



## curriculum overview

### Term 1 2019

*Alamanda College's Middle School uses the Victorian Curriculum to scaffold understandings and knowledge in all subject areas. Using differentiation for individual needs, students work with teachers to set personalised goals, and work on tasks designed to support learning styles and their zone of proximal development.*

*With a focus on fostering curiosity, staff are working with students to build innovative and relevant programs across subject areas, nurturing student wonderings and encouraging skill development and transfer.*

*The framework of the International Baccalaureate Middle Years Programme engages teachers with planning that encourages units of work to be relevant, engaging, challenging and significant.*

*As the Middle School works together to build student voice, agency and leadership the curriculum and programs offered at Alamanda College will continue to support readying our students to be lifelong learners and thrive in the world in which they live.*

## Year 7 Curriculum Overview

### ENGLISH

In English, Year 7 students commenced the year by establishing goal-setting routines. Students use 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 relevant and challenging writing and reading goals to improve writing craft and reading skills.

Students are very excited to begin their first Book Club unit this year for Tristan Bancks' novel, 'The Fall'. Cultivating curiosity, students will collaborate through posing thought-provoking questions, and discussing theme.

In reading, students are independently reading a non-fiction or fiction text of their choice. Independent reading is conducted every morning during homeroom. Students are also monitoring their progress through goal-setting, practising their goals, and reflecting on their goals.

Students are exposed to a variety of mentor texts. The mentor texts

will be used to explore the concept of theme, and to inspire writing. Additionally, students also respond 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 (inspo book) which they carry to every class. Students have started using the inspiration book to record potential 'seeds' for future writing.

Students are using 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 will continue setting and practising writing goals when writing

persuasive texts. After students sit the NAPLAN in Term Two, students will commence their next Book Club unit, participating in discussions, and completing assigned learning tasks to cater to individual reading goals.

### HUMANITIES

Students were excited when anticipating their first Humanities 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, inquiring into the Global Context, Globalisation and Sustainability. In Humanities, students are being provided with an abundance of opportunities to practise and enhance their thinking skills, communication skills, social skills, self-management skills and research skills. During Term One, students will explore the domain of History through the statement of inquiry 'Global interactions have shaped the development of globalisation.'

Students will focus on the key concept

## The Senior School Staff members:

Ryan Ma	Acting Assistant Principal Year 8 Science & Maths
Kirsten Sullivan	Acting Assistant Principal Year 7 Science & Maths
Adam Al Salihi	Year 9 Mathematics & Humanities; 9C Homeroom
Alice Osborne	Year 7, 8 & 9 Textiles
Blake Jobson	Year 7, 8 & 9 Wood Tech & PE Recreational Sports
Catherine Crossley	Year 8 Science; 8E Homeroom
Chantelle Nedelkolvski	Year 8 Leader; Year 8 English, Humanities; 8C 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; 7G Homeroom
Estelle Migliorisi	Cafe Dare; Food Technology
Felicity Mayes	Year 7 Leader; Year 7 English, Maths & Humanities; 7A Homeroom
Nicole Shang	Year 7, 8, 9 LOTE
James Blay	Year 8 English, Humanities, Health & PE Recreational Sports; 8D Homeroom
Jeff Dent	PE Leader; Year 8 & 9 Food Tech, Health & PE; 8E Homeroom
Katherine Sadler	Year 7 Science & Mathematics 7F Homeroom
Kelsey Dunlop	Year 7 English & Humanities 7D Homeroom
Lachlan Thompson	Year 8 & 9 Digital Technology Support
Lachlan Watts	Year 9 Humanities; 9A Homeroom
Lucinda Burney	Year 7, 8 & 9 English & Drama 9E Homeroom
Michael Hick	Electives Leader Year 7, 8 & 9 Wood Tech, Community
Natalie Bryson	Year 9 Leader & Wellbeing; Year 9 English, Humanities & Maths; 9C Homeroom
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; 9B Homeroom
Sarah Sobey	Year 7 English & Humanities 7C Homeroom
Stephanie Ficarra	Year 8 Leader & Wellbeing Year 8 English & Humanities 8A Homeroom
Tracey Hubert	Year 7, 8 & 9 Photography
Will Frances	Year 8 & 9 Jewellery
Will Soo	Year 8 Maths 8B Homeroom
Zac Doherty	Year 9 Mathematics 9D Homeroom

of Development and related concept Civilisation when conducting their investigations. To practise their research skills such as summarising and note-taking, students will pose Factual, Debatable and Conceptual wonderings. Students will work independently and in collaborative settings, utilising a range of organisers, direct attention thinking tools, and visible thinking strategies in order to reflect on how they learn best and provoke their curiosity.

## MATHS

To begin Mathematics in Year 7, students have revised their problem-solving skills and strategies, to unpack and analyse worded, multi-step problems. Following on from this, students have continued revising on their prior knowledge and misconceptions, exploring the statement of inquiry 'Reflecting on our understandings helps up to build new knowledge and skills' setting relevant and challenging goals based on their areas of need. Students are using their continuum, as well as many resources, including navigating their new Maths textbook. In the strand of Number, students will build on knowledge to aid mental and written computation in the areas of square numbers, square roots, index notation and prime factorisation. With a focus on demonstrating thinking, students will justify their processes through a test. In preparation for NAPLAN, student will work on goals taken from their practise NAPLAN testing, and working with their teachers, will ensure that specific skills and types of questions are addressed. Part of this process will also include teachers exploring test taking strategies with students, and skills to ensure they understand how to use calculators as part of the calculator-based test, and best utilise their time in the ten minute Non-Calculator test.

