

Subject name	Dance
Subject code	DAN
Subject fee	NIL
User pays fee	NIL
Course overview	In Year 8 Dance, students will build an understanding of social dance as a means for bringing enjoyment, participation and entertainment to a wider audience. Social dance as a leisure activity can be promoted with a deeper understanding, appreciation and enjoyment of the dance experience. Students who wish to study Dance in Years 9 and 10 will gain a fundamental knowledge base of Dance as an art form.
Course outline	<ul style="list-style-type: none">- Review of popular culture dance- The elements of dance- Choreographic devices- Evaluating and analysing dance works- Express and justify personal interpretations- This is a highly practical subject
Assessment	Students will be assessed once in each of the areas of Making (Performance and Choreography) and Responding. Through these assessment items, students will display their knowledge and understanding of dance skills, self-expression and critiquing dance works.
Subject requirements	<ul style="list-style-type: none">- Writing materials- Sports uniform- Dance shoes are not required but may be worn if a student already has a pair.
Career opportunities	Careers in dance are many and varied and include: performer, choreographer, teacher (secondary to tertiary), theatre critic, therapist.

Subject name	Design and Technologies
Subject code	DAT
Course overview	To introduce students to creating designed solutions from ideas (including sketches) to final product using AutoCad software and manufactured projects. Students are introduced to basic practical skills and associated theory as part of the design process.
Course outline	<ul style="list-style-type: none">- Investigate how social, ethical, technical and sustainability considerations influence the design of solutions to meet a range of present and future needs- Investigate how the features of technologies influence design and production decisions- Analyse a range of needs, opportunities or problems and define them in terms of functional requirements and constraints- Collect, authenticate and interpret data from a range of sources to assist in making informed judgements- Generate and document in digital and non-digital form, design ideas for different audiences using appropriate technical terms, and graphical representation techniques- Independently and safely plan, design, test, modify and create a range of digital solutions that meet intended purposes- Plan, document and effectively manage processes and resources to produce designed solutions- Develop criteria for success, including innovation and sustainability considerations, and use these to judge the suitability of their ideas, solutions and processes- Use appropriate protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online
Assessment	Design folio of activities (completed in class and at home) and practical projects
Subject requirements	Students are expected to adhere to all safety requirements. Shoes with leather uppers, safety glasses and ear plugs are required for safety reasons should workshop activities be required. The textbook office sells the appropriate glasses and ear plugs. Students are required to purchase 1H and 2H pencils and an eraser.
BYOD program	Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device. Autocad software would require i5 Intel capacity in order to achieve reasonable speed
Career opportunities	Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Subject name **Digital Technologies**

Subject code DIG

Course overview Year 7 Digital Technologies will involve students learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. Students will apply a range of skills and processes in the production of digital solutions. Digital Technologies introduces students to practical and theoretical areas covered in Year 9 and 10 and thus assists them to make decisions regarding the choice of Business and Digital Technology subjects at the completion of Year 8.

Course outline

- Investigate how data, including text, images and sound, is represented in binary
- Investigate how data is transmitted and secured in networks, and how the specifications affect performance
- Acquire and analyse data from a range of sources
- Design and implement digital solutions to problems using both coding and robotics
- Evaluate existing digital solutions
- Use algorithms including flow charts, storyboards and pseudo-code to design digital solutions
- Test algorithms for accuracy
- Define and analyse real-world problems, taking into account economic, environmental, social, technical and usability constraints
- Create and communicate ideas and information collaboratively online, taking safety and social contexts into account

Assessment A portfolio of tasks will form the assessment requirement for this subject. Students will be required to prepare their responses using computers and various software programs.

Subject requirements Students are required to have:

- A pair of headphones or earphones
- Minimum of 16 GB USB

BYOD program Please refer to the 'Bring Your Own Device (BYOD) booklet for the specifications required before purchasing a device. The desirable BYOD computer is an i5 Intel or higher, allowing for faster processing speed and storage of software and files.

