Blackburn High School

Information Handbook

Year 9
2015

Great School! Great Students! Great Results!

60 Springfield Road Blackburn 3130

Telephone: (+61 3) 8804 6424 Facsimile (+61 3) 8804 6499
E-mail: blackburn.hs@edumail.vic.gov.au
Internet Web Site: http://www.blackburnhs.vic.edu.au
## Contents

**Middle School Student Support** ................................................................. 8  
Planning for future careers and VCE subject selection ...................................... 8

**English Key Learning Area** ......................................................................... 100

**Languages Other Than English (LOTE) Key Learning Area** ......................... 122  
German .............................................................................................................. 122  
French ............................................................................................................... 133

**Mathematics Key Learning Area** ................................................................. 154

**Physical Education and Health Key Learning Area** ..................................... 166

**Science Key Learning Area** .......................................................................... 177

**Year 9 Advanced Science for 21stC Learners** .............................................. 18

**Humanities Key Learning Area** ................................................................... 19  
Subject: Geography & Economics (term only) ................................................. 20

**Advanced Humanities for 21stC Learners** ................................................... 21

**Technology Key Learning Area** ................................................................. 22  
Food .................................................................................................................. 222  
IT Applications .................................................................................................. 23  
Music Technology .............................................................................................. 244  
Photography ...................................................................................................... 255  
Textiles ............................................................................................................... 266  
Wood .................................................................................................................. 27

**The Arts Key Learning Area** ....................................................................... 28

Art ....................................................................................................................... 28  
Ceramics ............................................................................................................. 29  
Drama .................................................................................................................. 30  
Visual Communication ..................................................................................... 31  
Multimedia ......................................................................................................... 32  
Music – Solo Performance & Aural Musicianship ............................................. 33  
Music- Group Performance, Arranging, Composition And Theory .................. 34
Entry at Year 7 to 21stC High Achievers Program is through an ACER test conducted at Blackburn High School in May every year. 21stC HAP Policy is available for more information.

Curriculum Subjects and Pathways for 21stCHAP are:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Great Philosophies(S1) and Big Ideas (S2) covers English, Maths, Science and Humanities</th>
<th>LOTE (French AND German)</th>
<th>Music, Art Technology</th>
<th>Health and PE</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>Great Philosophies(S1) and Big Ideas (S2) covers English, Maths, Science and Humanities</td>
<td>LOTE (French AND German)</td>
<td>Music Art Technology (1 semester each) • Food • Wood</td>
<td>Health and PE</td>
<td>Sport</td>
</tr>
<tr>
<td>Year 9</td>
<td>Semester 1 or 2 In a Semester two Year 9 classes undertake the Global Learning Program which develops students intercultural understandings through project work that aims to inspire and prepare young people for the 21st Century</td>
<td>Semester 1 or 2 Regular program 21C HAP students select the four advanced subjects and the other selections from the mainstream subjects. • Advanced English • Advanced Maths • Advanced Science • Advanced Humanities</td>
<td>S1 or 2: Regular program PE</td>
<td>Semester 1 or 2 Regular program LOTE (French/German)</td>
<td>Semester 1 &amp; 2 Electives for all students when not in GLP. Select from: Arts (includes Music) Technology and Sport Electives</td>
</tr>
<tr>
<td>Year 10</td>
<td>*An English is compulsory Early VCE subject (Units 1 and 2)</td>
<td>Early VCE subject (Units 1 and 2)</td>
<td>Year 10 subject</td>
<td>Year 10 subject</td>
<td>Year 10 subject</td>
</tr>
<tr>
<td>Year 11</td>
<td>*An English is compulsory Year 12 subject</td>
<td>Year 12 subject</td>
<td>Units 1 and 2 any subject</td>
<td>Units 1 and 2 any subject</td>
<td>Units 1 and 2 any subject (if required)</td>
</tr>
<tr>
<td>Year 12</td>
<td>An English is compulsory Year 12 subject</td>
<td>Year 12 subject</td>
<td>Year 12 subject</td>
<td>Optional</td>
<td></td>
</tr>
</tbody>
</table>

For further information on curriculum pathways, contact Arlene Roberts, Teaching and Learning leader at the school.
# CURRICULUM PATHWAY FOR MAINSTREAM STUDENTS 7-12

Curriculum Subjects and Pathways for students in the mainstream program:

<table>
<thead>
<tr>
<th>Year</th>
<th>Core curriculum</th>
<th>LOTE</th>
<th>Music (all year)</th>
<th>Health and PE</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td></td>
<td>S1: Introduction to French AND Introduction to German</td>
<td>Art for a Semester Technology for the other Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>Core curriculum</td>
<td>French OR German</td>
<td>Art</td>
<td>Health and PE</td>
<td>Sport</td>
</tr>
<tr>
<td>Year 9</td>
<td>Semester 1 or 2</td>
<td>S1 or 2: Regular program</td>
<td>PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>Early VCE subject</td>
<td>Semester 1 or 2 -Regular program</td>
<td>LOTE (French/ German)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>Year 12 subject</td>
<td>These subjects are studied for one semester: English Science Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>An English is compulsory</td>
<td>Maths is studied all year (incorporated within the GLP)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For further information on Curriculum pathways, contact Arlene Roberts, Teaching and Learning leader at the school.

For further information on Career pathways and subject selections contact Terry McGann, Pathways leader at the school.

For further information on subjects, contact the relevant Key Learning Area leader at the school.
Global Learning Program

In 2015, Year 9 students will undertake the Global Learning Program.

All 21CHAP students will undertake GLP as well as Advanced English for 21st C learners, Advanced Maths for 21stC learners, Advanced Science for 21stC learners and Advanced Humanities for 21stC learners. If there are vacancies in the High Achievers Program, non-HAP students will be invited into the HAP program. Students will need to demonstrate excellent results in their 8 reports, and show commitment to learning and be recommended by their teachers as readiness for learning at this advanced level is important.

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.

WHAT MATTERS????

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>Subject</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Maths</td>
<td>Regular</td>
<td>GLP</td>
</tr>
<tr>
<td>Science</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>LOTE</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>SPORT</td>
<td>Regular</td>
<td>Program</td>
</tr>
<tr>
<td>Elective 1/3</td>
<td>Regular</td>
<td>Program</td>
</tr>
<tr>
<td>Elective 2/4</td>
<td>Regular</td>
<td>Program</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 into 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.
enGauge 21st Century Skills

Digital-Age Literacy
- Basic, Scientific, Economic, and Technological Literacies
- Visual and Information Literacies
- Multicultural Literacy and Global Awareness

Inventive Thinking
- Adaptability, Managing Complexity, and Self-Education
- Curiosity, Creativity, and Risk Taking
- Higher-Order Thinking and Sound Reasoning

Effective Communication
- Teaming, Collaboration, and Interpersonal Skills
- Personal, Social, and Civic Responsibility
- Interactive Communication

High Productivity
- Prioritizing, Planning, and Managing for Results
- Effective Use of Real-World Tools
- Ability to Produce Relevant, High-Quality Products

© 2003 NCREL/Metrix Group
## 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.  
• 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. |
| 10 Term 1 | | • 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 2015” (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 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>One Night/new text TBC</em></td>
</tr>
<tr>
<td>2.</td>
<td>Literature Circles</td>
</tr>
<tr>
<td>3.</td>
<td>Film Studies/Film Making</td>
</tr>
<tr>
<td>4.</td>
<td>Writing Folio Different Genres</td>
</tr>
<tr>
<td>5.</td>
<td>Essay writing/Language analysis</td>
</tr>
<tr>
<td>6.</td>
<td>Oral presentations</td>
</tr>
</tbody>
</table>

Extension Activities

Guest speakers
English Competitions (UNSW)
Literature Circles Extension program

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:** One Night

**Film Text:** Shampoo/ Bowling for Columbine

**Literature Circles Text:** Students Choice (Term Three- To be purchased during the year)
Advanced English for the 21st C learner

All 21stC High Achievers undertake Advanced English

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Crucible (Text study)</td>
</tr>
<tr>
<td>2.</td>
<td>Jasper Jones (Text Study)</td>
</tr>
<tr>
<td>3.</td>
<td>Ethics and philosophy on current issues</td>
</tr>
<tr>
<td>4.</td>
<td>Extend and develop writing and language analysis skills</td>
</tr>
<tr>
<td>5.</td>
<td>Examining issues in the media</td>
</tr>
<tr>
<td>6.</td>
<td>Develop language skills</td>
</tr>
</tbody>
</table>

Skills to be taught
- inquiry based learning within the discipline
- e-learning opportunities
- develop students reading, writing, speaking and listening skills
- explicitly teach thinking skills

Extension Activities
Play performance
Guest speakers
English Competitions (UNSW)

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

Assessment
Participation in class discussion and Oral Presentations
Writing in different genres (stories, essays, notes)
Media and language analysis
Film study and Writing Folio

