



### Year 7 Curriculum Overview

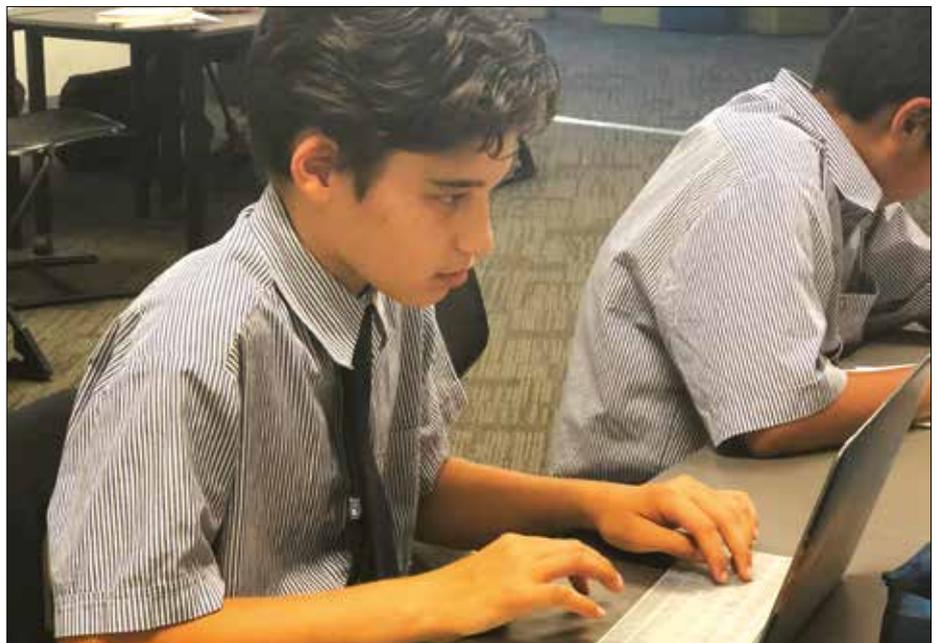
#### INTERDISCIPLINARY UNITS

Students were excited when anticipating their first interdisciplinary unit in the Middle Years Program. In leading their inquiry journey, students posed personal and global wonderings to determine the first big idea to be explored for the year. Students inquired into the Global Context, Fairness and Development. With a focus on the Key Concepts of Development, Identity and Connections, Students explored the Statement of Inquiry, 'Conflict alters the development of individuals and society through time.' As it is an interdisciplinary unit, students developed their understanding across the disciplines of English, Humanities, Health, and Science. Students practised a variety of research and thinking skills while learning content that was challenging, significant, engaging and relevant.

#### ENGLISH

In English, Year 7 students commenced the year by establishing goal-setting routines. Students were introduced to the application OneNote, to access the reading and writing continua. By reflecting on their literacy skills and through conferencing, students are able to set and practise writing and reading goals to improve writing craft and reading skills.

In reading, students are independently reading a non-fiction or fiction text of their choice. Independent Reading is conducted every morning during



homeroom. During this time, students are also setting ongoing reading goals from the reading continuum. Students were exposed to a variety of mentor texts. The mentor texts were used to explore the concept of theme, and to inspire writing. Additionally, students also responded to SOLO Taxonomy questions to practise, 'thinking as a reader'. The SOLO Taxonomy questions are different levelled comprehension questions encouraging higher-order thinking. The levels progress from uni-structural, multi-structural, relational to extended abstract questions.

As a way of exploring ideas for writing, each student has their own inspiration book which they carry to every class. Students have started using the inspiration book to record potential 'seeds' for future writing.

Students used the related concepts

of Theme and Setting to plan and compose narrative texts. Students are able to understand the idea of, 'show, not tell', enhancing the description in their writing. Students analysed a range of mentor texts to plan and develop theme in their own narrative pieces.

Students have also continued setting and practising writing goals when writing persuasive texts. After students sit the NAPLAN in Term Two, students will study a novel of their choice, participating in discussions, and completing assigned learning tasks to cater to individual reading goals.