Subject name **Diverse Learners' Program**

Subject code DLP

Centenary Heights State High School is committed to providing every student with the opportunity to learn the Australian Curriculum outlined by ACARA. Through our Diverse Learners' Program, support is provided for any student in the school who requires curriculum, pedagogy, advocacy and engagement support and adjustments in order to assist them to access the teaching, learning and assessment for the subjects they are in.

The program is led by the Deputy – Diverse Learning and is staffed with core teachers and teacher aides who work closely with other support staff from across the school, including year level DPs, Guidance Officers, EALD coordinator, HOYs, SBYHN, Engagement Officer, etc.

The level of support a student receives is indicated by their degree of need. This is determined by a range of data and assessment tools, including meeting the criteria set forth in the DDA (Disability Discrimination Act) and NCCD (Nationally Consistent Collection of Data).

All students supported through the DLP will have a Personalised Learning Record that outlines strategies for support within classrooms, tracks student progress and is a record of the support and assistance the student has accessed.

The DLP offers a number of assistance modes, customised to individual student need and in negotiation with parents/carers and students. These can include, but are not limited to:

- Access to a Case Manager to act as liaison between mainstream teachers and parents, and advocates for the student when necessary. These staff will also be available for impromptu support of the student, including times before and/or after school and lunch breaks, when necessary
- Assessment adjustments and supports - including assistance with senior access arrangements and reasonable adjustments
- The delivery of intervention programs – both in terms of Literacy/Numeracy intervention and wellbeing and engagement
- The implementation of Individual Curriculum Plans for identified students working at below or above year level
- Curriculum support/tutorial classes in lieu of other learning areas
- Additional in-class support provided in mainstream classes by teacher aides or Diverse Learning teachers – this varies according to need and resources available.

Overall, the intention of the Diverse Learners' Program is to layer support around young people as they negotiate their time at school. Our hope is that, with support, they grow in independence and successfully transition from school into the wider community.

Subject name **Drama and Media**

Subject code DME

Course overview In Year 7, students will participate in a Drama and Media combined unit. Through this unit, students will explore the elements of drama and media concepts in one term and how these can be combined to engage audiences. In Years 9 and 10, students will have the opportunity to specialise in Drama and/or Media as separate learning areas.

Course outline

- The purpose of Drama and Media in today's society
- Understanding and using the elements of Drama
- Understanding and using media technologies
- Designing performance and film for a target audience
- Critiquing the use of Drama and Media in today's society

Assessment Students will be assessed once in Making (performance) and Making (storyboard). This subject is highly practical.

Subject requirements

- 1 exercise book (48 page)
- Writing materials
- USB

Career opportunities Careers in Drama and Media are many and varied and may include: performer, film maker, teacher (secondary to tertiary), theatre critic, therapist, promotions, designer web designer, set designer, content developer, influencer, marketing researcher.

Subject name	Economics and Business
Subject code	ECB
Additional subject cost	Nil
Prerequisites	Nil
Course overview	Year 7

By the end of Year 7, students describe how decisions are made to allocate limited resources to individuals and communities in an economy. They describe the reasons businesses exist and types of businesses, and identify how entrepreneurial characteristics contribute to the success of a business. They describe the reasons individuals choose to work, how they may derive an income and the types of work that exist. Students identify the rights and responsibilities of individuals and businesses in terms of products and services.

Year 8

By the end of Year 8, students explain how markets influence the allocation of resources to the production of goods and services. They explain ways that businesses adapt to opportunities in markets and respond to the work environment. They describe the importance of Australia’s taxation system and its effect on decision-making by individuals and businesses. Students explain why individuals and/or businesses budget and plan.

Course outline

Year 7	Year 8
<p>Individual, business and entrepreneurs</p> <p>In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> - How and why are economic decisions made to allocate limited resources to meet unlimited needs and wants in the Australian economy? -What are the different types of businesses that provide goods and/or services? -What is entrepreneurship and how do entrepreneurial characteristics contribute to the success of a business? -Why do individuals contribute to their community and how do they derive an income? -Why do consumers and businesses have both rights and responsibilities? 	<p>‘Australian markets’ within a national context</p> <p>In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> - How do markets influence decision-making about the allocation of resources to the production of goods and services? -How do businesses develop or adapt to opportunities in the market and changes in the workplace? -What is the role of Australia’s taxation system and how does it support individuals and business? -Why are financial planning and budgeting important processes for individuals and businesses?