## HOMEWORK

Year 7 students are required to undertake 45 minutes of homework each day. Homework in English, Humanities, and Maths will consist of finishing off tasks, revision and practice. Students are 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 are also required to complete a project at the end of stand-alone units and inter-disciplinary units to synthesise their learning.

## SCIENCE

In Science, we will be exploring the Science Laboratory, safety and ethics that comes with being a scientist. Student wonderings will be included to lead our inquiry into forensic science as our context.

Students will be building an understanding of how scientists use science to solve problems within society. Linking with the statement of inquiry, 'Problems in society alter the development of science and technical innovation'. Students will explore ethics and development of technology within the Science domain, and how science provides solutions to conflict between people. We will explore the key concepts of development, along with the science related concepts of evidence and patterns.

Throughout the term, students will gain knowledge around ethics and safety in a science laboratory, conducting experiments, investigations, observations, and exploring the science of forensics through evidence that humans leave behind.

Students will be practising writing Lab Reports, including the aim, hypothesis, materials (with safety elements), method, results and conclusions. Students will investigate a mock crime scene using forensic methods, such as fibre analysis, chromatography, identifying fingerprints, and simulated blood typing experiments. Students will have to compare the validity of evidence from a crime scene. Using all the evidence, students will be asked to justify who they believe committed the 'crime' as their major assessment for the unit.

## HEALTH

In Health, students focus 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.

## 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 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 softball and cricket and have applied their understanding to improve performance. During the term, the students will have the opportunity to participate in the summer inter-school sports program. The available sports for this term are cricket, tennis, softball, baseball and volleyball. Over the coming weeks the students will be offered the chance to try-out for their preferred sport, with training sessions to follow in the lead up to the day.

## ELECTIVES

### WOOD TECHNOLOGY

The Year 7 Wood Technology program introduces students to the field of materials design and technology, as they explore the inquiry statement, 'Waste from one product can be used as a raw material for another, which results in developing a resource neutral process', viewed through the global context of Personal and Cultural Identity, and Globalisation and Sustainability.

The Year 7s 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 learning, and secondly students will be designing a small timber toy/project focusing on the key concepts of Aesthetics and creativity as well as Related Concepts of Resources and sustainability. 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 judgements 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. Make modifications during production, providing an explanation for changes that demonstrates reflection, research, responsiveness to feedback, and use of evaluation criteria.

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.

## TEXTILES

During Term 1, students are introduced to the fundamentals of textiles and design. They will develop their understanding that new skills are needed for the creation of different textiles products. During the first part



of the term, students will work towards gaining their sewing licence as learn about various pieces of textiles equipment, and how to use them safely in practice. Students will create a pincushion as the final aspect of gaining their sewing licence.

Under the global context of Globalisation and Sustainability, students will work through the inquiry 'Functional products are required by communities to improve sustainability and reduce the human impact on the environment'. During this inquiry, students will design and create their own sustainable shopping bag. Focusing on the Key Concept of Communities, students will explore several inquiry questions, such as 'To what extent should aesthetics be considered to meet the need of the community when creating sustainable products?' Students become inquirers by investigating different techniques to create and design textile products. They will develop skills to confidently and independently follow instructions, and create their own textiles products, which leads to investigating, designing, producing and evaluating their sustainable shopping bag. During the course, students will combine knowledge, understanding and skills to create products or solutions, thereby concentrating on thinking and transfer skills throughout their approaches to learning.

## PHOTOGRAPHY

Students will be 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 will begin to develop their visual literacy by critically analysing images and identifying the choices photographers make when composing a photograph. Students will consider how images can be manipulated to alter our perception of reality through the application of editing techniques in Adobe Photoshop and Adobe Lightroom.

Students will begin to develop their technical skills by learning how to manually control a dSLR camera and will practise 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.

## VISUAL ARTS

The Year 7 Art program aims to enlarge the students' 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 engage in the statement of inquiry, 'As artists, we use visual language to express and communicate who we are, how we

see ourselves and how we experience the world'.

Students begin by working as graphic designers to create a visual identity, logos and branding for themselves. Students will use creative thinking strategies to generate a wide range of ideas, and use their critical thinking skills to evaluate and refine their designs. Students will begin to use Adobe Illustrator to generate their designs.

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.

## MUSIC

Students in Year 7 will develop their ability to read, perform and analyse music through our inquiry statement, 'Through a structured practice routine, musicians develop skills needed for successful performances'. Viewed through the global context of Personal and Cultural Expression, they will develop their individual skills as open-minded and courageous thinkers, on various instruments including keyboard, guitar, bass, ukulele, drums and voice.