#### HUMANITIES

In Humanities, students are being provided with an abundance of

## The Senior School Staff members:

|                        |   |
|------------------------|---|
| Ryan Ma                | Acting Assistant Principal<br>Year 8 Science & Maths                          |
| Kirsten Sullivan       | Acting Assistant Principal<br>Year 7 Science & Maths                          |
| Adam Al Salihi         | Year 9 Mathematics & Humanities; 9D Homeroom                                  |
| Alice Osborne          | Year 7, 8 & 9 Textiles  |
| Blake Jobson           | Year 7, 8 & 9 Wood Tech & PE Recreational Sports                              |
| Catherine Crossley     | Year 8 Science  |
| Chantelle Nedelkolvski | Year 8 Leader; Year 8 English, Humanities & Psychology;<br>8F Homeroom        |
| Con Baltas             | Year 7, 8 & 9 Art Support   |
| Donna King             | Year 7, 8 & 9 Music   |
| Donna McCarthy         | Year 7 Leader; Year 7 English & Humanities;<br>7F Homeroom                    |
| Felicity Mayes         | Year 7 Leader; Year 7 English, Maths & Humanities;<br>7B Homeroom             |
| Iris Ai                | Year 7 LOTE   |
| Jaike Ludewig          | Elective Leader ; Year 9 Maths & Café Dare                                    |
| James Blay             | Year 7 English, Humanities, Health & PE Recreational Sports;<br>7C Homeroom   |
| Jeff Dent              | PE Leader; Year 8 & 9 Food Tech, Health & PE;<br>8E Homeroom                  |
| Kate Tjia              | Food Tech Leader; Year 7 & 8 Food Tech;<br>8A Homeroom                        |
| Katherine Sadler       | Year 7 Science & Mathematics<br>7A Homeroom                                   |
| Kelsey Dunlop          | Year 7 English & Humanities<br>7E Homeroom                                    |
| Lachlan Thompson       | Year 8 & 9 Digital Technology Support   |
| Lauren Steel           | Year 7 & 8 English, Music & Support<br>7D Homeroom                            |
| Lucinda Burney         | Year 7, 8 & 9 English & Drama<br>9A Homeroom                                  |
| Michael Germano        | Learning Specialist - Science<br>Year 9 Science                               |
| Michael Hick           | Electives Leader<br>Year 7, 8 & 9 Wood Tech, Community                        |
| Natalie Bryson         | Year 9 Leader & Wellbeing;<br>Year 9 English, Humanities & Maths; 9C Homeroom |
| Nisha Rani             | Year 7 Support  |
| Nicole Lilly           | Café Dare Support   |
| Sam Nikolsky           | Year 7, 8 & 9 VCD & Visual Arts   |
| Sarah O'Connor         | Year 9 Leader; Year 9 English, Humanities, Health & PE;<br>9B Homeroom        |
| Sarah Sobey            | Year 7 English & Humanities<br>7E Homeroom                                    |
| Stephanie Ficarra      | Year 8 Leader & Wellbeing<br>Year 8 English & Humanities<br>8B Homeroom       |
| Tracey Hubert          | Year 7, 8 & 9 Photography   |
| Will Frances           | Year 8 & 9 Jewellery  |
| Will Soo               | Year 8 Maths<br>8D Homeroom   |
| Zac Doherty            | Year 7 Mathematics<br>7D Homeroom   |

opportunities to practise and enhance their thinking skills, communication skills, social skills, self-management skills and research skills. During Term One, Humanities (Civics and Citizenship, and History) was intertwined with English. The Year 7 students strived to gain a conceptual understanding of the Interdisciplinary Unit, 'Conflict alters the development of individuals and society through time' following Kath Murdoch's Inquiry Cycle (tuning in, finding out, sorting out, going further, making connections, and taking action).

Students focused on the related concept, Cause and Effect when conducting their investigations. To practise research skills such as summarising and note-taking, students have posed Factual, Debatable and Conceptual wonderings. Working independently and in collaborative settings, students were exposed to a range of organisers, direct attention thinking tools, and visible thinking strategies in order to reflect on how they learn best. Students were able to demonstrate their understanding through completing a summative assessment piece before the end of term.

## HOMEWORK

Year 7 students are required to undertake 45 minutes of homework each day. Homework in English and Humanities will consist of finishing off tasks, revision and practise. Students were all asked to read every day for a minimum of twenty minutes, either a novel or non-fiction texts such as their textbooks and newspaper articles. Students were also required to complete a project at the end of the interdisciplinary unit to synthesise their learning. All homework tasks can be accessed through Compass.

## MATHS

In Maths, Year 7 students commenced the year by establishing goal-setting routines using the application OneNote, to access the Number Scope and Sequence and their NAPLAN goals. By reflecting on their misconceptions and prior knowledge through conferencing, students were



able to set and practise their goals and attend relevant focus groups according to their goals. Students also focused on NAPLAN preparation.

In the Domain of Number and Algebra, students built up on their existing understanding of Numbers and Place Value. They were introduced to negative numbers and integers, addition and subtraction to solve everyday problems involving negative numbers. In the Domain of Decimal and Percentage, students investigated all four operations involving decimal numbers, converting fractions to decimals (and vice-versa) and rounding decimals. Students explored these skills through the Global Context of 'Personal and Cultural Expression'. Students have been able to represent their goal achievement by creating evidence to support their understanding of new knowledge and learnt skills. Students utilised their research skills, to represent and analyse their understanding of Decimal and Percentage by producing a 'Recipe Task' about their favourite recipe(s).

## SCIENCE

In Term 1 Science, we have been exploring the Science Laboratory, safety and ethics that comes with being a scientist. Student wonderings from the beginning of the year, such as 'Will I ever get a serious injury?', 'Can we live forever?' and 'Will we (humans) ever evolve to something better?', have led our inquiry into the Brain, and our investigation of forensic science.

Students have been building an understanding of how their brain influences how they learn, and. Linking with the Statement of Inquiry, 'Conflict alters the development of individuals and society through time' in the interdisciplinary unit with English and Humanities, students explored ethics and conflict in the Science world, and how science provides solutions to conflict between people. We have used the key concepts of Development, Identity and Connections, along with the science related concept, Evidence, to explore this unit.

Throughout the Term, students have been gaining knowledge around ethics and safety in science lab, conducting experiments and investigations into sensory information and observations; using classifications to categorise living, non-living and dead; and exploring the science of forensics through evidence that humans leave behind.

Students have been practising writing Lab Reports, including the aim, hypothesis, materials (with safety elements), method, results and conclusions. Highlights from the term have included a Lamb's Brain Dissection, which allowed students to view and explore the structures of the brain, with an understanding of why we need to keep our brain safe. Students have also investigated a crime scene using forensic methods, such as fibre analysis, chromatography, identifying finger prints, and simulated blood typing experiments. Students have also compared the validity of evidence from a crime scene. Using all

the evidence, students will be asked to justify who they believe committed the 'crime'.

## PHYSICAL EDUCATION

Throughout the first term of Physical Education, students have worked on developing their fundamental movement skills in striking and fielding through units on softball, baseball and cricket. They have participated in various warm up activities, skill and strategy focused drills and competitive games. Students have utilised self, peer and teacher feedback to improve their control and coordination when batting, throwing, bowling, pitching and fielding. By focusing on their previous knowledge and skills in striking and fielding, students have found commonalities across baseball, softball and cricket and have applied their understanding to improve performance.