Assessment In Year 7 and 8 Economics and Business, quality assessment is a key focus of the course. Students are required to complete 1-2 assessment items in the term rotation across a possible range of assessment styles e.g., in-class exams, projects, seen exams.

Career opportunities Study of Economics and Business is essential to young Australians because it could lead to further study in subjects such as Accounting, Business, Business Studies, and Certificate II Workplace Skills

Subject name English

Subject code ENG

Course overview At Centenary Heights State High School, we regard English as **Exciting, Essential** and for **Everyone**. English is aimed at developing students' proficiency in five language modes – writing, speaking, reading, listening and viewing. English develops a student's knowledge of how individuals and groups create texts for different purposes. Students study a range of print, visual, digital and media texts to consider how they have been influenced as readers and listeners. Students then apply their knowledge of how language can be used to influence others when constructing their own texts.

Course outline

Year 7 - Semester One

- **Let's Write:** Students will examine a range of persuasive texts, including advertisements, newspaper and magazine articles, and multimodal texts, and evaluate the techniques used in persuasive writing
- **The Stories of Our Lives:** Students will study how stories are told in a range of texts, including picture books, multimodal texts, biographies and autobiographies

Year 7 - Semester Two

- **Come Fly With Me:** Students will study how stories or narratives are told through short stories and films
- **Novel Study:** Students will study a novel exploring First Nations perspectives

Year 8 - Semester One

- **Lost Things:** Students explore things that have been 'lost' in society, including languages, customs and social practices. They write a persuasive speech about a lost entity that should be brought back
- **Lost Words:** Students study a class novel – The List – and write a blog analysing a key concept and character. Students also study The Hero's Journey

Year 8 - Semester Two

- **The Hero's Journey – Quest Narratives:** Students explore a range of narrative texts and techniques and write an imaginative response
- **Film Study:** Students study a film in class and create a spoken monologue in role as one of the characters in the film

Assessment Students' folios will contain a minimum of **three** written pieces and **one** oral piece in Year 7, and **three** written pieces and **one** oral piece in Year 8. Assessment is to be negotiated with the Head of Department, teachers and students.

Subject equipment NIL

Career opportunities Entry to most university courses requires a Sound Achievement in English.

Subject name Health and Physical Education

Subject code HPE

Course overview Year 7 and 8 Health and Physical Education course prepares students with the skills of how to enhance their own and others' health, safety, wellbeing and physical activity participation in a variety of contexts. Students will develop knowledge, processes, skills and attitudes necessary for making informed decisions about leading healthy lifestyles. Students will explore strategies to manage changes and transitions and their impact on relationships and identities. They examine how connecting to the environment can also enhance health and wellbeing. Students will have the opportunity to demonstrate control and accuracy when performing specialised movement skills.

Health and Physical Education is a core learning area under the Australian Curriculum and is covered over two terms each year.

Course outline

Content: Year 7

- Unit 1: Food for Life
- Unit 2: Water Safety and Swimming
- Unit 3: Cultural Understandings
- Unit 4: Yulunga Indigenous Games

Content: Year 8

- Unit 1: Minor Games (Ultimate Disc)
- Unit 2: Water Safety and Swimming
- Unit 3: Get your motor running (Touch Football)
- Unit 4: Approaching Adolescence

Assessment Ongoing practical performance and written/spoken assignments and exams constitute assessment in the Health and Physical Education course.

Subject requirements Hats and the complete sports uniform are required for all practical lessons. Suitable swimwear is required for the Water Safety and Swimming units. Swimming goggles and bathing caps are recommended, but optional. A display folder to store theory handouts is also required.

