



Year 7 Curriculum Overview

INTERDISCIPLINARY UNITS

In Year Seven, our interdisciplinary unit will be exploring the global context *Fairness and Development* inquiring into *Identity is shaped by being, belonging and becoming*. This will be taught through the subjects English, History and Civics and Citizenship. Using the key concepts of *identity, culture and communities'* students will explore Ancient Australia and the Identity of a Nation.

Students will also engage in an interdisciplinary unit when exploring information texts in English and Valuing and Managing Water in Humanities.

ENGLISH

In English, students will be taking initiative to improve their reading skills and writing craft by setting personal learning goals from their online literacy continuum. Students are beginning to explore the structure and features of essay writing by applying their knowledge from Term Two of using TEEL. Students are using the concepts of 'self-expression' and 'purpose' to explore and compose different forms of poetry, including slam poetry. Students will active their prior knowledge later in the term to write a range of information texts requiring them to convey factual information in an engaging and descriptive way practising their writers voice.

In reading, students are independently



reading a book of their choice every morning in homeroom and practising their personal learning goals. They are continuing to use mentor texts to answer a range of questions using SOLO Taxonomy - uni-structural, multi-structural, relational and extended abstract responses. Students are responding to their Term Two assigned text 'The River and the Book' in the form of a text response essay.

Shortly, preferences for Year 7 novels will be sent home, and students will be asked to choose books they feel they will enjoy reading for Term 3 and 4. These novels will become an integral part of our English program, and students will be required to read set amounts and answer questions in relation to these texts each week, as well as partake in group discussions (Book Club sessions) with students reading the same text.

ENGLISH EVEREST

Within the English Everest class, students will be supported to write a range of text responses linked to both novels and their interdisciplinary unit of work. Both in the classroom and at home, students will also be expected to read a variety of novels and non-fiction texts to support them writing comparative essays.

HUMANITIES

Humanities this term is again intertwined with English throughout our interdisciplinary unit, looking into Civics and Citizenship. Students are applying their prior knowledge from Term Two,

The Senior School Staff members:

Assistant Principal	Jeanette Finegan
Ryan Ma	Leading Teacher – High Achievers Year 7 & 8 Mathematics, Y8 Humanities
Kirsten Sullivan	Leading Teacher – MYP & Curriculum Year 7 & 8 English & Humanities
Michael Germano	Leading Teacher – Science Year 7 Science, F1 Science
Maryanne Molino	Leading Teacher – Science Year 7, 8 & 9 STEM & Design Technologies
Michael Hick	Acting Leading Teacher – Specialist Year 7, 8 & 9 Wood Tech, Community
Felicity Mayes	Head of Year 7 Year 7 English & Humanities
Stephanie Ficarra	Head of Year 8 & Student Welfare Year 8 English & Humanities
Sarah O'Connor	Head of Year 9 Year 9 English, Humanities, Health & PE
Jeff Dent	Head of Food Tech Year 8 & 9 Food Tech, Health & PE
Kate Tjia	Head of Sport Year 7 & 8 Food Tech, Health & PE, Recreational Sports
Donna McCarthy	Year 7 English & Humanities
James Blay	Year 7 English, Humanities, Health & PE
Lauren Steel	Year 7 English
Zac Doherty	Year 7 Mathematics
Katherine Sadler	Year 8 Science & Mathematics
Lucinda Burney	Year 8 & 9 English & Drama
Adam Al Salihi	Year 9 Mathematics, English & Humanities
Tracey Hubert	Year 7, 8 & 9 Photography, Coding and Digital Technologies
Julian Schaffer	Year 7, 8 & 9 Music
Catherine Crossley	Year 8 & 9 Science
Nisha Rani	Year 7 Science
Sam Nikolsky	Year 7, 8 & 9 VCD & Visual Arts
Alice Osborne	Year 7, 8 & 9 Textiles
Blake Jobson	Year 7, 8 & 9 Wood Tech, Psychology
Iris Ai	Year 7, 8 & 9 LOTE
Jaike Ludewig	Café Dare, Year 7 Food Tech, Year 9 Maths
Tony Pace	Advanced Robotics
Chantelle Nedelkovski	Year 8 English & Humanities, Psychology
Natalie Bryson	Year 8 English, Humanities, Psychology
Nicole Lilly	Sweet Treats

using historical concepts to inquire into Ancient Australia and the cultures of Aboriginal and Torres Strait Islanders. Students are inquiring into this unit using a variety of visible thinking routines to deepen and support the understanding of new knowledge, and to respond to debatable and conceptual wonderings. Students will also participate in a unit in the second half of the term inquiring into valuing and managing water through the domain of geography.

HOMEWORK

Year 7 students are required to undertake 45 minutes of homework each day. Homework in English and Humanities is continuing to consist of flipped classroom work, where students will familiarise and revise different language conventions and knowledge prior to lessons. Students are all asked to read every day for a minimum of thirty minutes, with an expectation that they will be reading a novel every fortnight, however they may choose to use their reading time to read non-fiction texts such as their textbooks and newspaper articles. Students are also required to complete a project at the end of each interdisciplinary unit to synthesise their learning. All homework tasks can be accessed through Compass.

MATHEMATICS

During Term 3, in the Domain of Statistics and Probability under the Global Context of *Fairness and Development* students will gain a greater understanding of relationships as they construct sample spaces for single-step experiments with equally likely outcomes and assign probabilities to the outcomes of events and determine probabilities for events. Following on from this, in the Domain of Real Number under the Global Context of *Identities and Relationships* students will gain a greater understanding of logic as they find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. Students will also explore the Domain of Patterns and Algebra under the Global Context of *Scientific and Technical*



Friction, Magnetism and Simple Machines to complete their Force and Energy STEM challenges.

SCIENCE EVEREST

Within the Science Everest class, students will be assessed topic by topic to provide feedback regarding the standard that students are achieving and knowing this, provide opportunities to support extension for those who already have a strong grasp of the Science key knowledge and inquiry skills.

innovation. Students will gain a greater understanding of relationships as they introduce the concept of variables as a way of representing numbers using letters, create algebraic expressions and evaluate them by substituting a given value for each variable and extend and apply the laws and properties of arithmetic to algebraic terms and expressions. The last topic is under the Domain Data Representation and Interpretation under the Global Context of *Fairness and Development*. Students will gain a greater understanding of relationships as they identify and investigate issues involving numerical data collected from primary and secondary sources, calculate mean, median, mode and range for sets of data. They will interpret these statistics in the context of data, construct and compare a range of data displays including stem-and-leaf plots and dot plots.