Resources

Student Texts: The Crucible, Jasper Jones, Successful Grammar
Languages Other Than English (LOTE) Key Learning Area

German

Topics to be Studied


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**

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

**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
Topics to be studied will be from the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pythagoras &amp; Trigonometry (M&amp;G)</td>
</tr>
<tr>
<td>2.</td>
<td>Number Skills (N&amp;A)</td>
</tr>
<tr>
<td>3.</td>
<td>Algebra (N&amp;A)</td>
</tr>
<tr>
<td>4.</td>
<td>Geometry (M&amp;G)</td>
</tr>
<tr>
<td>5.</td>
<td>Linear Equations (N&amp;A)</td>
</tr>
<tr>
<td>6.</td>
<td>Probability (S&amp;P)</td>
</tr>
<tr>
<td>7.</td>
<td>Linear Graphs (N&amp;A)</td>
</tr>
<tr>
<td>8.</td>
<td>Indices (N&amp;A)</td>
</tr>
<tr>
<td>9.</td>
<td>Statistics (S&amp;P)</td>
</tr>
<tr>
<td>10.</td>
<td>Financial Arithmetic (N&amp;A)</td>
</tr>
<tr>
<td>11.</td>
<td>Measurement (M&amp;G)</td>
</tr>
</tbody>
</table>

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

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.
Homework program.

Resources
Student owned textbook – *Maths Quest 9 for the Australian Curriculum*
Student owned homework book:
  *MathsMate 9 Gold* (for advanced students)
  *MathsMate 9 Standard* (for mainstream students)
Student owned scientific calculator
Protractor
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 and Algebra(N&A); Measurement and Geometry(M&G); Statistics and Probability(S&P)
Key Learning Area - Mathematics
Mathematics: High Achievers Program

**Topics**
Topics to be studied will be from the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Probability (S&amp;P)</td>
</tr>
<tr>
<td>2</td>
<td>Number systems (N&amp;A)</td>
</tr>
<tr>
<td>3</td>
<td>Sequences &amp; Series (N&amp;A)</td>
</tr>
<tr>
<td>4</td>
<td>Linear equations &amp; graphing (N&amp;A)</td>
</tr>
<tr>
<td>5</td>
<td>Quadratic equations &amp; graphing(N&amp;A)</td>
</tr>
<tr>
<td>6</td>
<td>Pythagoras &amp; Trigonometry (M&amp;G)</td>
</tr>
<tr>
<td>7</td>
<td>Indices &amp; Logarithms(N&amp;A)</td>
</tr>
</tbody>
</table>

**Extension Activities**
- Mathematics competitions
- Problem solving tasks
- Challenge activities from the textbook
- Enrichment tasks from the textbook
- Entry into competitions

**Homework & Home study**
- MathsMate homework program.
- Completion of class work.
- Completion of project and problem solving tasks.
- Preparation for topic tests and common tests
- Regular revision of class work

**Assessment**
- Topic tests
- Project/Problem Solving
- Common Semester Tests
- Homework program.

**Resources**
- **Student owned textbook:** Maths Quest 10 for the Australian Curriculum
- **Student owned homework book:** MathsMate 9 Gold or MathsMate 10 Standard

- **Student owned scientific calculator**
- **Protractor**
- **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 and Algebra(N&A); Measurement and Geometry(M&G); Statistics and Probability(S&P)
Physical Education and Health Key Learning Area

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</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>
</tbody>
</table>

Extension Activities

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

Homework & Homestudy

- Completion of classroom activities/ workbook.
- Research assignments.

Assessment

- Students will be assessed on:
  - Participation in theory, practical classes and use of practical and drill time.
  - Successful completion of bookwork.
  - Ability to apply skills to practical and/or game situations.
  - End of unit tests.

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>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Atomic Structure</td>
</tr>
<tr>
<td>2.</td>
<td>The Periodic Table</td>
</tr>
<tr>
<td>3.</td>
<td>Chemical Bonding</td>
</tr>
<tr>
<td>4.</td>
<td>Body balance (nervous &amp; endocrine systems)</td>
</tr>
<tr>
<td>5.</td>
<td>Microbes</td>
</tr>
<tr>
<td>6.</td>
<td>Types and formation of rocks</td>
</tr>
<tr>
<td>7.</td>
<td>Plate tectonics</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 web page.