Subject name Humanities, incorporating History, Civics & Citizenship, Economics & Business, and Geography - Year 7 and 8

Subject code HUM

- Course overview**
- To provide Year 7 and 8 students with a better understanding of the world around them
 - To develop a strong general knowledge of current affairs, historical information and geographical skills
 - To develop a sense of empathy and understanding for others
 - To provide communication and practical skills to better equip students for further study and the world of work

Course outline Year 7

History	Civics, Economics, & Business	Geography
<p>Investigating the Ancient Past</p> <ul style="list-style-type: none"> - Students build on and develop their skills in historical inquiry in the context of the Ancient World <p>The Mediterranean World: Egypt</p> <ul style="list-style-type: none"> - Students investigate and develop an appreciation of the features of ancient Egypt and the legacy ancient Mediterranean societies have on the modern world <p>The Asian World: China</p> <ul style="list-style-type: none"> - Students investigate the features of ancient China as a major Asian civilization and study how these features have shaped and impacted the modern Chinese nation, the region and the world 	<p>Civics and Citizenship</p> <p>Australia’s legal and political systems in a diverse society</p> <ul style="list-style-type: none"> - How is Australia's system of democratic government shaped by the Constitution? - What principles of justice help to protect the individual's rights to justice in Australia's system of law? - How is Australia a diverse society and what factors contribute to a cohesive society? <p>Economics & Business</p> <p>Individual and business success in the market</p> <ul style="list-style-type: none"> - Why is there a relationship between consumers and producers in the market? - Why is personal, organisational and financial planning for the future important for both consumers and businesses? - How does entrepreneurial behaviour contribute to a successful business? - What types of work exist and in what other ways can people derive an income? 	<p>Water in the World</p> <ul style="list-style-type: none"> - Water as an example of a renewable resource - The many uses of water, the way it is perceived and valued - Its function in connecting people and places - Water scarcity and availability - Case studies of water usage from Australia, countries in the Asian region and West and North Africa <p>Place and Liveability</p> <ul style="list-style-type: none"> - Students examine the liveability of different locations - The factors that impact liveability and how it is perceived - The services and facilities needed to support and enhance our lives - How areas are planned to improve liveability - Liveability is examined through case studies drawn from Australia and Europe

Year 8

History	Civics and Citizenship, Economics & Business	Geography
<p>Western and Islamic World</p> <ul style="list-style-type: none"> - Structure of Medieval Society - Features of the church's power - Developments in the Islamic world - Crime and punishment <p>Black Death</p> <p>Black Death in Asia, Europe and Africa</p> <ul style="list-style-type: none"> - Living conditions leading to the Black Death - Mapping the spread of the Black Death - Effects of the Black Death - Drawing conclusions <p>Shogunate Japan</p> <p>Shogunate Japan</p> <ul style="list-style-type: none"> - Way of life - Feudal system - Policies and issues in the Tokugawa Shogunate - Impacts of western exposure 	<p>Civics and Citizenship</p> <p>Influences that shape citizenship within Australia's democracy</p> <p>In this unit, students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.</p> <p>Economics & Business</p> <p>Business opportunities in the Australian market</p> <p>In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> - Why are markets needed, and why are governments involved? - Why do consumers and businesses have both rights and responsibilities? - What may affect the ways people work now and in the future? - How do different businesses respond to opportunities in the market? 	<p>Landforms and Landscapes</p> <ul style="list-style-type: none"> - Geomorphology - Landforms and landscapes - Cultural significance and management of landforms and landscapes - Climate graphs - Mapping skills - Contour maps and cross sections <p>Changing Nations</p> <ul style="list-style-type: none"> - Investigating changing human geography - Population distribution - Economic and social change within nations and the impact of this upon the environment - Urbanisation - Migration - Mapping skills - Interpreting graphs and statistics

Assessment

In Year 7 and 8 Humanities, quality assessment is a key focus of the course. Students are required to complete up to six assessment items for the year across a range of assessment styles e.g., in-class exams, projects, seen exams.

Career opportunities

Study of Humanities subjects is essential to young Australians because they look at everyday issues that face all people in a community. It is vital to be able to understand our history in order to avoid repeating mistakes, our geography as we seek to preserve and value our natural environment and our civic responsibilities if we are to participate in a democratic society. Such skills are directly applicable to any career choice.