Throughout the term, students will rehearse modern songs with controlled tone and volume to create a balanced sound with ensemble performances. They will apply themselves to new skills with open-minded attitudes and will learn how to achieve cohesion and balance when performing co-operatively with their peers. Students will reflect on class recordings to identify how they can improve their musicianship through the use of musical elements (duration, pitch, expression, texture, tone and form).

Students in Music will experience the challenges musicians encounter in the 'real world' in a safe and democratic classroom and develop their identity and respect for other cultures and

styles of music, to become confident performers and appreciative audience members.

## DRAMA

In Year 7 Drama, students focus upon the development of the four key expressive skills in Drama: facial and vocal expression, gesture and movement. In their first unit of inquiry, students explore the expressive performance style of mime, guided by the following inquiry statement, 'Artists use their expressive skills to effectively communicate stories and entertain audiences'. Students craft short mimed performances individually and collaboratively to express emotions, characters, situations and conflict. Building their creative thinking and play-building skills, students use 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.

Students then look into the origins of modern theatre through investigating Ancient Greek Theatre. Looking particularly at the role of The Chorus, students continue to develop and refine their expressive skills, especially vocal expression and the use of sound to create mood and tension in a performance. Applying their growing understanding of various performance styles, and their ability to use their expressive skills in a refined manner, students work collaboratively to create a short self-devised ensemble piece from a stimulus. They are introduced to basic application of stagecraft, including designing the theatre space, in addition to creative lighting and sound design to assist in crafting a particular mood.

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

## FOOD TECHNOLOGY

In term one, students will explore food and nutrition as they continue to

develop a range of technical skills in Food Technology. Throughout the term the students will work with a variety of ingredients, tools and equipment and utilise these resources in the application of cooking techniques and food safety and hygiene practices. Students who have experienced Food Technology in the Primary Years Program will be encouraged to improve and extend their skills and knowledge across these areas.

Throughout the term, student learning will be focused on the global context Identities and Relationships as they investigate a variety of breakfast foods. Students will be guided by the statement of inquiry, 'Resources are adapted to develop new ideas for improved health and wellbeing'. During this inquiry students will analyse the need for more nutritional breakfast options to improve health and well-being. The unit will provide students the opportunity to actively engage in the design cycle, as they investigate, generate, produce and evaluate their own breakfast design solutions. Throughout this design task, students will investigate what makes a nutritious breakfast and the impact of lifestyle and the access to food impacts a person's food choices. During the term students will combine knowledge, understanding and skills to create a range of products, including their final design solutions.

## LOTE-MANDARIN

In Term one, the Chinese program is designed, under the guidance of Victorian Curriculum and MYP standard, to meet many levels of student's needs based on their background, knowledge and language ability. It provides students with the opportunity to explore their identity in the context of local and global environments.

For beginners, students will develop their knowledge to share basic ideas regarding language and culture systems. They will actively explore the Chinese language system and draw upon their knowledge to communicate ideas with others.

For students who have prior knowledge of Chinese, they will extend their

grammatical knowledge through spoken and written communication.

Students with background knowledge, will extend their writing skills to include more formal genres in spoken and written Chinese. They will participate in presentations on topics they have studied, and initiate discussion through inquiry. Students will compare their own pronunciation to modern standard spoken Chinese. Depending on their ability, students will have the opportunity also apply linguistic expressions encountered in contemporary and traditional literature, to develop their ability to write in more expressive and creative ways. This will increase confidence and accuracy in their use of written Chinese.

All students will further develop their Chinese language skills in listening, speaking, reading, writing and viewing while building their vocabulary and extend their knowledge in either simple or complex situations. They will use technology and the online platform to learn Chinese in class and beyond.

To support their Humanities studies, students will explore ancient civilizations through research, and use Chinese language to express their findings and perspectives. They will use mind-mapping to draw upon and develop key concepts and related concepts. They will also discuss personal issues and debate upon relevant global issues.



# Year 8 Curriculum Overview

## ENGLISH

In term one, students will be working on an Interdisciplinary Unit alongside the Humanities discipline. Students will focus on the key concept of Global Interactions whilst investigating the statement of inquiry, 'Society can evolve through global interactions'. Through the global context of Orientation in Space and Time, students will explore how the English language has evolved throughout history, looking at the influence of other languages, and with an emphasis on understanding etymology or the origin of words. Students will then move to address the ATL skill of communication by developing their understanding of the importance of communication, as well as its complex and evolving nature. Through various news media texts, students will explore the related concepts of Context and Style by investigating the relevant text structures and language features of this genre, experimenting with and applying these to their own writing experiences. Students will also examine the importance of media literacy, evaluating the reliability of sources, whilst developing an understanding of the ramifications of bias and 'fake news'.

Each term, students will be involved in a collaborative novel study, known as a book club in order to build their Critical and Creative Thinking Capabilities. The first novel study choices will comprise a number of historical texts to further link with the Interdisciplinary Unit. After selecting their desired novel, students will work in collaborative groups to discuss and respond to the language features, characters, plot and themes of the texts.