Resources
Student do not have to buy a textbook –
References are McMillan ScienceWorld 3 & a class set of 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.
Year 9 Advanced Science for 21stC Learners

All 21CHAP students must undertake this Unit. This Unit will continue with some of the pedagogical approaches utilised in Years 7 and 8 such as:

- inquiry based learning within the discipline
- e-learning opportunities
- develop skills in working scientifically and knowledge about scientific concepts
- prepare students to undertake an Early VCE subject
- embedding thinking skills

Topics to be Studied

<table>
<thead>
<tr>
<th>1.</th>
<th>Ethics in Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Cell and Cell Organelles</td>
</tr>
<tr>
<td>2.</td>
<td>Genetics</td>
</tr>
<tr>
<td>3.</td>
<td>Atomic structure</td>
</tr>
<tr>
<td>4.</td>
<td>Periodic table</td>
</tr>
<tr>
<td>5.</td>
<td>Stoichiometry</td>
</tr>
<tr>
<td>6.</td>
<td>Polymer chemistry</td>
</tr>
<tr>
<td>7.</td>
<td>Electromagnetic Spectrum</td>
</tr>
<tr>
<td>8.</td>
<td>Radioactivity</td>
</tr>
</tbody>
</table>

Extension Activities
Science excursions
Australasian Science Competition
National Chemistry Quiz
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 Powerpoint or webpage.

Resources

Student owned textbook and Homework book: - Macmillan – Science World 10(Print/eBook)
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

Subject: History, Civics and Citizenship (for one term)

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Contact, Colonisation and Conflict</td>
</tr>
<tr>
<td>2.</td>
<td>Gold, Bushrangers and “Marvellous Melbourne”</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

- 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

Subject: Geography & Economics (term only)

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<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
Advanced Humanities for 21stC Learners

Humanities for 21stC HAP students (Semester only)

History, Geography, Economics

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Industrial Revolution</td>
</tr>
<tr>
<td>2</td>
<td>The Development of the Environmental Movement</td>
</tr>
<tr>
<td>3</td>
<td>Environmental Effects of China’s Industrialisation</td>
</tr>
<tr>
<td>4</td>
<td>Ethics and Economics</td>
</tr>
</tbody>
</table>

Extension Activities
Further research on related topics
Personal reflection on ethical ramifications of topics studied

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

Assessment
Topic tests
“Big Ideas” presentation
Diary assignment
Essay writing
Review of key sources
Business scenario
Personal narrative about consumerism

Resources
Textbook provided by school (*Oxford Big Ideas History 9*)
Humanities resources: *Class blog, resource packs with primary and secondary sources*
Technology Key Learning Area

Food

Topics to be studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hygiene</td>
</tr>
<tr>
<td>2</td>
<td>Safety in the kitchen</td>
</tr>
<tr>
<td>3</td>
<td>Food spoilage and food poisoning</td>
</tr>
<tr>
<td>4</td>
<td>Design process- Investigating designing producing and evaluating a product</td>
</tr>
<tr>
<td>5</td>
<td>Jamie’s Home Cooking Skills</td>
</tr>
<tr>
<td>6</td>
<td>House based fifteen and thirty minute meal cook off</td>
</tr>
<tr>
<td>7</td>
<td>Key foods and their classification</td>
</tr>
<tr>
<td>8</td>
<td>Gingerbread house design and production</td>
</tr>
<tr>
<td>9</td>
<td>Healthy Living Pyramid</td>
</tr>
<tr>
<td>10</td>
<td>Dietary guidelines for adolescence</td>
</tr>
</tbody>
</table>

Extension Activities
To study Jamie’s home cooking skills is to learn how to cook great food that tastes amazing, how to save money and, in the long run, how to lead a happier, healthier life. Passing on skills to family, friends and local primary school students

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

Learning Tasks
Hygiene and safety test
Design activity
Healthy eating assignment

Resources
Student owned textbook – ‘Food by design’ by Heath, McKenzie and Tully
School supplied – Food and Technology equipment and materials.
Essential Items Levy of $120 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

I.T. Applications

Topics to be studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Basic programming using Scratch</td>
</tr>
<tr>
<td>2.</td>
<td>Using GameMaker to build a computer game</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to the World Wide Web</td>
</tr>
<tr>
<td>4.</td>
<td>Using HTML to create a webpage</td>
</tr>
<tr>
<td>5.</td>
<td>Webpage design and creation</td>
</tr>
<tr>
<td>6.</td>
<td>Research on ICT based technologies</td>
</tr>
</tbody>
</table>

Extension Activities
Use of online tutorials to develop and make detailed computer games
Support from teacher to create complex web pages

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

Learning Tasks
Scratch Production
Computer game made using GameMaker
Creation of a Webpage
Production Journal

Resources
Student owned textbook – Display book (Journal)
School supplied – Tutorials in Scratch, GameMaker, and HTML
Essential Items Levy of $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

Music Technology

Topics to be studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</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.