## HEALTH

In term one of Health education, students have focused on the Global Context of Fairness and Development while looking through the key concepts of Development, Identify and Connections. Students have begun to develop a greater understanding of the physical, social, emotional and spiritual dimensions of health and have discussed how these all play a role in one's overall health and wellbeing. They have examined how various forms of conflict can have a significant impact on the development of individuals and have learned how to employ restorative practises in order to resolve conflict in a positive manner.

## VISUAL ARTS

The Year 7 Art program aims to enlarge the 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 began by working as graphic designers to create

a visual identity, logos and branding for an organisation. Students used Design Thinking strategies to Define a problem, Ideate possible solutions, Prototype and Test their ideas. Students were independently and collaboratively problem-solving, 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.

## COMMUNITY

The Alamanda Community Engagement Program provides the opportunity for young people to volunteer in their community. It is a partnership that is being developed between Alamanda College and the greater community and service organisations.

Through the program, young people, schools and community organisations develop networks of relationships while achieving shared goals. The program will develop to encourage communities to support and recognise young people's participation and positive role in society.

This program gives young people a chance to do something great in their community, based on their choice. Young people are able to plan projects, meet new people, build

skills and make a difference in their community.

In Year 7 students begin their community project journey by being introduced to the Global Contexts, Approaches To Learning Skills, and the different types of service as Action. In Term 1, students were exposed to a variety of guest speakers from local community organisations, such as Rotary International, the Freemasons and Amnesty International. From these forums students will be able to see the connections between what community is and what are their rights and responsibilities are within these communities.

## ELECTIVES DRAMA

In term one, students in Year 7 Drama explored the origins of modern theatre through investigating Ancient Greek Theatre. Looking particularly at the role of The Chorus, students focused upon the development of the four key expressive skills in Drama: facial and vocal expression, gesture and movement. Inquiring through the following statement, throughout history, actors have worked collaboratively, using creative expression to tell stories to audiences, students combined their growing understanding of the performance style of The Chorus in an ensemble piece. They were introduced to basic application of stagecraft, creating

masks and designing the theatre space with blocks, in addition to creative lighting to assist in crafting a particular mood.

Students then inquired into the expressive performance style of mime, guided by the following inquiry statement: artists use a variety of methods, including non-verbal expression, to effectively communicate stories and entertain audiences. Students continued to develop and refine their expressive skills through their exploration of the physical art-form, crafting short performances individually and collaboratively to express emotions, characters, situations and conflict. Building their creative thinking and play-building skills, students used a given stimulus to create their own short mime performance, in which they developed their understanding of the key performance skills: focus, energy, timing and actor/audience relationship.

Over the course of the term, students recorded reflections and thoughts in response to their dramatic explorations and learning through a weekly journal, a crucial aspect of their learning in Drama.

## LOTE-CHINESE

The Year 7 LOTE Chinese program gives the students the opportunity, under the Global Context of Personal and Cultural Expression, to integrate and inquire about their identity in the context of Local and Global environments.

During Term 1, the students developed their comparing and evaluating skills in listening, speaking, reading and writing. Furthermore, students built confidence to enlarge their vocabulary and extend their knowledge in simple and more complex sentence structures, such as: "What, when, why and where". Students developed the skills to confidently and independently follow instructions to use Ipad and online Chinese learning programs to extend their knowledge beyond classroom and to create their own work pieces, leading to researching, and completing a project on Chinese



New Year with a link to Community and Service.

Students also learnt about early Chinese characters, personal information, numbers and time, drawing on Key Concepts of Communication, Connection and Culture. Practising the writings of Chinese characters, and comparing the similarities and differences between strokes, radicals and characters is essential in Chinese language study. Students further developed their skills to improve the tones and accent in pronunciation.

Cultural aspects include Chinese New Year, Chinese modern technology, facts about China, Chinese cities and tourism. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

## 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', viewed through the Global Context of Personal and Cultural Expression.

The Year 7's began with safety within the Wood Technology room. Students built their knowledge, safe use and skills with basic hand and power tools. The Design Brief students worked on was in two parts; firstly, students produced a chopping board which demonstrated their learning, and secondly students designed a small timber toy/project. Students worked through the production stage where they began to understand and logically sequence major stages of production, and calculate and list materials and quantities needed for production.

Students developed evaluation criteria from the design brief to inform their judgments during the production process. Students managed 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

| Name                          | Description   | Due Dates |
|-------------------------------|---|-----------|
| A project on Chinese New Year | Refer to the project instruction in LOTE learning task. | Week 4    |
| Make a Chinese calendar       | Refer to the instruction in LOTE learning task.         | Week 7    |



design briefs. Students were able to make modifications during production, providing an explanation for changes that demonstrates reflection, research, responsiveness to feedback, and use of evaluation criteria.

Students were 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 had 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 concentrated around developing students' food repertoire and understanding of processes and methods. Through the inquiry process, students investigated how communities develop different perspectives on the choice of foods and the importance of breakfast depending on available resources. Students learning was focused around the Global Context of Personal and Cultural Expression, using the materials

available as resources to aid in their product development and ongoing evaluations to continually improve their ideas. Students were given the opportunity to begin to generate, develop and test design ideas, plans and processes using appropriate technical terms and equipment. Being reflective, students demonstrated their own understanding of how the design could be improved.

Throughout the term the students used a variety of materials and equipment (resources) to develop an understanding of different skills, methods and techniques in the kitchen to ensure they were able to cook a range of different foods in a safe manner. Students used their skills to plan, develop, create and evaluate their own healthy breakfast. Through this task they demonstrated their practical skills as well as responded 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.