MATHEMATICS EVEREST

Similar to the previous terms, students as part of the Everest program will be provided with a differentiated curriculum with the main focus on setting extended and challenging personalised goals from the standards of the Victorian Curriculum. Students who are operating above the expected level of achievement will be provided with modified tasks which are set to extend and challenge their creative and critical thinking skills. Assessment tasks will be attached with the marking criteria and previous exemplary pieces. Students will continue to use electronic resources

such as Almandamaths to help guide their learning.

SCIENCE

This term in Year 7 Science, students will cover the chemical sciences by exploring States of matter and Separating mixtures in the first half of the term. In the second half of the term students will be investigating Physics by exploring Force and Energy.

This term, taking one step further from last term, the year 7 students will have an opportunity to be involved in curriculum planning. Apart from the non-negotiable curriculum points, students will be making choices in terms of what they want to learn, how they want to learn, which experiment they would like to carry out and how would they demonstrate their learning time to time. They will goal set and take the ownership of their learning and will be accountable for their level of commitment, curiosity and independence.

All science inquiries in this term will be underpinned by the global context of *Scientific and Technical Innovation* and the key concept of *change*. Students will be exposed to activities that develop their organisation, collaboration, information literacy and media literacy skills. They will be expected to perform experiments collaboratively or independently; as well as write MYP Laboratory Reports to show their science inquiry skills and understanding.

Towards the end of the term students will explore the concepts of Gravity,

HEALTH AND PHYSICAL EDUCATION

This term in Health, students will be exploring the global context of *Identities and relationships* through an inquiry into respectful relationships. Through the key concepts of communication, change and relationships, students will begin to understand how to identify and maintain a healthy relationship. Students will investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing. They will have the opportunity to analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.

In Physical Education, students will focus on the key concepts of *aesthetics and creativity* through a unit on gymnastics. They will compose and perform movement sequences as they work collaboratively to develop and participate in a gymnastics performance. Throughout the term, students will be introduced to the fundamental skills and movements required to perform a range of different gymnastics skills. Using feedback, students will work to improve their body control and coordination when performing specialised movement skills.

LOTE-Chinese

The Year 7 LOTE Chinese program gives the students the opportunity, under



build communities through a shared experience of personal expression.

ELECTIVES

PHOTOGRAPHY

In Year 7, students are introduced to photography as a powerful storytelling medium. Through an inquiry into the significant role of images in communicating key moments in space and time, students develop their visual literacy by critically analysing images and identifying the choices photographers make when composing a photograph. Students will also consider how images can be manipulated to alter our perception of reality.

Students will develop their technical skills by learning how to manually control a dSLR camera and will practice these skills to produce a considered portfolio of works. The students will undertake a process of collaboration and experimentation in order to create aesthetic and meaningful artworks. Throughout the process, the students will develop their visual arts vocabulary to annotate and reflect on their own work, as well as the work of others. Students will relate their learning to the key concepts of perspective and creativity through the global context of orientation in space and time.

WOOD TECHNOLOGY

The Year 7 Wood Technology program introduces students to the field of materials design and technology, as they explore the inquiry question of What is the nature and purpose of creative expression? explore through the global context of *Personal and Cultural expression*.

In Year 7 students are beginning with safety within the Wood Technology room. Students will be building their knowledge, safe use and skills with basic hand and power tools. The Design Brief students will be working on will be in two parts, firstly students will produce a chopping board which will demonstrate their understanding of safety within the workshop, the safe handling of materials, tools and basic

the Global Context of *Personal and Cultural Expression*, to integrate and explore their identity in the context of Local and Global environments.

During Term 3, the students develop their comparing and evaluating skills in listening, speaking, reading and writing while building their confidence to enlarge their vocabulary and extend their knowledge in simple and more complex sentence structures such as: What, when, why and where. They will develop the skills to confidently and independently follow instructions to use digital Chinese software learning programs to extend their knowledge beyond classroom and to create their own work pieces, which leads to researching, and completing a project on the China Town Excursion to link to Community and Service.

They will also learn about percentage of quantity, geometry to integrate with Maths and Chinese poems in Tang Dynasty to integrate with English drawing on Key Concepts of *Communication, Connections and Culture*. Students will practise the writing of Chinese characters, and compare the similarities and differences between strokes, radicals and characters to develop their Chinese language study.

ART

The year 7 Art program aims to enlarge student's idea of Visual Arts, and how the skills gained can be transferred across different domains. Students continue to develop their understanding of the role of artists and designers in society, with a focus on innovation, creativity and technology. Students begin by working as graphic designers to create a visual identity, logos and branding for an organisation. Students will use Design Thinking strategies to Define a problem, Ideate possible solutions, Prototype and Test their ideas. Students will independently and collaboratively problem-solve, and will begin to gain technical expertise in Computer-Aided Design software and rapid prototyping techniques. Students continue to develop and use their design vocabulary when discussing existing products, as well as in reflecting on their process and progress.

CODING

In Term 3 students continue developing fundamental skills in computational thinking and coding and inquire into *how the creation of games can foster connections between individuals and*

power tools. The second part of the brief students will be designing a small timber toy/project. Students will work through the production stage where they begin to understand and logically sequence major stages of production, and calculate and list materials and quantities needed for production.

Students will develop evaluation criteria from the design brief to inform their judgments during the production process. Students will manage materials, components and processes to produce products, taking full account of the appropriateness of their properties, characteristics or expected outputs in meeting requirements of the design briefs. Students will be able to select appropriate equipment and techniques to safely construct and evaluate the performance of their products, and be able to evaluate and make improvements to the performance, function and appearance of others' products through peer reviews. Students will be able to make modifications to improve their products in light of evaluation of their performance, function and appearance. Students will have a final report to describe and analyse the social and environmental impacts of their own and others' designs.

FOOD TECHNOLOGY

As a Design subject, Food Technology in year 7 is concentrated around developing students' food repertoire and understanding of processes and methods. Through the inquiry process, students investigate how communities develop different perspectives on the choice of foods and the importance of breakfast depending on available resources. Students learning will be focused around the global context of *personal and cultural expression*, using the material available as resources to aid in their product development and ongoing evaluations to continually improve their ideas. Students will be given the opportunity to begin to generate, develop and test design ideas, plans and processes using appropriate technical terms and equipment. Being reflective, students will demonstrate their own understanding of how the design could be improved.

Throughout the term the students will use a variety of materials and equipment (resources) to develop an understanding of different skills, methods and techniques in the kitchen to ensure they are able to cook a range of different foods in a safe manner. Students will use their skills to plan, develop, create and evaluate their own healthy breakfast. Through this task they will demonstrate their practical skills as well as responding to a variety of factual, conceptual and debatable questions including what makes a healthy breakfast, how eating breakfast impacts on an individual's health and how the availability of food impacts our choice of breakfast.