Learning Tasks
Folio of Audio Compositions
ICT Skills
Research task

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 $20 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SLR &amp; Digital Cameras</td>
</tr>
<tr>
<td>2.</td>
<td>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>Photoshop</td>
</tr>
<tr>
<td>8.</td>
<td>Photo-montage</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 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.

Learning Tasks
Design Process and development work in journal
Production of photographic artworks
Research Projects

Resources
Student owned book – Student text - “Photography: Production and Appreciation”
– Display book of notes and production work (Journal)
School supplied – Photographic equipment, text books and computers.
Essential Items Levy of $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

Textiles

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</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>Equipment bag</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.

Learning Tasks

Production items – equipment bag, teddy bear, boxer shorts and cushion
Documentation of design process and evaluation
Investigation assignments

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tools and safety</td>
</tr>
<tr>
<td>2.</td>
<td>Investigating – timber</td>
</tr>
<tr>
<td>3.</td>
<td>Designing</td>
</tr>
<tr>
<td>4.</td>
<td>Production: students will make 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

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

Learning Tasks
Production items constructed of wood
Designing and evaluation tasks
Research & investigation projects

Resources
Student owned book – Display book of notes and production work development
School supplied – Woodwork equipment and computers
Essential Items Levy $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.
The Arts Key Learning Area

Art

Topics to be studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exploration of the Elements of Art (folio cover)</td>
</tr>
<tr>
<td>2</td>
<td>Colour theory exercises</td>
</tr>
<tr>
<td>3</td>
<td>Painting techniques – various topics</td>
</tr>
<tr>
<td>4</td>
<td>Mixed media collage</td>
</tr>
<tr>
<td>5</td>
<td>Printmaking</td>
</tr>
<tr>
<td>6</td>
<td>Research assignments</td>
</tr>
<tr>
<td>7</td>
<td>Development work in visual art diary</td>
</tr>
<tr>
<td>8</td>
<td>Presentation of artwork techniques</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.
Completion of some tasks commenced in the classroom.
Completing assignment/research work.

Learning Tasks
Folio of artworks – folio cover, Pop Art work, printmaking, drawing
Design Process (Visual Arts Diary)
Research Projects

Resources
Student owned book – Visual Arts Diary
School supplied Art and ICT equipment
Essential Items Levy of $30 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>
<th></th>
<th></th>
</tr>
</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>Artwork using slab construction</td>
</tr>
<tr>
<td>5</td>
<td>Glaze decoration</td>
</tr>
<tr>
<td>6</td>
<td>Masks - drape moulds</td>
</tr>
<tr>
<td>7</td>
<td>Research assignments.</td>
</tr>
<tr>
<td>8</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.

Learning Tasks

Folio of artworks – masks, totem poles, ceramic food, garments
Design Process (Visual Arts Diary)
Research Projects

Resources

Student owned book – Visual Arts Diary
School supplied Art and ICT equipment
Essential Items Levy of $30 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

Drama

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Elements of a dramatic performance</td>
</tr>
<tr>
<td>2.</td>
<td>Constructing costumes</td>
</tr>
<tr>
<td>3.</td>
<td>Constructing a set</td>
</tr>
<tr>
<td>4.</td>
<td>Finding suitable props for a performance</td>
</tr>
<tr>
<td>5.</td>
<td>Using space to enhance a performance</td>
</tr>
</tbody>
</table>

Extension Activities
Lunchtime rehearsals for performance

Homework & Homestudy
Collection of reflections in journal “Diary of a drama queen/king”
Worksheets as set by the classroom teacher.
Completion of some tasks commenced in the classroom.
Participating in a performance.

Learning Tasks
Journal
Scripts and Plays
Role Plays
Participating in a performance
Evaluating theatre performance

Resources
Student owned book – Journal
Texts to be decided
Essential Items Levy of $30 and Voluntary School Levy to pay for performances to the theatre

Students may be asked to purchase materials of which they take possession and to pay for excursions to the theatre
The Arts Key Learning Area

Visual Communication

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</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>Paraline drawing methods</td>
</tr>
<tr>
<td>4.</td>
<td>Two point perspective</td>
</tr>
<tr>
<td>5.</td>
<td>Symbols</td>
</tr>
<tr>
<td>6.</td>
<td>Adobe Illustrator</td>
</tr>
<tr>
<td>7.</td>
<td>Research assignment</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.