## MUSIC

Students in Year 7 are developing their ability to read, perform and analyse

music as they explore the inquiry question “How do musicians select repertoire?” This driving question was viewed through the Global Context of Personal and Cultural Expression. Students were learning how to read treble clef by playing the recorder and have developed an understanding of how chords are formed using the keyboard and ukulele. They rehearsed mashups of modern and classical repertoire to develop controlled tone and volume, creating a balanced sound in ensemble performances. Students developed confidence during lunchtime concerts and assembly presentations in front of their peers.

Students used listening skills to experiment with various ways to achieve cohesion and balance in ensemble performances and made choices to communicate the composers' intentions. With reflection on class recordings, they were able to identify how members of the ensemble communicated during a performance and discussed how dynamics were used and how the style of music was created and maintained. Students in Music experienced the challenges musicians encounter in the 'real world' in a safe and democratic classroom.

## TEXTILES

In Textiles and Design, students have learnt 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 were introduced to the fundamentals of Textiles and Design and learnt about various pieces of textiles equipment and how to use them safely in practice. Students were inquirers by investigating different techniques on how to create and design textile products. Focusing on the Key Concept of Systems, students explored several inquiry questions, such as 'what skills do we need to learn in order to create this product?' This enabled students to develop the skills they required to confidently follow instructions on how to create their own textile pieces, and they produced a pincushion as the



final aspect of gaining their sewing licence.

Students went on to learn 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 developed the skills to confidently and independently follow instructions on how to create their own textile piece, which lead to investigating, designing, producing and evaluating their own bag for their iPad or laptop. During the course, students concentrated on organisation and self-management skills throughout their approaches to learning.

## PHOTOGRAPHY

In Year 7, students have been 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 have begun to develop their visual literacy by critically analysing images and identifying the choices photographers make when composing a photograph. Students have also considered how images can be manipulated to alter our perception of reality through the application of editing techniques in Adobe Photoshop and Adobe Lightroom.

Students have begun to develop their technical skills by learning how to manually control a dSLR camera and have begun to 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 in the global context of orientation in space and time.

## VCD

The focus of year 7 Visual Communication 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 was 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 focused on creating real-world solutions. This was 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 were able to 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 continued to practice their design drawing and visual thinking skills, digital technologies skills and desktop prototyping skills.

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

This year, students have collaboratively developed their first unit of inquiry following the James Beane model, an interdisciplinary pedagogical approach to teaching and learning. Using their own concerns and wonderings, the students recognised that their interests focused on the Key Concept of Global Interactions and how this differs in times of peace and conflict. Through the Global Context of Fairness and Development, students will be exploring the causes and effects of global conflicts and the impact of peace and conflict on individuals, communities and societies. Their novel study has centred on 'The Boy in the Striped Pyjamas', through which students analyse the implications of the Nazi regime and the consequences of conflicting ideologies. Students will apply their research, analytical and critical thinking skills to explore a significant conflict or time of peace which is of personal interest to them. Throughout the term, students have examined the importance of media literacy and evaluated the reliability of sources, taking into account the ramifications of 'fake news'. Students are able to identify the key elements of news articles, and distinguish between bias, differing perspectives and fact. Finally, through the remainder of the term, students will be developing their critical analysis skills in evaluating the effectiveness of news articles in the use of tone and persuasive techniques.

Students have begun using their Inspiration Notebook to cultivate creativity and collate ideas to become a successful writer. Regular quick writing sessions have been implemented each week to continuously promote creativity and conceptual understandings, and to aid students in becoming confident and competent writers. Independent silent reading has also been implemented in English classes in order to increase reading stamina and to foster reading for enjoyment. As such, students will continue this practice regularly throughout the year. Goal setting for reading and writing has also been a focus throughout term one. Students will

continue to set reading and writing goals from their continua, ensuring that they always have targets to work towards. Regular homework requirements will continue over the course of the year, with a particular focus on the My English Workbook to help increase reading comprehension, vocabulary and grammar and punctuation knowledge and skills.

## MATHS

During the first term, students explored the Domain of Numbers. Students utilised the Victorian curriculum standards scope and sequence to set personalised goals and were shown various resources such as [www.alamandamaths.com](http://www.alamandamaths.com), Mathletics, as well as textbook resources to assist them in completing their negotiated goals with their teachers.

During the Numbers and Place Value unit, students investigated square roots and square numbers, the four operations, rational numbers and integers and made connections between how numbers are represented and the real-world context. Students further along the developmental continuum explored more complex concepts such as index laws, scientific notation, surds and logarithms.

Following that unit, students inquired

into the central idea of how 'Global Interactions Differ in Times of Peace and Conflict' through the global context of Fairness and Development. Students explored the key concepts of change and global interactions as well as the related concepts of representation and generalisation in the context of Statistics. Students extended their knowledge in how numbers and data can be used to represent and draw relationships between real-world scenarios.

Students analysed various data on Global Interaction, such as migration data, price indices of products and affordability of various goods in different countries while representing that data in a variety of different formats including histograms, stem-and-leaf plots, while also comparing different data sets using the measures of centrality of mean, median mode and range. Students utilised their critical thinking and research skills to collect data in order to draw reasoned conclusions and generalisations regarding their findings. Students who were proficient in the above-mentioned were encouraged to extend their learning on the Box and Whiskers and Standard Deviation units.

## SCIENCE

During term 1, students have undertaken a Chemistry unit with





a focus on further developing their science inquiry skills, understanding of science content and science as a human endeavour. Students explored the statement of inquiry: "Global interactions differ in times of peace and conflict" as a part of their interdisciplinary unit [IDU], through the global context of Fairness and Development and key concepts of Development and Creativity.