TEXTILES

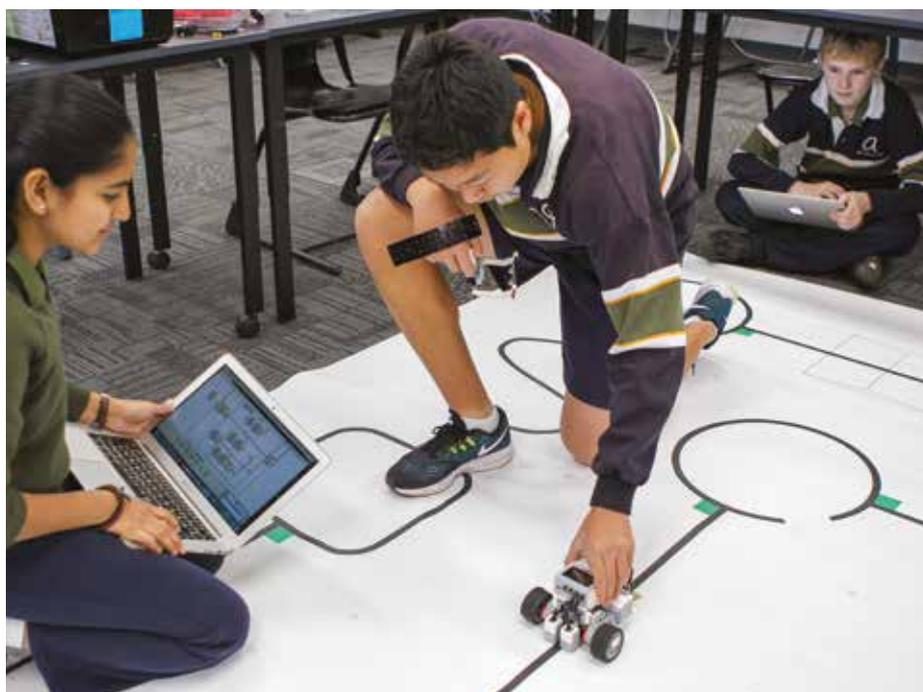
During Term 3, students will understand that new skills are needed for the creation of different products through *an inquiry into the safe use of relevant tools, equipment and methods for the production of designed solutions*. Under the Global Context of Scientific and Technical Innovation, students are introduced to the fundamentals of textiles and design and learn about various pieces of textiles equipment and how to use them safely in practice. Students become inquirers by investigating different techniques on how to create and design textile products. Focusing on the Key

Concept of Systems, students will explore several inquiry questions, such as 'what skills do we need to learn in order to create this product?' This will enable students to develop the skills they require to confidently follow instructions on how to create their own textile pieces, and will create a pincushion as the final aspect of gaining their sewing licence.

Students will go on to understand that new products can be influenced by existing designs through *an inquiry into creative ways in which we can discover and integrate our personality into unique aesthetics in design*. Students will develop the skills to confidently and independently follow instructions on how to create their own textile pieces, which leads to investigating, designing, producing and evaluating their own bag for their iPad or laptop. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

ROBOTICS

Robotics is a hands-on unit that introduces students to possible futures in STEM (Science, Technology, Engineering and Mathematics) careers. Students become inquirers and problem solvers as they investigate and apply their knowledge of



structural and mechanical principles to create innovative design solutions to identified challenges.

Students work towards the achievement of computer-controlled systems in robotics using the Lego robotic systems 'WE DO'. The program focusses on the scientific principles of simple machines and programming concepts. Once the machine is constructed, students trace the transmission of motion and transfer of energy through the machine. They identify the simple machine mechanisms that are operating in the working models, including levers, gears, and pulley systems. Students become familiar with complex motion using a cam, worm gear, and a crown gear. Throughout the unit, students learn that friction can affect the movement of the robotic model in various ways.

TECHNOLOGY

Students program and create a working model. To do this they interpret 2D and 3D illustrations and models, and compare natural systems with mechanical systems. The use of software media to acquire information is an ongoing process within the Robotics program, which is demonstrated through their knowledge and operation of digital tools and technological systems.

MUSIC

In Term Three, there will be a focus on student-led music activities, nurturing life-long learning and engaging skills, through a program that integrates listening, performing, analysis and problem-solving. A central focus in year 7 will be the global context of identities and relationships, giving students the opportunity to build confidence as they develop their voices and percussion techniques, as these instruments ground the music student in the fundamentals of their music practice.

The curriculum will focus on 'real world practices' and students will address

the notion that 'music can convey our deepest creative abilities and this can develop our identity as people'. The curriculum will provide opportunities for deep thinking through music theory and music practice problem solving. Students will also discuss identity through a reflection on audience: concert etiquette for performers and audiences; play: formal and non-formal engagement with music; and narrative: a musician's story, background and approach to music.

F1 SCIENCE

F1 in Schools elective program is a STEM (Science, Technology, Engineering and Mathematics) program that introduces students to a "hands on, minds on approach" in which students, in teams, design, test and evaluate their car models. Under the Global Context of Scientific and Technical Innovation, students undertake the engineering process and are introduced to the basics of aerodynamics. Students become inquirers as they investigate and apply their knowledge of scientific principles, including friction, Bernoulli effect, Newton's Laws, force and motion to create a model car. Students understand the relationship between design and speed. Within

the program, students learn about the engineering process: design, testing, manufacturing and racing. Of course, they learn quickly to refine their model. Their major assessment is to produce a research portfolio/poster outlining their understanding of the science and engineering behind their cardboard car, construct a cardboard car which must include specific components and finally, race their completed cardboard F1 model car. As part of the program, students have the opportunity to attend an excursion to the Point Cook RAAF museum to learn about the science of flight and aerodynamics.

The F1 program focuses on developing the creativity and innovation of students through a structured engineering design project based on the development of a model Formula One™ racing car. The program is linked with the international F1 in Schools™ challenge which now runs in 34 countries. The Year 7 F1 in Schools™ Elective program forms one step in the development of a pathway of sustainable interest, not only inspiring students but also developing in them the key employability skills which will assist in their transition into the workforce.



Year 8 Curriculum Overview

ENGLISH & HUMANITIES

To begin Semester Two, students will continue their interdisciplinary unit exploring the Global Context, Scientific and Technical Innovation, inquiring into how 'Landscapes and landforms are changed by natural processes and the value that we place on them'. Using the Key Concepts of Creativity, Connections and Change, students will explore significant landforms across the world, the importance that is placed upon the aesthetic, cultural, spiritual and economic values of these landforms, and their importance in both today's society and that of the past.