Students will use their Inspiration Notebook to cultivate creativity and collate ideas this term, in order to become successful writers. Regular quick writing sessions will be implemented each week to continuously promote creativity and conceptual understandings and to aid students in becoming confident and competent writers. Independent silent reading will also be implemented in order to increase reading stamina

and to foster reading for enjoyment. As such, students will continue this practice regularly throughout the year. Personalised goal setting for reading and writing will be established throughout term one, as students will set goals from their continua, ensuring that they always have targets to work towards.

Regular homework requirements will be established this term, with a particular focus on the My English Workbook to assist in developing and extending reading comprehension, vocabulary and grammar and punctuation knowledge and skills.

## HUMANITIES

In term one, students will be exploring the statement of inquiry, 'Society can evolve through global interactions' through an interdisciplinary unit. Through the global context of Orientation in Space and Time, students will explore the domains of History and Geography by undertaking an inquiry into pandemics and the effect they have had globally. Using historical sources and geographical data, students will then investigate pandemics throughout history and their political, social, and economic impacts on various societies. They will compare and contrast how different communities have responded to pandemics, and evaluate their effectiveness in limiting the spread, loss of life and other negative impacts on societies. To conclude the unit, students will demonstrate their Critical and Creative Thinking Skills to research a pandemic and the impact and management solution for that particular pandemic in a geographical region. They will demonstrate their understanding of the chosen pandemic, as well as the political, social and economic climate of the affected area.

Students will also be exploring the historical context in which their chosen novel in English is set by using their research and thinking skills. They will create a timeline whilst reading their novel to deepen their understanding of the political and social climate of that era by using their Intercultural

Capabilities. Students will then use their understanding of their novels historical context and pandemics as prior knowledge for them to begin exploring other units of work on trade and migration to continue their understanding of global interactions and the impact they have on society.

## MATHS

During the first term, students will explore the domain of Number. Students will utilise the Victorian curriculum standards scope and sequence to set personalised goals in OneNote and be shown various resources such as [www.alamandamaths.com](http://www.alamandamaths.com), notes and step-by-step guides through Mathletics, as well as textbook resources to assist them in completing their negotiated goals with their teachers. Students were also given differentiated homework and assistance to help them improve in the areas of numeracy and their applications.

During the Numbers and Place Value unit, students will investigate square roots and square numbers, the four operations, rational numbers and integers and make connections between how numbers are represented and the real-world contexts. 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 'Societies can evolve through global interactions.' Students will explore the key and related concepts of Global Interactions, Representation and Generalisation, as well as through the global context of Orientation in Space and Time in the domain of Statistics. Students extended their knowledge of how numbers and data can be used to represent and draw relationships between real-world scenarios.

Students will analyse various data on Global Interactions, such as migration data, war data, GDP and GNP analysis, price indices of products and affordability of various goods within

different countries around the world 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 will utilise their critical thinking and research skills to collect data in order to draw reasoned conclusions and generalisations regarding their findings. Students who are operating beyond the expected level of academic achievement will be encouraged to extend their understanding of more complex statistical analysis techniques such as box plots, standard deviation and z-scores.

## SCIENCE

During term 1, students will undertake a Chemistry unit with a focus on further developing their science inquiry skills, understanding of science content and science as a human endeavour. Students will investigate the statement of inquiry: "Science can evolve through global interactions" as a part of their unit, through the global context of Scientific and Technical Innovation and key concept of Change.

During the Chemistry unit, students' thinking skills will be challenged by considering that changes in matter occur at a particle level, as well as a physical and chemical change in substances. They will consider how chemistry contributes towards, interacts with and impacts the world around them. They will have opportunities to practice their skills in making predictions and proposing explanations during practical experiments. They will draw 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 will develop and follow their own personal lines of inquiry. For this, they will produce a summative assessment, by developing and using their research skills to report on their area of interest that has been focused by the unit. 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 will use their communication skills to present and share their findings.

## PHYSICAL EDUCATION

To begin the year, students will explore the skills and techniques of net striking through the sport of Volleyball. Working on their ability to cooperate with others and have a team focused mindset, they will use the technical skills learnt and creativity to outwit an opponent within a game situation. In order to further improve their understanding of the sport, they will work on becoming competent scorers and umpires of the game throughout a class tournament.

Later in the term, students will gain a greater understanding of the Key Concept of Communication in the context of athletics, using self, peer and teacher feedback to improve their performance. Using video analysis and teacher instruction, students will work on developing a greater understanding of throwing techniques in javelin, shot put and discus while also tracking their performance across short distance track events. To conclude the unit, students will utilise their research skills in order to gain the knowledge required to help coach their peers using technology to compare their performance to that of an elite athlete.

## HEALTH

In Term 1, the students will be exploring the concepts of Change and Refinement as they begin to unpack the demands of being a Year 8 student. Through the statement of inquiry: "Individuals can change as a result of their refined choices.", students will identify and analyse how their identity and personality reflect the decisions they make and how they can grow as a result of choices, both positive and negative. Further unpacking their own identity, students will inquire into various learning styles, identifying their preferred learning style and understanding how this awareness can aide in maximising their learning potential. Students will investigate a range of personal skills such as effective time management and the use of daily, weekly and monthly organisers in order to create a healthy balance between academic and social demands.

## ELECTIVES COMMUNITY

The Alamanda Community Engagement Program is 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.