During the Chemistry unit students thinking skills have been challenged by considering that changes in matter occur at a particle level, as well as physical and chemical change in substances. They have considered how chemistry contributes towards, interacts and impacts with the world around them. The students have been practicing their skill of making predictions and proposing explanations during practical experiments. They have drawn on evidence from different sources to support their views while honing their social skills to remain open-minded about the points of view of others.

Towards the end of our unit students have developed and followed their own personal lines of inquiry. For this they have produced their summative assessment, by using developing and using their research skills to report on their area of interest that has been focused by the IDU. Some examples of these lines of inquiry are: "Why are water and air called elements if they are not on the periodic table?" "What

is the difference between fission and fusion, and how does this impact power supply?" "How does an atomic bomb work?" "Has the development of weaponry hindered or increased movements towards world peace?" "What has the impact been in the 30 years since Chernobyl?" Our science students have used their communication skills to present and share their findings.

## HEALTH

In Health, students continue their exploration of the interdisciplinary unit studied in English, Humanities, Science and Mathematics. When investigating how global interactions differ in times of peace and conflict, students focus on the Related Concepts of Interaction and Adaptation. They have explored how in times of conflict – be it global, within communities or more personal conflicts – stress and anxiety are amplified. The relationship between the physical, mental, social and spiritual elements of health have been identified, and students have delved into how stress can influence all aspects of health. Students have inquired into various coping strategies that can be employed to reduce the impact of stress, as well as build resilience, with a focus on evaluating their effectiveness at a personal level. Students select and practice strategies that promote health and wellbeing, and will begin to examine the barriers to seeking support. Organisations and businesses that

promote health and wellbeing will be investigated, as well as how they interact with each other, our communities and ourselves as individuals.

In addition, at the commencement of the school year, students were surveyed for their opinions and feelings towards relationships with their peers, teachers and the school as a whole. From the data obtained, teachers have been working with students to address personalised areas of concern. Students utilize and develop their communication skills in sharing their feelings, perspectives and ideas, as well as their critical and creative thinking skills to generate solutions to issues. In this way, students are using their voice and agency to ensure that their wellbeing is optimized whilst in our school environment. This is a highly transferrable skill that can allow students to play a more active role in their own development and maintenance of health, safety and wellbeing throughout their lives.

## PHYSICAL EDUCATION

This term, students will gain a greater understanding of the Key Context of Development, through increasing understanding of the net/striking game of Volleyball. The topic will be explored through the concept of cooperation as being part of a team is a large component. They will use the technical skills learnt and use creativity to outwit an opponent within a game situation. Students will research to become knowledgeable before umpiring and scoring individual games and tournaments to finish the units.

After Volleyball, students will gain a greater understanding of the Key Context of Communication, through increasing understanding of the throwing techniques in javelin, shot putt and discus, which will be explored through the Concept of change. Students will research to become knowledgeable before coaching a peer and identifying areas for their athlete (partner) to improve whilst comparing their performance using technology, when put side by side with an elite performer.

## ELECTIVES

# PSYCHOLOGY

This year, the year 8 Psychology elective will focus on exploring the VCE Study Design as an opportunity for students to experience the subject content and its requirements. Through the Integrated Sciences Concepts of Form and Function, students have begun investigating the structure of the human brain, as well as how it functions, including the role it plays in the overall functioning of the nervous system. Students will then explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They will study the complex nature of psychological development, including situations where psychological development may not occur as expected.

Overarching our study of the human brain and nervous system and psychological development, is the focus on the Global Context of Scientific and Technical Innovation. Students have begun exploring the statement that 'Researchers must consider ethical guidelines in developing effective psychological research'. Developing and utilising their Research Skills, students will be making connections between scientific research and related moral, ethical, social, economic, political, cultural or environmental factors. Students have begun investigating

the contribution that classical and contemporary studies have made to our understanding of the human brain. This will lead to a study of the development of different psychological models and theories that are now used to predict and explain the development of thoughts, feelings and behaviours.

At the conclusion of the unit, students will apply and extend their knowledge and skills to investigate a question related to brain function and/or psychological development. Students will analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

## PHOTOGRAPHY

In Year 8, students have continued 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 have begun to develop their own style through experimentation with composition and light. Students have been developing their visual literacy by critically analysing images and identifying the choices artists make when composing a photograph.

Students have been developing 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 have begun to compose images with a clear artistic intent.

Students will continue to 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.

## TEXTILES & DESIGN

Textiles & Design students learnt 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 textiles students are introduced to the basics of textiles and design, whereas those who took studied textiles and design in year 7 were focused on improving their understanding and skills in the area. Students continued their learning about various pieces of textiles equipment and how to use them in practice, expanding on the equipment used in year 7. Students demonstrated 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 further developed their skills to confidently follow instructions on how to create their own textile pieces. They began with the creation of a simple calico bag, which they decorated with their own unique designs using screen printing and applique techniques. Students explored 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 also concentrated



on organisation and self-management skills throughout their approaches to learning

## DRAMA

In term one, students explored the art of improvisation in the theatre through the Global Context of Identities and Relationships, guided by the following statement of inquiry: when we are open to change and playfulness with others, our art develops too. Investigating the Key Concept of Change, students collaboratively created a guideline for successful improvisation, inspired and informed by rigorous creative play with characters, settings and conflict. Developing an understanding of the four key Performance Skills, students gained confidence through the performance of short improvised scenes in pairs, small groups, and as an entire ensemble.