The following unit is still being organised, as teachers are taking into account student voice to help organise what will be taught. Using the inquiry cycle to guide teaching and learning, students will be exploring Government and Democracy through the Global Context, Fairness and Development. This unit will focus on decision making and the law, and also link into new areas of the curriculum, such as ethical capabilities.

In English, students will be using poetry to express their ideas around landscapes and landforms. With a focus on publishing quality of work, we aim to have all students publish work towards the first half of the term. Both Mentor texts and novels will be used to support the reading curriculum, and students will be asked to respond to these texts using essay structures, which will be a focus in classes. Students will be using worked examples and rubrics to ensure that their writing meets the needs of the relevant rubrics and marking guides.

Students will continue to use the First Steps writing and reading continua to set individual reading and writing goals, which they will practise during independent work sessions. These continua are available online, so that these skills can be transferred between subjects.



Within the English Everest class, students will be supported to write a range of text responses linked to both novels and their interdisciplinary unit of work – working together with teachers, they will be able to design these response questions, as well as practice standard responses. Both in the classroom and at home, students will also be expected to read a variety of novels and non-fiction texts to support them writing essays that are designed to compare texts and author's messages.

Homework in English and humanities will consist of reading, answering questions and notetaking, completing work from class, recording writing ideas in Writer's Notebooks, and work from the My English textbook.

Students are all asked to read every day for a minimum of thirty minutes, with an expectation that they will be completing a novel every fortnight, however they may choose to use their reading time to read non-fiction texts such as their textbooks and newspaper articles as well. Independent reading goals will also be a focus in the classroom, and students are expected to bring a novel to class to read at the beginning of every session.

MATHS

This term, students will continue to study chance and probability in the Domain of Statistics and Probability;

as well as improve their conceptual understandings of percentages, algebra and linear equations in the Domain of Number and Algebra.

Our chance and probability unit will focus on the Global Concept of Fairness and Development as students will demonstrate their knowledge and understanding of the Key Concepts, such as Logic, Communication and Relationships through the 'Lollies assessment task', by representing probability in a variety of formats. The students will draw on their understanding of complementary events and identify outliers while calculating relative frequency in two and three-step chance experiments.

Following that unit, the students will continue to explore the Global Context of Fairness and Development through our percentages unit. Students will utilise their informational literacy skills to research the food resources that different countries around the world have access to while using their critical thinking skills to draw reasoned conclusions and generalisations. Students will be expected to utilise their knowledge to find the percentage of a quantity, calculate the percentage increase and decrease of a value, as well as percentage error.

The final topic of the term will see students gain a greater understanding of the Global Context of Globalisation and Sustainability during the algebra and linear equation units, by representing

quantity and equivalence of different currencies and compare the value of goods around the world through the 'Currency Conversion Assessment Task'. During the algebra and linear equation unit, students will simplify expressions, apply the distributive law and factorise algebraic expressions, while also plotting and solving linear relationships and equations.

Similar to the previous terms, students will be provided with a differentiated curriculum with the main focus on setting personalised goals from the standards of the Victorian Curriculum. Students who are operating above the expected level of achievement will be provided with modified tasks which are set to extend and challenge their creative and critical thinking skills. Students will continue to use electronic resources such as Almandamaths to help guide their learning.

SCIENCE

In Term 3, students will begin the Biology unit by building on their science inquiry skills, their understanding of science content and science as a human endeavour. Student learning will be lead by the statement of inquiry: 'Science and technology investigate the systems and relationships within the human body and find solutions to a range of problems' through the Global Context of Scientific and

Technological Innovation and Key Concepts of Systems and Relationships.

During the Biology unit, students will explore the specialised structures and functions of cells, tissues, organs and the systems that they make up. Students will explore cells as the basic units of living things and how organs allow multicellular organisms to survive and reproduce. Students will apply their learning to the context of disorders that can occur within the human body.

Assessment tasks for this term include scientific practical reports and research inquiry tasks. As in Semester 1, students will be required to complete regular homework tasks.

The Everest students will be extended by delving deeper into the Global Context of Scientific and Technological Innovation as they analyse the advancements of society through the use, control and transformation of the function of organisms and biological molecules.

CREST

Crest (Creativity in Science and technology) is a CSIRO nationally accredited award program engaging students with real-life, open-ended science investigative projects. Under the Global Context of Scientific and

Technical Innovation, students will experience the exciting world of scientific research through a structured program that supports them in choosing, organising and undertaking their own experimental project which has an application in the everyday world. This is a venture with an unknown outcome which will enable students to gain a full appreciation of the joys and challenges of scientific research. Students initially carry out structured practical investigations to gain an understanding of planning and conducting an investigation, recording ideas, processing and analysing experimental data, evaluating and reflecting on achievements and communicating findings.

In Term 3, students become inquirers as they work independently on their own research investigation. Students now have finished planning and organising their investigations and are in the process of conducting them and collecting data. They will later analyse all collected data and reflect on results through a formally written report.

PHYSICAL EDUCATION

Through the Global Context of Identities and Relationships, students will be researching and performing a personal exercise program. Firstly, the students will identify and perform base tests, some of which are nationally recognised tests, whilst others will have been student aligned to match their own personal fitness goals. Once completed, the students will learn about different principles of training and how a variety of methods of training can lead to a balanced program and one that stops the onset of tedium. The students will then revisit their base test scores and measure the improvements gained against their smart goals before evaluating the whole process.

In Health, the students will be focused on the human anatomy, being taught how to check heart rate and pulse pressure, and how this data can be implemented into a workable training zone. How the heart works, its form and function, as well as sports injuries and an introduction to the muscular and skeletal systems will be covered.



ALAMANDA COMMUNITY PROJECTS

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop an awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry, leading to service as action in the community.

During Term 1 and 2 students have been working on their in depth investigation and planning stage of their community project. In Term 3 students will be putting their plans that they have created into Action. The Action stage will see students working directly within the community. Some of the programs they are connecting with are raising awareness of support programs already running within the community. Advocacy groups will be putting together information to disseminate within the community about issues that the students believe require more attention. Research groups will be creating reports about global issues, synthesising current and relevant information, research and programs in order to deeply understand some of the complex issues our world faces.

ELECTIVES F1 IN SCHOOLS

F1 in Schools™ is a STEM (Science, Technology, Engineering and Mathematics) program that introduces students to a "hands on, minds on approach", in which students, in teams, design, test and evaluate their car model. Under the Global Context of Scientific and Technical Innovation, students undertake the engineering process and are introduced to the basics of aerodynamics. Students become inquirers as they investigate and apply their knowledge of

scientific principles, including friction, Bernoulli effect, Newton's Laws, force and motion, to create a model F1 car. Students will develop their understanding of the relationship between design and speed.

