and ICT equipment
Essential Items Levy of $25 and Voluntary School Levy to pay for ICT and Art materials

Students may be asked to purchase materials of which they take possession and to pay for Visual Art excursions or activities in which they participate.
The Arts Key Learning Area

Multimedia

Topics to be Studied

1. Design elements and principles
2. Manipulating fonts
3. Email etiquette
4. Digital drawing techniques
5. Digitising and manipulating still images
6. Photographic collage
7. Poster design
8. Basic animation and video formats
9. Blogs and electronic pin boards
10. Research assignments.

Extension Activities
Lunchtime classes for interested students.
Competitions – Run by the school and the wider community.
Involvement in group activities for community projects.

Homework & Homestudy
Worksheets as set by the classroom teacher.
Completion of some tasks commenced in the classroom.
Completing assignment/research work.

Assessment
Design Process
Multimedia Production
Research Project

Resources
Student owned book – Display book
School supplied ICT equipment
Essential Items Levy of $25 and Voluntary School Levy to pay for ICT and printing costs

Students may be asked to purchase materials of which they take possession and to pay for excursions or activities in which they participate.
The Arts Key Learning Area

Music – Unit 1 – Foundations of Music

Topics to be Studied

| 1. | Historical musical periods |
| 2. | Development of notation |
| 3. | Handwritten notation skills |
| 4. | Chord/scale/mode structures |
| 5. | Keyboard skills |
| 6. | Group/solo rehearsal and performance |
| 7. | Listening, analysis and critical response |
| 8. | Aural skills – rhythmic and interval dictation |
| 9. | Arranging |
| 10. | Transposition |

Extension Activities
Instrumental music lessons; ensemble program; Autumn, Winter and End of year BHS concerts; community performances.

Homework & Homestudy
Regular instrumental practice
Preparation for class solo performance
Research assignment
Completion of some tasks commenced in classroom.

Assessment
Group research and presentation of the composers, instruments, works and musical styles within each historical period
Class compositions, arrangements, transposition and aural activities
Participation and performance in whole class and self-directed ensembles
Solo performance and introduction of a piece from the twentieth century
Presentation of a timeline illustrating the development of music, instruments, styles and social context prior to the twentieth century

Resources
There is no elective subject levy for this subject.
This unit is part of a sequential delivery of music throughout Year 9 and it is recommended that Unit 1 and Unit 2 be taken as a sequence. Students are strongly advised to take both Units 1 and 2 if they are planning to undertake VCE music subjects.
All students undertaking this elective are expected to be in at least one school staff-directed major ensemble (as outlined in the Music Handbook). Students are encouraged to sing in the Concert Choir (Thursdays 7.45 – 8.30 am) to assist with general aural skills.
The Arts Key Learning Area

Music – Unit 2 – Contemporary Music

Topics to be Studied

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<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Contemporary Music 1950 – present day</td>
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<tr>
<td>2</td>
<td>Chord progressions</td>
</tr>
<tr>
<td>3</td>
<td>Chord structure</td>
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<tr>
<td>4</td>
<td>Blues scale</td>
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<td>5</td>
<td>Bass line construction</td>
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<tr>
<td>6</td>
<td>Song and melody writing</td>
</tr>
<tr>
<td>7</td>
<td>Compositional devices</td>
</tr>
<tr>
<td>8</td>
<td>Group and solo performance</td>
</tr>
<tr>
<td>9</td>
<td>Arranging</td>
</tr>
<tr>
<td>10</td>
<td>Listening and analysis</td>
</tr>
<tr>
<td>11</td>
<td>Rhythmic and melodic dictation</td>
</tr>
</tbody>
</table>

Extension Activities
Instrumental music lessons; ensemble program; Autumn, Winter and End of year BHS concerts; community performances.

Homework & Homestudy
Regular instrumental practice
Preparation for class solo performance
Research assignment
Completion of some tasks commenced in classroom.

Assessment
An interview focussing on a particular era of twentieth century music
Class compositions, arrangements, transposition and aural activities
Participation and performance in whole class and self-directed ensembles
Solo performance and introduction of a piece from the twentieth century
Participation in classroom choral activities
Presentation of a timeline illustrating the development of music, instruments, styles and social context throughout the twentieth century

Resources
There is no elective subject levy for this subject.
This unit is part of a sequential delivery of music throughout Year 9 and it is recommended that Unit 1 and Unit 2 be taken as a sequence. Students are strongly advised to take both Units 1 and 2 if they are planning to undertake VCE music subjects

All students undertaking this elective are expected to be in at least one school staff-directed major ensemble (as outlined in the Music Handbook). Students are encouraged to sing in the Concert Choir (Thursdays 7.45 – 8.30 am) to assist with general aural skills.