Students then inquired into the Global Context of Fairness and Development, through the dramatic exploration of Armin Greder's powerful picture book *The Island*. Focusing on the Key Concept of Perspective, students undertook a series of dramatic activities to collaboratively create an imagined world that reflected the context of the book. Through

this dramatic exploration, students engaged in mature debate and discussion around the statement, as a global community, we have a responsibility to challenge inequality and imbalance of power through embracing change, particularly focusing in on the contentious issue of refugees in Australia. Students developed vital skills in character development, improvisation, script writing and expressive communication through movement and voice as they used the book as stimulus for creating their own ensemble work. Furthering their skills in collaboration through the play-building process, students began to apply their growing understanding of stagecraft in creating their dramatic response, using lighting and sound design, in addition to simple sets and symbolic costume.

Over the course of the term, students recorded reflections, thoughts and feedback in response to their dramatic explorations and learning through a weekly journal, a crucial aspect of their learning in Drama.

## F1

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 understand the relationship between design and speed. They utilise their critical thinking skills in developing solutions for the challenges set within the elective course.

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.

## ALAMANDA COMMUNITY PROJECT

The Alamanda Community Engagement Program provides the opportunity for young people to volunteer in their community. It is a partnership that is being developed between Alamanda College and the greater community and service organisations.

Through the program, young people, schools and community organisations develop networks of relationships while achieving shared goals. The program will develop to encourage communities to support and recognise young people's participation and positive role in society.

This program gives young people a chance to do something great



in their community, based on their choice. Young people are able to plan projects, meet new people, build skills and make a difference in their community.

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 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.

In Term 1, Year 8 Students worked on the investigation stage of their community projects. They unpacked the Global Contexts to consider a potential contextual grounding for their community and volunteering projects within the local and national community. Students worked collaboratively in groups of up to three members and will continue to develop a formal proposal for their projects by the end of the semester.

## WOOD TECHNOLOGY

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

In Term 1, students developed their understanding of the safe use and application of basic hand and power tools. They used their critical thinking skills in the development of creating timber jigs to aid them in more efficient work practices. Students developed their design brief for the 'Bedroom Challenge', during which they were required to create a timber product or art work for their bedroom.

Each student managed 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. They made modifications during production, providing a sound explanation for changes that demonstrates reflection, research, responsiveness to feedback, and use of evaluation criteria that was developed during the Investigation stage of the brief.

They selected appropriate equipment and techniques to safely construct and evaluate the performance of their products. Students peer reviewed each other's work and recommended improvements to the performance, function and appearance of others' product, suggest modifications to improve their products in light of evaluation of their performance, function and appearance. Students completed 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

This term in Food Technology, students continued to develop their understanding of different skills, methods and techniques required in the kitchen. Through the inquiry process, students explored Personal and Cultural Identities and investigated how local and global communities express themselves through food. Students learning was focused around the Global Con-

text of Personal and Cultural Identity as they begun to develop an understanding of foods that are eaten in different communities around the world. Throughout the term, students had the opportunity to refine their technical skills as they were introduced to foods from different cultures as well as a variety of café based products, which they then had the opportunity to cook. Students used the knowledge they gained from watching demonstrations, using picture guides and recipes, 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 have demonstrated their practical skills as well as being able to respond to a variety of factual, conceptual and debatable questions including what foods different cultures eat and how does an individual's cultural background impact on their food choices.

## CAFÉ INQUIRY TASK (Friday Group)

Through the inquiry process, students also investigated how food businesses produce food that can be sold for a profit. Students learning was focused around the global context of personal and cultural identity as they begun to develop an understanding of how food is designed, produced and sold in a café. In this unit, students came to an understanding of batch production, food hygiene and safety and quality control and understand its importance in the food industry.

As they learnt how to make a variety of different café based products including pastry, breads and cakes, students continued to refine their technical skills. Students used their knowledge, as well as their research and inquiry skills to plan, develop, create and evaluate a range of café products before choosing their best product to be presented for the opportunity to be sold in Café Dare. Through this task students will demonstrate their technical skills well as their ability to work collaboratively in a safe manner.

## MUSIC

Students in Year 8 have continued to develop their ability to read, perform and analyse music as they explored the inquiry question "How do musicians select repertoire?" This driving question was viewed through the Global Context of Personal and Cultural Expression. Students learned how chords are formed using the keyboard and ukulele. They rehearsed mashups of modern and jazz repertoire to develop controlled tone and volume, creating a balanced sound in ensemble performances. Students developed confidence during lunchtime concerts and assembly presentations in front of their peers.

Students also explored ways to combine and extend music ideas with the style of jazz, combining them with a chord progression to achieve cohesion and balance in ensemble performances and made choices to communicate the composers' intentions. With reflection on class recordings, they were able to identify how members of the ensemble communicated during a performance and discussed how dynamics were used and how the style of music was created and maintained. Students in Music experienced the challenges musicians encounter in the 'real world' in a safe and democratic classroom.

## VCD

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. Students gained awareness of different influences to an artist's style and investigate how innovations in technology allow individuals to express their ideas and experiences in a wide range of ways.

Students experimented with traditional and emerging technologies to create 2D and 3D artworks, beginning with clay modeling and moving on to digital 3D modelling and rapid fabrication techniques.

Students are continuing to experiment with different mediums and technologies to create a unique, interesting artwork in their own personal style. Students are also continuing to develop their art vocabulary, and will use this to create written responses to artworks in a variety of contexts.

## JEWELRY

Throughout Term 1, students were introduced to the foundation skills required for basic jewellery and small object making. They were encouraged to become familiar and confident with a comprehensive collection of hand tools and techniques for the production of basic jewellery items. Work practice safety is of paramount importance and is demonstrated and discussed at every step of the jewellery making process.

Some of the techniques covered in this elective include sawing, filing, marking out and measuring with the aid of Vernier callipers, polishing, cuttlebone casting and enamelling thus giving the students a comprehensive insight into the traditional processes of the craft.