This program focuses on developing the creativity and innovation of students through a structured engineering design project based on the development of a model Formula One™ racing car. The program is linked with the international F1 in Schools™ challenge, which now runs in 34 countries.

The F1 in Schools™ program forms one step in the development of a pathway of sustainable interest, not only inspiring students, but also developing in them the key employability skills which will assist in their transition into the workforce

PSYCHOLOGY

Psychology is an exciting new elective offered to the students in Term 3. Students will begin inquiring into elements of social psychology through an inquiry into society, leaders and social groups influencing individuals' behaviour. Under the Global Context of Identities and Relationships, students will initially explore the theories around obedience and conformity. Students will then delve into how being a part of a group can have both positive and negative repercussions for the individual, but also into how this can impact our society. Focusing on the Key Concept of Identities, students will investigate several inquiry questions, such as 'What internal and external forces can shape our identity and behaviour?' and 'How can we explain and understand the unacceptable faces of human beings?' Ultimately, students will develop their critical thinking skills in identifying and understanding the motivations and reasons behind individual and group behaviours.

Students will then go on to focus on developing their understandings and skills in research methods, through an inquiry into balancing effective psychological research with the changing ethical responsibilities



of the past and future. Initially, we will investigate the strengths and weaknesses of quantitative and qualitative research methods and participant selection methods; before inquiring into variables and forming aims and hypotheses. This will enable students to subsequently design and complete their own ethical and effective research investigation. During the course, students will also be required to focus on various Approaches to Learning, including Thinking, Self Management and Social skills.

PHOTOGRAPHY

In Year 8, students continue to examine photography as a powerful means of communication and self-expression. Through an inquiry into the significant role of images in expressing ideas and feelings, students begin to develop their own style through experimentation with composition and light. Students continue to develop their visual literacy by critically analysing images and identifying the choices artists make when composing a photograph.

Students continue to develop their technical skills by investigating the key exposure components of aperture, shutter speed and ISO. Through experimentation with a range of light sources including natural and studio light, they will begin to compose images with a clear artistic intent.

Students will undertake a process of

collaboration and experimentation in order to create aesthetic and meaningful artworks. Throughout the process, they will continue to develop their visual arts vocabulary to annotate and reflect on their own work, as well as the work of others. Students will relate their learning to the Key Concepts of Identity and Aesthetics in the Global Context of Personal and Cultural Expression.

DIGITAL TECHNOLOGIES

In Term 3, students work towards participation in the RoboCup Junior Victoria Robotics competition. They investigate the increasing role of robots in our everyday lives, and in particular, the crucial assistance they provide in search and rescue missions, and how technology and innovation can make a significant impact on communities and improve the lives of others.

The students build their skills in coding by completing a series of team-based challenges, culminating in the design of an autonomous Lego EV3 robot capable of rescuing a 'victim' located in a simulated rescue field. Students begin to understand engineering principles and systems, including analysing how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions. Students critically evaluate how a robot's software works and plan for upgrades and/or improvements to better address the challenges presented.

Students apply a variety of collaborative problem-solving techniques as they invent solutions to problems in a variety of contexts. Students will relate their learning to the Key Concepts of Connections and Systems in the Global Context of Scientific and Technical Innovation.

VISUAL COMMUNICATION & DESIGN

The focus of Year 8 Visual Communication and Design is on Product Design and Innovation, as they investigate how 'People identify problems in order to find opportunities for innovation to improve quality of life.' Student learning will be centred around the Global Context of Globalisation and Sustainability, using critical and creative thinking skills to analyse and create within the world of design.

Students will focus on creating real-world solutions. This will be accomplished with students creating detailed design drawings, 3D Computer-aided Design Models, and physical prototype models, created using Computer-aided Manufacturing technology (3D printing and Laser cutting). Students will test, evaluate and improve their designs in order to produce a successful product.

Students continue to develop and use their design vocabulary when discussing existing products, as well as in reflecting on their process and progress. Students continue to practice their design drawing and visual thinking skills, digital technologies skills and desktop prototyping skills.

VISUAL ARTS

The Year 8 Art program continues to develop the creative skills of the student artists through collaboration with peers, exploring and responding to contemporary and traditional artworks and creating artworks in response to a central idea.

The focus of Art is to work towards developing the student's individual style through experimentation with technique, materials and form. Students will develop their work in their Visual Diary and will present finished artworks to an audience. As

the student artists build their visual arts vocabulary they will critique their own works, the works of their peers and the works of traditional and contemporary artists.

WOOD TECHNOLOGY

The focus of Year 8 Wood Technology is on Product Design and Innovation, as students investigate how an 'Awareness of consumption, conservation and the human impact on the environment can influence design decisions'. Students will use their critical and creative thinking skills, aligning their ideas within the Global Context of Globalisation and Sustainability.

In Term 3 students will be designing a Kindergarten picnic bench for the School Community.

They will investigate current designs and suggest modifications to improve the project, which may include: types of materials used, cost, aesthetics, etc. Towards the end of the term, students will enter into the production stage, where they will begin to understand and logically sequence major stages of production, make calculations for materials/quantities needed for production. Students will develop evaluation criteria from the design brief to inform their judgments during the design process.

Each group will manage materials, components and processes to produce products, taking full account of the appropriateness of their properties, characteristics or expected outputs in meeting the requirements of the design briefs. They will make modifications during production, providing a sound explanation for changes that demonstrate reflection, research, responsiveness to feedback, and use of evaluation criteria developed during the investigation stage of the brief.

Students will be able to select appropriate equipment and techniques to safely construct and evaluate the performance of their products. Students will peer review each other's work and recommend improvements to the performance, function and appearance

of the product, as well as suggest modifications to improve their products in light of their evaluations. Students will complete their design brief with a report of their evaluations and reflections, describe and analyse the social and environmental impacts of their own and others' designs.

FOOD TECHNOLOGY

During Term 3, students will continue to develop their understanding of different skills, methods and techniques required in the kitchen. Through the inquiry process, students will explore personal and cultural identities and investigate how local and global communities express themselves through food. Student learning will be focussed around the Global Context of Personal and Cultural Identity, as they begin to develop an understanding of foods that are eaten in different communities around the world.

Throughout the term, students will have the opportunity to refine their technical skills as they are introduced to foods from different cultures, which they will then have the opportunity to cook. Learning will be based around the flipped classroom method, where students will be required to watch videos about how to make these dishes before they come into class. Students will use this knowledge, as well as their research and inquiry skills to plan, develop, create and evaluate food from a culture of their choice. Through this task they will demonstrate their practical skills, as well as respond to a variety of factual, conceptual and debatable questions, including 'what foods do different cultures eat?' and 'how does an individual's cultural background impact on their food choices?'