Subject name	Language – Chinese
Subject code	CHI
User pays fee	For Chinese you will be offered the opportunity to participate in activities such as Buddha’s Birthday; a visit to the Chinese Temple in Brisbane; Chinese speaking, writing and poetry competitions and other language competitions. Excursions are optional and offered at approximately \$50
Course overview	<p><i>‘Chinese is recognised as an important language for young Australians....as Australia progresses towards a future of increased trade and engagement with Asia.’</i> ACARA</p> <p>The world is an exciting and ever-changing place. Learning another language not only provides you with a key to the global community and all its opportunities, but also enables you to better understand and connect with people of other cultures. More specifically:</p> <ul style="list-style-type: none">- studying a language enhances career opportunities- studying a language will improve your literacy skills and abilities, helping you across all subject areas- you will gain practical language skills both in the classroom and using computers for communication- your teacher will ensure that both beginning and continuing students of the language will be catered for- you will come to recognise the worth of all languages and cultures and develop a respect for and understanding of other people

Year 7 and 8 (one term in Year 7 and Year 8)

Students will:

- learn how to engage in everyday conversations with Chinese people – whether visitors to Australia, students from Chinese-speaking countries or long-term residents
- learn how to introduce family, greetings, hobbies, food, travel, festivals, and cultural differences
- engage in everyday conversations
- use exciting computer programs and online learning tools
- engage in a basic study of the history of China
- develop writing skills through the study of Chinese characters
- sustain oral interactions, discuss ideas and opinions
- apply grammar and sentence structure to enhance communication
- use digital resources and text-creation methods to communicate with others
- extend their depth of knowledge and repertoire for communication in and understanding of Chinese language and culture within the world of teenage experience, on topics of general interest
- participate in intercultural experiences including excursions

Assessment Information will be collected by your teacher at appropriate times during the units in both years in the form of a **Folio of Work**. In the main, assessment will be used to give you feedback on your progress.

Subject name	Mathematics
Subject code	MAT
User pays fee	Ti-30XB Multiview Scientific Calculator approximately \$25 from the Textbook office.
Prerequisites	A basic understanding of number, place value, and quick automatic mental recall of basic addition/subtraction and multiplication/division processes. For example, students need to know their times tables up to 10 x 10 well and at speed.
Course overview	In line with the Australian Curriculum, the Year 7 and 8 Mathematics program focuses on developing each student’s numeracy skills with a strong emphasis on number sense and utilising both written and mental techniques when working with numbers, whilst also developing spatial awareness, a sense of chance, and how data can be collected and represented. The subject offers students opportunities to develop understanding and fluency of many fundamental mathematical concepts, and learn to problem solve and express their reasoning in a mathematical context.

Course outline

Year 7	Year 8
<ul style="list-style-type: none"> - Fractions, decimals, and percentages, negative numbers, index notation, ratios, square numbers and square roots - Angle relationships, transformations of shapes in a plane - Area of rectangles, triangles, parallelograms, and volume of rectangular and triangular prisms - Evaluating algebraic expressions, plot co-ordinates to determine relationships - Solve simple linear equations and word problems - Probability of single-step events, and determine probabilities from simple chance experiments - Conduct statistical investigations, analyse distributions and summary statistics, identify possible outliers 	<ul style="list-style-type: none"> - Integers, rational and irrational numbers, Index laws, ratios and rates, 24-hour time - Fractions, decimals and percentages, percentage increase/decrease - Probability using a variety of diagrams and tables for different combinations of events - Expand and factorise algebraic expressions, graph and solve linear equations - Perimeter and area of two-sided polygon shapes and circles, and volume of prisms - Collect, organise, display, and analyse data - Revise angle properties, congruent and similar shapes, and properties of congruency and similarity - Locate and describe position in 3-D

Assessment Students will complete one in-class test and one project (assignment-like) task each semester as the major part of the formal assessment in this subject.