During Term 1, students will be working closely with mentor teachers on an 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.

## PHOTOGRAPHY

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

Students will continue 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 will begin to compose images with a clear artistic intent.

Students will develop a greater understanding of the photographic editing workflow paying particular attention to industry standard software, Adobe Photoshop. Here they will refine their knowledge of layers, masking, and of creating complex selections.

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

During term 1, students will understand that new skills are needed for the creation of different products. Students new to textiles are introduced to the basics of textiles and design, whereas those who took 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 complexity of 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.

Under the Global Context of Globalisation and Sustainability, students will work through the inquiry 'Functional products are required by communities to improve sustainability and reduce the human impact on the environment'. During this inquiry, students will design and create their own sustainable shopping bag. Focusing on the Key Concept of Communities, students will explore several inquiry questions, such as 'To what extent should aesthetics be considered to meet the need of the community when creating sustainable products?' Students become inquirers by investigating different techniques to create and design textile products. They will develop skills to confidently and independently follow instructions, and create their own textile products, which leads to investigating, designing, producing and evaluating their sustainable shopping bag. During the course, students will combine knowledge, understanding and skills to create products or solutions, thereby concentrating on thinking and transfer skills throughout their approaches to learning.

## VISUAL ARTS & DESIGN





The year 8 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.

In Term 1, students will be exploring different ways of exhibiting and publishing their artworks, starting with the creation of a Zine that communicates their artmaking process. Students explore the power of print and digital media in the world of visual art and examining the social, political and personal effects of art across a wide range of contexts. Students will be curating a mini-exhibition of their own work, applying their understanding of contextual relationships, as well as considering how an audience may interpret artworks.

Students will be critical thinkers when researching, discussing and justifying artmaking decisions, alongside the development of their creative thinking capabilities.

## FOOD TECHNOLOGY

In term one, students will explore cultural diversity, as they continue to develop a range of technical skills in Food Technology. Throughout the term, the students will work with a variety of ingredients, tools and equipment and utilise these resources in the application of cooking techniques and food safety and hygiene practices. Students who have experienced Food Technology in previous years will be encouraged to improve and extend their skills and knowledge across these areas.

Students will investigate cultural cuisines while considering the global context 'Personal and Cultural Expression'. Students will be guided by the statement of inquiry: 'global communities have access to a range of resources and adapt them differently'. During this inquiry, students will investigate and analyse how ingredients sourced from global communities can be adapted to create a variety of dishes. Students will progress in a range of cooking skills

which originate from diverse cultures. The unit will provide students with the opportunity to actively engage in the design cycle, as they investigate, generate, produce and evaluate their own culturally inspired dishes. Throughout the design task, students will collaborate with their peers to produce a dish as part of a whole class cultural banquet. Students will investigate the adaptation of culturally diverse ingredients and explore the cultural identity of ingredients found globally. During the term, students will combine knowledge, understanding and skills to create a range of products, including their final design solutions.

## DRAMA

In term one, students will explore various performance styles and conventions whilst continuing to develop their expressive skills, building on their learning from Year 7 Drama.

Students explore the art of improvisation in the theatre through the global context of Identities and Relationships, guided by the following statement of inquiry: Openness to the ideas of others helps to develop our art. Investigating the key concept of Change, students collaboratively create 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 gain confidence through the performance of short improvised scenes in pairs, small groups, and as an entire ensemble.

Students then delve into an exploration of comedy through the statement of inquiry: Through history, expressive communication and play have helped overcome barriers between people. Beginning with farce and slapstick comedy, students will then progress into an investigation of the Italian performance style of Commedia Dell'arte. Under the Global Context of Orientation of Space and Time, students will create their own interpretation of the classic Commedia characters, using gesture, movement, facial and vocal expression, including the convention of 'grummelot'. Working in collaboration with their peers, students will create their own lazzi, comedic situations, which

they will present to audiences, further developing their performance skills.

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

## 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 1, students will be developing their understanding of the safe use and application of basic hand and power tools. They will use their critical thinking skills in the development of creating timber jigs to aid them in more efficient work practices. Towards the end of the term, students will start developing their design brief for the 'Timber lamp challenge', during which they will be required to create a timber lamp that may incorporate acrylics and either a fixed globe or LED's. Students will focus on the key concepts of aesthetics and creativity and the related Concepts of Adaptation and function

Each student 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. They will make 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 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 others' product, suggest modifications to improve their products in light of the evaluation of their performance, function and appearance. 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.

## DIGITAL TECHNOLOGY

In Design & Technology this term, students are beginning to use systematic evaluation, creative and critical thinking to develop a product through the use of the MYP design cycle. Through the use of python code, students are developing products that are meaningful and fun.

Students have been introduced to a coding environment by building their own video games. Programming of Python-based games takes a lead role in developing interdisciplinary integration of coding in design. Students are developing their critical thinking skills by testing, evaluating and improving on prototypes of code and function. Through this evaluative process, students are building a thorough understanding of the relationship between the real world and digital interaction.

Students are incorporating decision-

making, repetition and user interface design into their programs and develop their digital solutions, including a visual program. Students are learning how information systems and their developed solutions meet current and future needs.