TEXTILES

During Term 3, students will understand that new skills are needed for the creation of different products through an inquiry into the safe use of relevant tools, equipment and methods for the production of designed solutions. Under the Global Context of Scientific and Technical Innovation, students new to the subject are introduced



to the basics of textiles and design, whereas those who studied textiles and design in year 7 are improving their understanding and skills in the area. Students continue their learning about various pieces of textiles equipment and how to use them in practice, expanding on the equipment used in year 7. Students will demonstrate being open-minded as their appreciation for design processes evolve and expand in many directions whilst learning new techniques and expressing contemporary ideas.

Focusing on the Key Concept of Systems, students will further develop their skills to confidently follow instructions on how to create their own textile pieces. They will begin with the creation of a simple calico bag, which they will decorate with their own unique designs using screen printing and applique techniques. Students will explore several inquiry questions, such as 'How can I reflect on my skills to improve them for future work?' during the evaluation process of their products. Students will also concentrate on Organisation and Self Management skills throughout their Approaches to Learning.

SWEET TREATS

During Term 3, students will continue to develop their understanding of different skills, methods and techniques required in the kitchen. Through the inquiry process, students will explore a range of different sweet treats suitable for sale in Café Dare.

Throughout the term the students will use a variety of materials and equipment to develop an understanding of different skills, methods and techniques in the kitchen to ensure they are able to cook a range of different foods in a safe and hygienic manner. Students will use their knowledge, as well as their research and inquiry skills, to plan, develop, create, cost and evaluate sweet treat recipes. Each week they will have the opportunity to test and explore recipes that will be sold in Café Dare.

LOTE

The Year 8 LOTE Chinese program gives the students the opportunity, under the Global Context of Globalization and Sustainability, to continue to explore how language holds a significant role in connecting people and cultures throughout the world.

During Term 3, the students will be consolidating their evaluation and application skills in listening, speaking, reading and writing on the topics of transportation, capital cities in Australian and China, traveling and the social system to incorporate with English. They will increase their confidence in building vocabulary and constructing complex sentence structures by using prepositions and conjunctions such as: in, on, at, because, however, and therefore, etc. They will develop the skills to confidently and independently follow instructions to use iPad software programs to extend their knowledge



and to create their own digital work pieces, which leads to researching, investigating, recording, comparing and creating maps of China and Australia, geographical features and Chinese poetry in the Tang Dynasty.

They will also learn to describe equations and shapes to incorporate Mathematics, drawing on the Key Concepts of Communication, Connections and Comparison. Other aspects of learning include practising the writing of Chinese characters, and comparing the similarities and differences between Chinese and Australian civics and citizenship. Students will make posters on the relevant topics.

Cultural aspects include ancient Chinese inventions, Chinese food culture and Chinese civics and citizenship. During the course, students will concentrate on Organisation and Self-Management skills throughout their Approaches to Learning.

DRAMA

In term three, Year 8 Drama students learn the building blocks of play-making through exploring the Dramatic Elements. Guided by the statement, 'Artistic tools and elements assist artists in purposefully communicating meaning to audiences', students will develop their understanding of the Elements through practical application, rehearsing and performing their own interpretation of a short story. Inquiring into the Global Context of Personal and Cultural Expression, students will be empowered to run their own warm-up activities, providing them with the skills

and knowledge to become life-long artists and drama-makers.

Students will then build upon their understanding of the Dramatic Elements through student-led play-building. Inquiring into the following statement, 'When creating new art, artists will often change old rituals and tales to become compositions for a new audience', students will explore play-making as a tool to make strong social statements. Through experiencing the planning, rehearsal and performing process, students will challenge the morals and lessons in traditional fairy-tales to create contemporary interpretations that appeal to a modern, youthful audience. Students will begin to develop an understanding of the power of effective stagecraft, applying costume, sound and lighting to enhance audience engagement and meaning.

Over the term, students will develop skills in critical thinking, reflecting upon the work they create in their journal and delivering constructive feedback for their peers. They will gain greater independence in creating their own drama, drawing upon the skills and knowledge developed in Year 7 Drama.

MUSIC

In Term 3, students will continue to focus on student-led music activities and an interdisciplinary approach to music education (music from the perspective of art, language and culture/socio-political contexts). A dominant theme will be the Global Context of Personal and Cultural Expression and the nature and purpose of creative expression.

These concepts will be investigated through developing a vocabulary to critique the music we hear and finessing listening skills through further developing an understanding of music styles, form and instrumentation.

The curriculum will focus on student-led project work where the class has the opportunity to explore cultural expression in music, through creating documentaries, video blogs and podcasts as a medium to further build a relationship with their music. An inquiry-led learning environment will support the class to explore the notion: 'in order to contribute to our communities, we need to share ourselves, our beliefs and our musical creations'. The concept of sharing will be realised through a daily music practice and regular, 'Sharing Sessions', a platform for students to review concerts, share stories and rehearse a performance with their peers.

JEWELLERY MAKING & ADVANCED ROBOTICS

Jewellery Making and Advanced Robotics have been incorporated as part of the elective program to give the students access to a greater variety of choices to enhance their learning experiences. These courses will follow the MYP design cycle (inquiring and analysing, developing ideas, creating the solution and evaluating) towards developing new and innovative solutions to some real-world problems. This is the first year that these courses have been offers, so the curriculum will be adaptive in order to meet students needs and interests.

In Jewellery Making the students will design create and complete an individual piece of customised jewellery. Mr Will Francis is an experienced jeweller and we are excited to have him join our team.

Robotics challenges the students to use their problem solving skills and coding skills to design and construct an operational assembly line. There will be regular updates about robotics in the new Robotics newsletter from.

Year 9 Curriculum Overview

HUMANITIES

The Year 9s will explore our humanities studies through a civics and citizenship lens, unravelling our statement of inquiry "Our rights and responsibilities as citizens of the world have evolved with the demands of social requirements". The students will explore our political system, our obligations during election times and how we participate in a modern democracy. In order to connect this inter-disciplinary unit with our English studies, the students will explore a Human Right's issue that they feel passionate about, and will inquire further into the topic. This will create the basis of their final assessment task, where the students will plan and create an action in response to their Human Rights issues with the intended outcome of raising an awareness through protest.

Throughout their second inquiry into the global context of Scientific and Technological Innovation, the students will unpack the statement of inquiry: Interactions between social media and advertising are developed to strengthen the power of persuasion. Through the lens of communication, students will demonstrate an understanding of how making choices can be influenced by resource allocation and the power that this beholds. They will explore such issues as: garment trade and sweat shops, Australia's place in the global economy and lastly, Australia's most dominant trading partnerships. As part of this unit, students will combine their mathematical knowledge to explore and problem solve different scenarios based on determining factors, for example: clothe and feed a family of 3 for a day based on a budget of \$60 (considering ethical and cultural differences).