Students are also encouraged to inquire into the possibility of merging traditional methodologies with some of the new and emerging technologies available at the school. Such processes include 3D printing and the use of Fusion 360, and utilising the laser cutting and etching machine, in student designs.

The elective covers content that is wide ranging in its skill and knowledge base. Students are encouraged to explore and gain a personal perspective

of this ancient craft through the Global Context of Personal & Cultural Expression, thus providing them with a supplementary foundation for their own design and problem-solving skills.

## DESIGN & TECHNOLOGY

In Design & Technology this term, students began using systematic evaluation, creative and critical thinking to develop a product through the use of design processes to meet a client's brief. Through the use of 3D modelling software and integration of electronics, students developed and produced products that are meaningful to a client's needs, taking into account economic, environmental, aesthetic and functional factors, and the impact of technologies on individuals, families, local, regional and global communities.

Using the MYP Design Cycle to define a client and their needs, students have pinpointed a solution through the use of iterative manufacturing and critical evaluation of product design. Student learning is centred around the key concept of Development, as they inquire into creating a solution specified by a client.

Students have been introduced to a variety of manufacturing techniques, such as 3D printing, laser cutting and CNC programming to begin building products which house electronics and are programmed to fulfil specific jobs defined by their client's brief. Programming of Raspberry Pi's and Arduino based circuits takes a lead role in developing an interdisciplinary integration of coding in design and students are developing their critical thinking skills by testing, evaluating and improving on prototypes of design and code. Through this evaluative process, students are building a thorough understanding of the relationship between real world and digital interaction.

# Year 9 Curriculum Overview

## HUMANITIES

Year the 9 team began their exploration of Humanities through a geography focus, which examines the statement of inquiry "Individual and collective rights, responsibilities and relationships impact global interactions", through the global context of Fairness and Development. The students had an integral contribution in configuring our Global Context and subsequent statement of inquiry, in an unprecedented move to empower students in their quest for academic progression.

With a focus on fairness and equality, students uncovered some of the reasons

why enormous variations in wellbeing exist in different populations around the world and looked at some of the many ways in which geographers measure them. Looking at the fragilities of resource management in lesser developed countries, students also looked at food security and why that is one the greatest issues that is affecting the world today.

Showing flexibility, the inquiry unit was tied to our English studies,

The students explored an inequality issue either domestically or abroad that they feel passionate about, and inquired further into the topic. This formed the basis of their final assessment task, where the students will planned and created a letter of advocacy in response to their issues to help protest and raise awareness for the issue.

## ENGLISH

In Year 9 English at Alamanda College, students are given opportunities to explore the world around them through creative expression, whilst targeting specific goals to ensure their development as effective communicators. In Term 1, students engaged in the James Beane Model, collaboratively developing their own unit of inquiry inspired by their collective wonderings about themselves and



the world they live in. Exploring the Global Context of Fairness and Development, and the Key Concept of Global Interactions, students created a central statement of inquiry to guide their learning; Individual and collective rights, responsibilities and relationships impact global interactions. Developing a personal line of inquiry, students selected a novel that would support and build their understanding of their inquiry focus. Students worked towards creating a letter of advocacy in response to their research, a task which developed their skills in persuasive writing and formal language.

Term 1 has also seen Year 9 students targeting individual goals in their reading, writing, and spelling and grammar, work which will support them as they prepare for NAPLAN testing. Analysing data from last year's assessment to target specific areas of need for individual students, students developed their own goals through self-assessment and conferencing with their teachers. In reading, students have explored the Question Answer Relationship reading strategy to assist them in decoding comprehension questions, and have worked individually and in small focus groups to target their goals. In writing, students practised specific skills for narrative and persuasive writing. This included the structuring of texts to build tension and harnessing a range

of literary and persuasive devices, in addition to consistent work on the use of correct grammar and punctuation to ensure clear communication. Students used the application Literacy Planet to focus on individual goals in spelling and grammar.

Over the term, students have also begun to build their Inspiration Notebook, a resource to support their creative writing and place to record their observation and wonderings about the world.

## MATHS

The Year 9 Alamanda Mathematics journey commenced with a stand-alone emphasis in preparation for NAPLAN testing in Term 2. The importance of NAPLAN results are becoming evermore focal for enrolments into Year 10, and as such the preparation for the test has become centric to the students' focus throughout this term. Our differentiated learning approach will help develop the students' individual abilities after they have independently set their own goals in order to drive their learning.

Having analysed the data from the students' mock NAPLAN test from Term 4 2017, the Year 9 cohort were able to self-reflect on their current ability to set challenging and realistic goals for achievement in this year's NAPLAN.

Mathematics classes currently begin with Number based warm up activities, designed to increase students' fluency and recall of facts and functions in the number domain. Thereafter, students self-manage their progression toward achieving their targeted NAPLAN goals, utilising class focus groups, Alamanda Maths and Mathletics as resources for assistance. Alongside this, students are looking to develop persistence and perseverance by planning strategies and taking action to achieve their personal and academic goals.

## SCIENCE

In term one, Science has provided opportunities for students to further explore Science Inquiry Skills, Scientific understanding and Science as a Human Endeavour. In the early stages of the term, students have reviewed the scientific method and the importance of variables (control, IV, DV) throughout their experimental work, utilised graphic organisers to enhance their understanding of the science inquiry skills/content and worked collaboratively in teams during lab sessions.

Students are currently finalising their laboratory report which is based on Hooke's Law and are researching their personal goal into science as a human endeavor (F-10 Science Curriculum) - the need by science for better technology and using IT to impact on science understanding and make new scientific discoveries.

Later in the term they will explore the chemical sciences. Particularly that matter is made up of atoms and their subatomic particles. They are introduced to and explore radioactivity and chemical reactions. While investigating these topics the emphasis will be on furthering their own science understanding, and planning and carrying out inquiry-based science investigations.