Year 8 students are beginning to understand the connection between physical and digital decision making – how a computer thinks and how they can think like a computer scientist.

## MUSIC

Students in Year 8 will continue to develop their ability to read, perform and analyse music as they explore the inquiry statement "The process of artistic creation can lead to self-discovery and assist in the development of career pathways". Viewed through the Global Context of Identities and Relationships, students will improve their individual skills on various instruments such as the keyboard, guitar, bass, ukulele, drums and voice.

Throughout Term One, students will begin to expand upon their knowledge of Modern Music and with a committed attitude develop the use of musical elements (duration, pitch, expression, texture, tone and form). They will improve their musicianship with scaffolded learning experiences through our Music Mentor Program

and will develop their individual talents and skills.

Students will experience the challenges musicians encounter in the 'real world' in a safe and democratic classroom. In Music, students will develop their identity and respect for other cultures and styles of music, becoming confident performers and appreciative audience members.

## LOTE

In Year 8 Term one, the Chinese program is designed, based on Victorian Curriculum and MYP standards, to meet many levels of students' needs and to provide them with the opportunity to continue to explore how language has a significant role on connecting people and cultures throughout the world.

Students will further develop and consolidate their Chinese listening, speaking, reading, writing and viewing skills through inquiry. They will focus on the topic of Migration, thus linking with their Humanities studies. They will generate their own inquiry questions following the MYP key concept and related concepts and will further expand their vocabulary to construct complex sentences by using prepositions and conjunctions such as: 'in', 'on', 'at', 'because', 'however', and 'therefore' etc. The students will also employ learned vocabulary to express personal insights and compare experiences and opinions on the migration topic. Students will additionally develop the skills to independently use technology and software programs to create own digital workpieces in Chinese.

For students with a Chinese background, they will be immersed in the Chinese language from the beginning. Students will extend their knowledge of language structures and text organisation through reading and viewing materials on migration and discuss how to apply new learning to their own communication. They will explore, analyse, debate and evaluate various issues related to migration, and share their opinions in more formal spoken and written language.

# Year 9 Curriculum Overview

## HUMANITIES

The Year 9 journey will commence with an exciting exploration into the History domain of The Humanities. As an Interdisciplinary Unit in conjunction with English, students will inquire into the key concepts of Change and Communication, when exploring global struggles for rights and freedoms and other social changes of the 20th Century.

Through the global context of Fairness and Development, the Year 9 cohort will explore the statement of inquiry "Protest can be the voice of change", which will see inquiries into Aboriginal and Torres Strait Islander perspectives of the causes for their peoples struggles before 1965. Students will critically study and examine the effects of the US civil rights movement and its influence on Indigenous Australia. Being globally-minded students, the class will also inquire into the significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration, domestic and foreign.

## ENGLISH

In Term 1, Year 9 students will explore literacy through the use of language to persuade, with a particular focus on protest, Working both individually and collaboratively with their peers throughout the unit, students will apply their growing understanding of protest to create and present on a significant issue they personally feel passionate about. The unit is driven by the Statement of Inquiry; "Protest can be the voice of change" in which students will use language within their presentations to effectively communicate and argue their ideas of how to create a hopeful future in regards to their chosen global/social justice issue. This inquiry will deepen their understanding of how considered choice in text type, structure and language can assist in persuading an audience to agree with their point of view.

Over the term, students will engage in daily personal reading, using the first 10 minutes of each day to explore novels of their choice. 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. As a class, students will also be reading a class novel titled "The Hate U Give". During these sessions, students will be developing a deeper understanding of effective reading strategies in order to enhance comprehension of texts. In addition to this, students will be setting and working towards personal learning goals derived from past NAPLAN tests. The goal setting process will provide opportunities for differentiation and will enable students to target gaps or misconceptions in Literacy, whilst allowing for extension and consolidation. The differentiated learning environment will benefit all students, allowing them to work at their own pace and prepare them with the knowledge required to produce higher growth rates in the lead up to NAPLAN testing in Term 2.

## MATHS

In Maths, Year 9 students will commence the year by establishing goal-setting routines, derived from the Number Scope and Sequence and their NAPLAN goals. The students will be recording and documenting this process using the application OneNote. By reflecting on their misconceptions and prior knowledge through conferencing, students will be able to set and practise their goals and attend relevant focus groups during class sessions. Initially, students will work in the domain of Number and Algebra, focussing on Real Number and Place Value. Students will investigate the application of index laws to numerical expressions with integer indices, expressing numbers in scientific notation, extending and applying the index laws and using positive integer indices and the zero index. Following this, students will be revising fractions, decimals and percentages before finishing the term with some NAPLAN preparation. 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.

## SCIENCE

Science provides students with the opportunity to 'explore'. In term one they shall develop their Science Inquiry Skills, Scientific Understanding and the role of Science as a Human Endeavour. Students shall learn about various aspects of chemistry, in particular, learning that matter is made up of atoms and their subatomic particles. They shall be introduced to and explore radioactivity and chemical reactions, endothermic and exothermic reactions, acids and bases, and understand what pH is. While investigating these topics the emphasis will be on furthering their own science understanding, and planning and carrying out inquiry-based science investigations.