ENGLISH

In Term 3, Year 9 students will explore poetry and protest, combining the two to create slam poetry. Students have the fantastic learning opportunity to

work with renowned Melbourne slam poet, Emily Zoe Baker, to develop a greater understanding of the concepts behind the form of poetry. Working both individually and collaboratively with their peers throughout the unit, students will apply their growing understanding of the form to create and present on a significant issue they personally feel passionate about. They will further develop skills in speaking and listening as they prepare to present their poem in the slam format; expressively using voice and gesture to enhance the meaning of their writing, and effectively persuade their audience to share their opinion.

Throughout the unit, students will relate their learning to the following statement of inquiry: 'Our rights and responsibilities as citizens of the world have evolved with the demands of social requirements'. By identifying a personal line of inquiry relative to a Human Rights issue, students will be able to explore the global context of Fairness and Development, drawing on their improved knowledge of genre and creativity with prose.

Students will then delve into the world of advertising, developing skills in analysis of visual language as they explore the persuasive multi-media form. Guided by the inquiry statement, 'Interactions between social media and advertising are developed to strengthen the power of persuasion', students will critically analyse the intersection of the social media they use and advertisements, gaining an understanding of how language and visuals are used to target certain audiences. Building on their understanding, students will challenge themselves through creating their own advertisements for 'unsellable' products, apply their growing knowledge of advertisers' tricks and tools in persuading consumers to buy. They will then practise their cover-letter writing skills in a mock application to an advertising company, developing their use of formal language, whilst drawing upon the skill of analysis developed earlier in the unit.

Over the term, students will engage in personal reading time each morning, using the first 10 minutes of each day to explore novels of their choosing. Students are encouraged to bring books from home for this time, and will engage in reading conferences with their teachers to assist them in the development of their critical comprehension skills.

MATHS

During Term Three, our Year 9 students will continue their exploration of the Mathematical Strands Patterns and Algebra and Linear and Non-Linear Relationships as outlined in the Victorian Curriculum.

We will be exploring our first unit through the Global Context of Scientific and Technical Innovation, as we look to develop the student conceptual understanding of algebraic equations and how they can be applied towards real-life situations. Students will begin by revisiting the fundamentals of algebra, to ensure common terminology is understood and that misconceptions are corrected. Students will be introduced to the index laws and will work through applying them to algebraic expressions and equations using the four mathematical operations. Thereafter, students will extend their knowledge of the distributive law, as they apply this concept to the expansion of binomial expressions.

Students will then move on to applying their understanding of algebraic equations to help describe real-world linear and non-linear relationships to formulate reasoned generalisations and conclusions. They will do this by sketching linear graphs, to visually represent the relationships, using x- and y- intercepts on a Cartesian plane. Students will apply their graphing skills to find the distance between two points on a Cartesian plane, identify the midpoint and gradient of a line and to solve linear inequalities and graph their solutions on a number line.

Throughout these units, students will be applying the ATL skills of organisation and critical thinking as they transfer their conceptual knowledge of algebra into solving linear and non-linear equations. Students will continue to be offered a differentiated learning journey through personalised goal-setting strategies from the Victorian Curriculum, while incorporating the usage of ICT to help augment their learning.

SCIENCE

In term 3, students will begin the Biology unit by building on their science inquiry skills, their understanding of science content and science as a human endeavour. Student learning will be led by the statement of inquiry: "Scientists investigate the systems that maintain life and respond to change within multicellular organisms and use technology to answer questions" through the global context of Scientific and technological innovation and key concepts of Systems and Change.

During the Biology unit, students will explore the specialised structure and functions of neurons and synapses. This understanding is then applied to how an organism responds to stimuli. Students will explore homeostasis in multicellular organisms and how homeostasis allows multicellular organisms to survive. Students will apply their learning to the context of problems that can occur within the human body when the nervous or endocrine system fail.

Assessment tasks for this term include student designed scientific practical reports and research inquiry tasks. As in Semester 1, students will be required to complete regular homework tasks and study.

PHYSICAL EDUCATION

Through the global context of identities and relationships, students will be researching, designing and performing a personal exercise



program. Firstly, the students will pick an element of training where they believe improvement will benefit their chosen sport. Once chosen, the conceptual lens of change supports their research to the type of training they will undertake, whilst understanding and refining what specific elements they will need to develop. Base tests will then be undertaken to allow the students to create smart goals that focus the basis of the project. The students will use their individual smart goals to help them understand that through practice, change in body shape, tone or form is possible by creating unique session plans, and they will then undertake these during PE lessons. After week three and six they will revisit their base test results to check improvement against their smart goal targets.

In Health, the students will be complementing their fitness program with future session planning and weekly evaluations of what they have achieved. Upon completion the students will start a MIPS (managed individual pathways) Unit leading into term 4. This module the students will be researching and identifying possible career pathways and then working backwards to help aid informed choices for the next 3 years of their schooling. Once complete students are understanding how salaries work in terms of money outgoings and financial needs vs wants.

ELECTIVES PHOTOGRAPHY

In Year 9, students extend their knowledge photography as a powerful means of communication and self-expression. Through an inquiry into the impact of technical and scientific innovation on how we record the world around us, students continue to develop their own style through experimentation with composition and light and through practice in a variety of situations both within and outside of the school. Students continue to develop their visual literacy by critically analysing images by significant artists from a range of photographic genres.

Students continue to develop their technical skills by consolidating their knowledge of the key exposure components of aperture, shutter speed and ISO. Through experimentation with traditional techniques such as cyanotypes and black and white pinhole photography, they will deepen their understanding of the process of 'photo-graphy' or drawing with light.

Students will undertake a process of collaboration and experimentation in order to create, edit, and display aesthetic and meaningful artworks. Throughout the process, they will continue to develop their visual arts vocabulary to annotate and reflect on their own work, as well as the work of others. Students will relate their learning to the key concepts of identity

and aesthetics in the global context of personal and cultural expression.