Learning Tasks
Elements of Design
Environmental Design
Visual Communication Analysis

Resources
Student owned book – Visual Arts Diary
School supplied Art and ICT equipment
Essential Items Levy of $30 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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>File Organization</td>
</tr>
<tr>
<td>2.</td>
<td>Online submission</td>
</tr>
<tr>
<td>3.</td>
<td>Basic animation and video formats</td>
</tr>
<tr>
<td>4.</td>
<td>Manipulating fonts</td>
</tr>
<tr>
<td>5.</td>
<td>Digitising and manipulating still images</td>
</tr>
<tr>
<td>6.</td>
<td>Photographic collage</td>
</tr>
<tr>
<td>7.</td>
<td>Magazine design</td>
</tr>
<tr>
<td>8.</td>
<td>Digital drawing techniques</td>
</tr>
<tr>
<td>9.</td>
<td>Game design</td>
</tr>
<tr>
<td>10.</td>
<td>Research assignments</td>
</tr>
</tbody>
</table>

**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.

**Learning Tasks**

Design Process
Multimedia Production
Research Project

**Resources**

*Student owned book* – Display book
*School supplied* ICT equipment
*Essential Items Levy* of $30 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 Visual Art excursions or activities in which they participate.
The Arts Key Learning Area

Music – Solo Performance & Aural Musicianship

Topics to be Studied

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Solo Performance</td>
</tr>
<tr>
<td>2.</td>
<td>Practical Musicianship</td>
</tr>
<tr>
<td>3.</td>
<td>Keyboard Skills</td>
</tr>
<tr>
<td>4.</td>
<td>Aural Perception</td>
</tr>
<tr>
<td>5.</td>
<td>Handwritten Notation Skills</td>
</tr>
<tr>
<td>6.</td>
<td>Transposition</td>
</tr>
</tbody>
</table>

Extension Activities
Music Eisteddfods
Advanced Practical Musicianship Tasks
Use of recording studio for recordings of own performances
School Concert Production

Homework & Home study
Practise on chosen musical instrument
Completing and recording practical musicianship tasks

Assessment
Solo Performances
Aural Test
Practical Activities
Peer Assessment

Resources
USB key/memory stick
Headphones
School supplied handout sheets

Students may be asked to pay for excursions or activities in which they participate.

Additional Notes
Progression in music is sequential and successful completion of the previous years of learning will be a normal requirement. This unit is part of a sequential delivery of music throughout Year 9 & 10 and it is recommended that this unit be undertaken, along with Year 10 Solo Performance & Aural Musicianship, as a sequence by students who are planning to undertake VCE Music Performance and/or VCE Music Investigation.
The Arts Key Learning Area

*Music - Group Performance, Arranging, Composition and Theory*

**Topics to be Studied**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Group Performance</td>
</tr>
<tr>
<td>2</td>
<td>Listening, Analysis and Critical Responses</td>
</tr>
<tr>
<td>3</td>
<td>Chord/Scale/Mode structures</td>
</tr>
<tr>
<td>4</td>
<td>Arranging &amp; Composition</td>
</tr>
<tr>
<td>5</td>
<td>Research</td>
</tr>
<tr>
<td>6</td>
<td>Song and Melody Writing</td>
</tr>
<tr>
<td>7</td>
<td>Theoretical Knowledge</td>
</tr>
</tbody>
</table>

**Extension Activities**
- Music Composition Competitions
- A.M.E.B. Theory Exam Preparation
- Differentiated learning activities

**Homework & Home study**
- Regular completion of theory questions.
- Completing assignment/research work.
- Revision for topic tests

**Assessment**
- Group Performance of Arranging and Composition Tasks
- Theory Test
- Self Assessment
- Composition and Arranging Task using ICT
- Research

**Resources**
- **USB key/memory stick**
- **Headphones**
- **School supplied** handout sheets

**Additional Notes**
Progression in music is sequential and successful completion of the previous years of learning will be a normal requirement. This unit is part of a sequential delivery of music throughout Year 9 & 10 and it is recommended that this unit be undertaken, along with Year 10 Group Performance, as a sequence by students who are planning to undertake VCE Music Style & Composition and/or VCE Music Investigation.