Students will exhibit curiosity in how things work at a scientific level, asking the right types of questions to further one's learning and to create opportunities for scientific explanation. Students will develop and employ critical-thinking skills

through appropriate research and experimentation. As Risk-takers, students will embrace challenges and new ideas and learn to use new strategies while being unafraid to find unexpected conclusions. They will continue to be introduced to key science vocabulary and use it to connect scientific facts found after investigations.

## PHYSICAL EDUCATION

Through the global context of personal and cultural expression students explored how transferable skills are evident across a range of invasion games. Through the conceptual lens of creativity, they identified key concepts prevalent across a range of different sports, such as creating space, attacking movement, defensive positioning and tackling and positive ball movement and how these overarching concepts positively and negatively transfer across the different domains. Point Cook Football Club were invited in to promote club sport to the students as we started to develop links with local clubs and the communities in which the children live.

## ELECTIVES PHOTOGRAPHY

In Year 9, students have been extending 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 have continued 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 have continued to develop their visual literacy by critically analysing images by significant artists from a range of photographic genres. Students have been developing their technical skills by consolidating their knowledge of the key exposure components of aperture, shutter speed and ISO.

Students have begun to 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.

## TEXTILES

During term 1, students have learnt that fibres/fabric goes through a variety of stages to create a finished, usable product. Under the Global Context of Globalisation and Sustainability, students are investigating issues in sustainability in the textiles and fashion industries, with the use of fabric dyes. Students have also learnt that there are various markings and symbols included in dressmaking patterns, and each has a precise meaning and function for sewing.

The first major project for year 9 has given students the opportunity to apply their knowledge and practical skills gained in previous units to address



## FOOD TECHNOLOGY



their 'Calico Challenge' design brief. Focusing on the Key Concept of Creativity, they have designed new textile items from calico fabric using various techniques. 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.

## WOOD TECHNOLOGY

The focus of Year 9 Wood Technology is on production development and construction, as students investigate "how individuals have rights and responsibilities in society" through the Global Context of Fairness and Development. Students will apply their critical and creative thinking skills in analysing the relationships between communities, sharing finite resources with other people and with other living things.

In Term 1 Wood Technology, students will be in the Investigation and design stage of their Design Brief. The Year 9 students will be working on a program called 'Top Product Design', which is based on the Year 12 VCE "Top Design" project. The project has a large open scope for students to explore their creativity and conceptual understanding of design.

Throughout this project, students will be using a blend of new, recycled and upcycled materials.

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.

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.

This term in food technology the students enquired about the place of design and technology in society as well as describing some of the economic and environmental benefits and implications of product and system design. The students were required to look into how budgets work specific to staffing and costing of produce when creating and developing a hotel breakfast menu catering for sixteen guests, some of whom will have dietary requirements. They created their restaurant culture and cooked a sample menu as the main component of their assessment task. This ensured the students understood timing in the kitchen, work successfully as part of a team and ability to plan and cook multiple food options at once. An array of different crockery aided the students through the lens of aesthetics when plating.

## DRAMA

In term one, students inquired into the Global Context of Orientation in Space and Time, through their dramatic exploration of Shaun Tan's visual representation of migrant and refugee journeys in *The Arrival*. Through the Key Concept of Identity, students explored the idea that our journey as a nation has, in part, been shaped by those who have crossed boundaries and faced challenges to find a new home in Australia. Approaching the text through a series of dramatic activities, students worked together to create the imagined world of Tan's book through an explorative method known as Process Drama. Whilst developing key skills in character development, improvisation, script writing and expressive communication through movement and gesture, students grappled with the conceptual and debatable questions presented through the text, such as why people around the world leave their homes to search for a new life, and whether migration has positively affected Australia.

Students took inspiration from their exploration, researching their own personal histories and the migration stories of others, which became



the stimulus for creating their own monologues. Researching monologues through the viewing, reading and performing of works by published writers, including an excursion to view the 2018 VCE Top Class performances, students developed an understanding of the qualities of a good monologue. Using the knowledge, students wrote and rehearsed their own work, developing skills in script writing, character development, rehearsal, stage blocking and performance. Throughout the process, students worked collaboratively with their peers to provide and take on feedback to develop and strengthen their work.

Over the course of the term, students recorded reflections, thoughts and feedback in response to their dramatic explorations and learning through a weekly journal, a crucial aspect of their learning in Drama.

## COMMUNITY

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During Term 1, students worked on the investigation stage of the project, exploring the ways how they could participate in a volunteering capacity within the global community. Students worked autonomously and collaboratively in small groups, scheduling meetings with their mentor teachers periodically. After identifying a need in the local or wider community, they investigated potential projects and made connection to a Global Context, Approaches to Learning Skills and the variety of different types of service that they could use as their Action. By the end of the term, students had successfully developed a formal proposal and goal for their project.

## VISUAL ARTS

The Year 9 Art program will allow students, through the global context of Personal and Cultural Expression, to continue to develop their understanding of the role of visual art in society through applying their knowledge and skills in the artmaking process. Students engage with artworks from different cultural, historical and social contexts in order to compile inspiration in the development of their own style.

The focus in art in term 1 is on producing artworks, evaluating the work self and others and working as a curator to present this year's work. Students will continue to develop their ideas and themes for their artworks, focusing particularly on how artworks can have meaning to different audiences. In order to create

finished artworks, students will carefully manipulate materials and implement their planning and evaluation from throughout the year. All students have been documenting their artmaking process in the form of a portfolio that describes their thinking processes and decisions made to arrive at the finished product..

## DIGITAL TECHNOLOGY

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