STEM

Students will create a range of robots with the ability to respond to colour, light, motion and sound. Using a challenge brief, building guide and programming guide, they will create a Friendbot, Spacebot, Amazebot, and a Singing Waiterbot. Students will modify a model's behaviour by changing the mechanical system or by adding sensors to provide feedback. They will brainstorm to find creative alternative solutions to various challenges and throughout they will learn to share ideas and work co-operatively. Their mathematic skills are further developed as they understand the difference between time measured in seconds compared to tenths of a second. They will understand the concept of randomness through their projects, such as the power settings of motors or light intensity variations. Students compare the diameter and rotational speed of gears to gain maximum performance of their robot. As they program their models, they gain an understanding in determining the distance between an object and the activation point of their motion sensor, and understand how the position of the model is measured by the tilt sensor and use of numbers to measure and score qualitative characteristics of their robots. In Term 3, students will continue to work on the NXT Mindstorms robotic systems and finish the first 20 modules. They will also continue to work with local kindergartens to implement science through cross age. Also in term 3 students will work on science week activities and shows.

WOOD TECHNOLOGY

In term 3 Wood Technology, students in Year 9 have taken control of their learning and have challenged themselves to produce a high quality VCE design brief, they will be using the Top Design exhibition as an exemplar of the type of work that is to be produced. Top Design is an annual exhibition at Melbourne Museum presenting work created by students

who completed VCE Media, Product Design and Technology, Food and Technology, Systems Engineering, Visual Communication Design and VCE VET Interactive Digital Media.

This term will have students in the Investigate and Design stages leading towards the production stage towards the end of the term.

Using their design brief, students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions and products. Students will be using a mixture of new and recycled materials.

Year 9 students use design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs or opportunities of relevance to individuals, local, national, regional and global communities. Students undertake problem-solving activities that acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. They are introduced to a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics, legal issues, social values, economic, environmental and social sustainability factors, and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence.

FOOD TECHNOLOGY

In Food Technology this semester, the students will be finishing off their unit on fine dining, cooking for the staff and then you, their parents. Upon completing a written evaluation to add to the student's portfolio will be

completed. The remainder of the term will allow the students to look at creating high tea ideas in our 'afternoon tea at the Ritz' themed project, followed closely with a service based task focused on canapes. In both projects the students will work in small groups to plan, design, create and evaluate the task, using the skills they have developed throughout the year to date.

DRAMA

In Term 3, Year 9 Drama students continue to explore historical and contemporary forms of theatre through an exploration of Shakespeare. Inquiring into the process of decoding and reimagining the Bard's work, students will be guided by the inquiry statement, 'As artists, we use our skills in expression to communicate modern interpretations of historical works and engage new audiences'. Through rehearsing a scene of their choosing, students will gain an understanding of the intricacies of Shakespeare's language, and how important physical, facial and verbal expression is in communicating meaning. They will learn the skills of decoding Shakespeare's language, and will strive to use their growing knowledge of stagecraft and production elements in reimagining the scene in a contemporary context. Students will explore the use of non-conventional theatrical spaces when planning and executing the performance of their scene, developing their confidence in presenting to larger audiences.

Students will then explore theatre as a method to teach moral lessons through an inquiry into Educational Theatre. Through an investigation of the statement, 'Innovative art has the capacity to communicate valuable lessons about who we are to varied audiences', students will plan, rehearse and perform a piece of Educational Theatre specifically for a class in the primary school. They will meet with the students to gain information about the issues they believe are important and affect them, which will become the inspiration for their work. Drawing upon their knowledge of the art form from reflecting on a professional piece of Education Theatre, and will plan and

rehearse a piece that has a distinct moral lesson, developing their skills in play-building and creating a piece for a particular purpose. Using their knowledge of stagecraft, students will use props and costume to enhance audience engagement.

Students will continue to develop skills in critical thinking, reflecting upon the work they create in their journal and delivering constructive feedback for their peers. Over the semester, they will gain greater independence in creating their own drama, drawing upon the skills and knowledge developed in semester one.

LOTE Chinese

During Term 3, the students will be consolidating their evaluating and application skills in listening, speaking, reading and writing on the topics of Chinese figures, poetry, tourism, civics and citizenship to incorporate with English and Humanities. They increase their confidence in building relevant vocabulary and creating a travel brochure through the original text by prepositions, conjunctions, phrases and appropriate more complex sentence structure. They develop the skills to confidently and independently follow instructions to read and understand the meaning of Chinese culture and literature. This will require the students to read the information, reciting the poems, and creating own work on the relevant topics.

The students will also have the opportunity to integrate their LOTE study with Mathematics and Science. They will use Chinese language to describe simple equations, shapes, cells and internal body structure, drawing on Key Concepts of Communications, Connections and Comparison. Practising the writings of Chinese characters, and comparing the similarities and differences between Chinese and Australian social systems. Students will further develop their skills to improve reading and writing skills.

Cultural aspects include Chinese social systems, famous Chinese figures such as poets and mathematicians. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

TEXTILES

During term 3, Year 9 students will be completing a self-managed project based on the VCE Product Design and Technology framework. The purpose of this project is for students to reflect on their skills and understanding of Textiles and Design, and to use their prior knowledge and experience by applying this in a more sophisticated manner to design and create their own textiles product for a client. Students will analyse their previous work as well as the work of other designers to extend their higher order thinking skills. They will continuously evaluate their work in progress in order to ensure they achieve their desired results, pushing their limits and comfort zone in order to create at VCE standard.

During this project, students will understand that developing a detailed design brief is imperative for the work of a designer through an inquiry into the importance of establishing and defining a client profile or end user in order to create a product that meets their client's needs. Under the Global Context of Personal and Cultural expression, students will explore how the needs, wants, fashion sense and body measurements of their client is integral to understand in order to develop an excellent design brief. Students will also learn how to work within a strict budget, investigate different fabrics and notions that could be used within that budget. They will need to plan ahead in order to ensure their budget fits in with the design brief and results in a product that meets the client's needs.

Students will apply the knowledge and practical skills gained in previous

units to address their design brief and will investigate a variety of fabrics made from natural, synthetic and regenerated fibres. During the course, students will concentrate on organisation and self management skills throughout their approaches to learning. They will be reflective in the evaluation of their learning process and the ideas they communicate through their work. Students will work collaboratively offering encouragement, and formative feedback to their peers, whilst graciously receiving feedback on their work.

MUSIC

In term three, students will extend technical and expressive skills that have been established in year 7 & 8. Drawing on a range of cultures and genres, students will contribute to class investigations that examine the global context of: orientation in space and time. Students will explore personal musical histories and the relationships between individuals and culture, from a local and global perspective.

Advancements in music technology and the creative process will be explored through integrated projects that consider social, artistic, equality, environmental and community aspects.

The important concepts of pushing boundaries, in the creation and performance of music, for personal growth, exploring structure in music through composition and learning to present music through informal classroom performances, will be explored. Further, students will develop a peer teaching skill set, through regular classroom engagement. Learning to teach others, will contribute to nurturing independence and self-directed learning, as pathways are built towards an arts practice.