Curiosity in 'how things work' and 'why' shall be encouraged so students may ask appropriate questions and design methods to investigate their questions – not necessarily to find an answer, but to better understand the concepts of science and scientific processes. Practical activities and research shall be used to develop scientific thought and reporting.

## PHYSICAL EDUCATION

During term 1, students will gain a greater understanding of the key concept of communication, through increasing understanding of the individual athletics events with focus on technical components in javelin, shot put, discus and long jump. These will be explored through the Concept of change. Students will research to become knowledgeable before coaching a peer and identifying areas for their athlete to improve.

Later in the term, students will gain a greater understanding of the key concept of development, through a unit on Technology in Sport. Students will identify how technology is currently used to improve performance and perform an assessment piece based on their own sporting performance. They can also choose to create content to help beginners to learn a sport of their choice.

These practical lessons are taught using a differentiated model to cater to students with different educational needs. The tasks are varied so that students who may need additional assistance are provided with extra support, while students who need more challenging tasks as a form of extension are also given that opportunity. It is important that students are rehearsing the skills learnt during class time in a home setting, to ensure that the skills and knowledge are properly embedded.

## HEALTH

In Term 1, the students will be exploring the concepts of development and balance as they begin to unpack the demands of being a Year 9 student. Through the statement of inquiry: "Identities are evolving and can require balance in order to find their place in society", students will identify and analyse how the decisions they make now can directly and indirectly impact their identity and future opportunities. Connecting with the wider community, students will be encouraged to recognise the key qualities of successful individuals, reflecting on their own personal qualities and identifying areas for personal growth and development. In doing this, the students will be developing essential life skills required to develop effective time management, plan using daily, weekly and monthly organisers, create the beginnings of a resume and develop the knowledge required to create SMART goals (Smart, Measureable, Achievable, Relevant, and Timebound). The students will be partaking in an incursion during Week 4 when we invite the Careers Counsellor from Werribee Secondary School to speak about the various options available to all Year 10 - 12 students across Victoria. Our speaker will discuss VCE (Victorian Certificate of Education),

VET (Vocational and Education Training), VCAL (Victorian Certificate of Applied Learning) and the IB DP (International Baccalaureate Diploma Program). An information session for parents will also be held early in Term 2.

## ELECTIVES PHOTOGRAPHY

In Year 9, students will be extending their knowledge of 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 will 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 will continue to develop their visual literacy by critically analysing images by significant artists from a range of photographic genres.

Students will 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 film photography, they will deepen their understanding of the process of 'photography' or drawing with light. Students will deepen their knowledge of the editing process in Adobe Photoshop by creating composite images using a variety of artifacts both found and self-produced.

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.

## CHINESE

The Year 9 Term one, Chinese program is designed, based on Victorian

Curriculum and MYP standards, to meet many levels of students' needs and provide them with the opportunities to continue to explore how language and culture place a significant role on connecting people within the community.

Students will further develop and consolidate their Chinese listening, speaking, reading, writing and viewing skills through inquiry, through the topic of 'Festivals', they will discuss, research, observe and experience Chinese culture through hands on activities. They will generate their own inquiry questions following the MYP key concept and related concepts and seek answers and solutions to diverse issues. Students will make dumplings and sell them through the school community café and create bilingual posters to promote this event within the school to raise funds for local charities.

The students will reflect upon their experiences and understandings of Chinese festivals, they will compare these with other countries' cultural festivals and discuss the similarities and differences. They will further investigate traditional Chinese customs, the different ways people express their greetings during special times and the deep cultural meaning behind these exchanges. Depending upon their level and background, students will use different levels of creative, expressive and persuasive Chinese language in their spoken and written tasks within the classroom setting.

## TEXTILES

During term 1, students will understand that new skills are needed for the creation of different products. Students new to textiles are introduced to the basics of textiles and design, whereas those who took studied textiles and design in year 7 and 8 are improving their understanding and skills in the area. Students will continue their learning about various pieces of textiles equipment and how to use them in practice, expanding on the complexity of equipment used in year 7 and year 8. 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.

Under the Global Context of Personal and Cultural Expression, students will learn through the inquiry: 'End users choose textiles products that have a purpose and reflect their individuality'. Students will complete an inquiry and analysis phase where they explore different methods of creating fabric prints and decorations, including marbling and screen-printing. They will use their research findings to design and create a cushion cover for a particular space in their life. Focusing on the Key Concept of Communities, students will explore several inquiry questions, such as 'How can textiles products enhance the aesthetics of a space by the end user' Students become inquirers by investigating different techniques to create and design textiles products. They will develop skills to confidently and independently follow instructions, and create their own textiles products, which leads to investigating, designing, producing and evaluating their cushion cover. During the course, students will combine knowledge, understanding and skills to create products or solutions, thereby concentrating on thinking and transfer 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-Tech is on production development and construction, as students investigate "how individuals have rights and responsibilities in society" through the Global lens 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. Focusing on the key concepts of resources and sustainability and related concepts of resources, innovation and markets and trends.

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. Students will be using a blend of new, recycled and upcycled materials.

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

Year 9 students will 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 will undertake problem-solving activities that acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. They will be introduced to a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students will 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 will use creativity, innovation and enterprise skills with increasing confidence.

## FOOD TECHNOLOGY

During term 1, students will understand that combining different ideas in creative ways can lead to innovative new dishes being created through an inquiry focused on designing and creating their own café's breakfast menu's. Under the Global Context of Globalisation and Sustainability, students will explore issues in ensuring food is sustainably



sourced and seasonality is encouraged. in the food and hospitality industries, plating is desirable and students will be approaching this through the lens of aesthetics.

Students will apply the knowledge and practical skills gained in previous units to address their design brief and will investigate costing and catering for specific dietary requirements. Focusing on the Key Concept of Creativity, they will design a menu, evaluating each dish that they cook. Students will work collaboratively offering encouragement, and formative feedback to their peers. The final assessment task will see the students cook a sample size of their own menu.

## DRAMA

In Drama, Year 9 students will work with scripts, both published and self-devised, whilst developing their knowledge of different performance styles and their conventions through practical exploration.

In term one, students will inquire into Educational Theatre through the Global Context of Identities and Relationships. Exploring the Key Concept of Communication through the statement of inquiry, Impactful art can deliver a message to audiences, students will develop an understanding of how moral and ethical messages can be communicated through creative

means in the theatre. After inquiring into the conventions of Educational Theatre as a performance style through practical means, students will apply their knowledge by undertaking the play-making process, creating a piece of aimed at early-primary years students. Year 9 Drama students will devise, write and rehearse a short performance, drawing on the themes and style of fairy tales and children's shows, taking on the various roles of the theatre and applying stagecraft. Students will work as a professional ensemble to produce their theatrical piece, performing their work to Alamanda College primary audiences. The process will consolidate their development of performance skills, whilst deepening their understanding of play-making.

Throughout the term, students will keep a reflective journal, recording reflections on their learning, decisions and explorations made in rehearsal, and creative ideas in regards to their play-making.

## DESIGN & TECHNOLOGY

In term one of Digital Technologies, students are further enhancing their creative and critical thinking skills in developing a personalised video game through use of the 'Unity game engine'. Students will consider character and level design through use of 3D modelling skills learnt in year 8. Students are taking on the challenge of learning how the physical world can be represented and simulated on a digital platform.



Students are identifying and breaking down problems in terms of functional requirements and constraints defined by the Unity game engine. They are designing user experiences and interactive worlds incorporating physics through code by developing, testing, and modifying digital solutions. Students are beginning to evaluate information and ideas in terms of useability and function for their digital solutions.

Students are learning to plan and manage time, along with other resources, to effectively create digital solutions. Working individually and collaboratively, students are developing coding skills for future careers.

## JEWELLERY

In term one of Jewellery, students are further developing their knowledge around metals and alloys, their performance under heat and pressure to produce solids. Students will enhance their creative and critical thinking skills when designing their own personalised lines of inquiry, with the intended outcome being a piece of jewellery.

Students will utilise the MYP design cycle to understand and develop knowledge of the jewellery making process. These experiences foster opportunities to help connect scientific principles in real life settings, further highlighting the importance of science in everyday life.

Students will work collaboratively in small groups, learning to plan and manage time, along with the use of a broad range of hand tools typically found in the studio. Working individually and collaboratively, students will develop methodology of process within the craft of gold and silver smoothing in jewellery making.

## MUSIC

Students in Year 9 will collaborate to prepare solo and ensemble items for various events and functions within the school community. In Music, they will explore the inquiry statement "Commitment and co-operation help us to develop a productive learning space, form friendships and create connections within our school community". Viewed through the Global Context of Personal and Cultural

Expression, students will advance their skills on a variety of instruments including keyboard, guitar, bass, ukulele, drums and voice.

Throughout Term One, students will begin to expand upon their knowledge of Modern Music and increase their understanding of how the elements of music (duration, pitch, expression, texture, tone and form) can enhance their individual and collaborative skills. Students will also have the opportunity to learn about sound engineering/ radio production and songwriting. They will improve their musicianship with scaffolded learning experiences by assisting students in Year 7 and 8 through our Music Mentor Program.

Students in Music will experience the challenges musicians encounter in the 'real world' and develop their identity and respect for other cultures and styles of music, to become confident performers and appreciative audience members.

## VISUAL ARTS

In Year 9 Visual Arts, students will be responding to personal, local, national and global issues, inquiring into how, "As Artists we can contribute to the zeitgeist by disrupting thinking". Students will discuss and analyse contemporary trends, fashions, events and happenings in order to determine the current 'spirit of the times' and look at how these may have been influenced by individuals who challenge norms and previously held assumptions.

Each student will be working as a studio artist to create a series of works that aim to provoke discussion, raise awareness or disrupt the thinking of the audience with the overall aim of achieving positive societal change. These artworks will be process driven, with students finding real world issues to discuss, explore and challenge through experimentation and manipulation of visual language, materials and techniques.

Students will be documenting and communicating their process and thinking through the creation of a portfolio and will be presenting their artworks to a wider audience at the end of year exhibition.