Subject requirements Ti-30XB Multiview Scientific Calculator

Subject name Music

Subject code MUS

Course overview The Year 8 Music course is designed not only to provide the fundamental knowledge and skills required for a student to continue a study of Music in Years 9 and 10, but it is also intended to stimulate an understanding, appreciation and enjoyment of music as a leisure interest for the future. Through a study of Music, students will:

- gain an understanding of the elements of music and apply these through performance, composition and musicology response
- develop an appreciation of a variety of types of music styles
- acquire knowledge and understanding of musical instruments
- develop performance skills in instrumental and vocal music

Course outline

- Introduction to guitar, drum kit and keyboard
- Introduction to the elements of music
- Introduction to music technology
- Rock music characteristics and subgenres

A substantial amount of class time is given to practical skill development.

Assessment Making – compose and perform music with consideration of style

Responding – Analyse and evaluate music

Subject requirements

- Laptop
- 1 display folder
- 1 exercise book (48 pages) – may include manuscript
- 1 highlighter pen
- Wired earphones/headphones
- HB pencils

Career opportunities Careers in music are many and varied and include music librarian, publisher, therapist, composer, teacher (pre-school to tertiary) copyist, journalist, instrument maker, piano technician-tuner, instrument repairer, song writer, performer, retailer, sound engineer, theatre technician.

Subject name Music Excellence

Subject code MUE

Prerequisites Demonstrated aptitude in either vocal or instrumental music performance

Course overview Students with a demonstrated interest and aptitude in either vocal or instrumental music may apply for a position in the Year 7 Music Excellence class. Students selected will form one of our Year 7 classes. This course runs for two years, providing a greater amount of time dedicated to the study of music. Students will be provided with opportunities to immerse in music knowledge and skills, both instrumentally and vocally. There will be a particular emphasis on developing performance skills. As such, it is expected that class members will participate in a range of performances and school performance groups. Students who wish to be considered for this class will be required to audition and participate in a brief interview. An entry juncture occurs at the end of Year 7 for students who wish to apply for an opportunity to audition for Year 8 Music Specialisation class depending on available positions within the class. All applications and auditions are conducted through the Music and Instrumental Department within the Performing Arts.

Centenary Heights' Performing Arts groups participate in a broad range of performance events both within and beyond Toowoomba.

School performance groups include:

- Concert and stage band
- Musical cast and crew
- String ensembles
- Various chamber ensembles
- Choirs

Course outline

Year 7/8 Core Content	Music Excellence Units
<ul style="list-style-type: none"> - Introduction to guitar, keyboard and drum kit - Introduction to the elements of music - Introduction to music technology 	<ul style="list-style-type: none"> - Semester 1: Foundation Performance - Semester 2: Foundation Performance II 'I've Got Rhythm' - Semester 3: Foundation Performance III 'World Music' - Semester 4: Foundation Performance IV 'Rock Music'

Assessment Making – creating and performing music
 Responding – critically analyse and evaluate music, its purpose and stylistic features

- Subject requirements**
- Laptop
 - 1 display folder
 - 1 exercise book – may include manuscript
 - 1 highlighter pen
 - Headphones or earphones (wired only)
 - Pencils (HB)

Subject name Science

Subject code SCI

User pays fee Students may attend touring presentations which may have a cost associated with them

Course overview Science provides a way of answering interesting and important questions about the biological, chemical, physical and technological world. A knowledge of Science has proved to be a reliable basis for action in our personal, social and economic lives. It is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles.

The Science curriculum aims to ensure that students develop:

- an understanding of the biological, chemical, physical and technological world
- scientific inquiry skills
- communication skills
- problem solving skills
- an understanding of historical, cultural, and modern science issues

Course outline

Area	Year 7	Year 8
Biology including Agricultural Science	Classification Ecosystems	Cells, systems and reproduction
Chemistry	Properties of substances Mixtures Physical and chemical reactions	Atoms, elements, compounds and reactions
Physics	Forces	Energy
Earth Sciences	Space	Geology

Assessment Includes items such as data tests, student experiments, research investigations and examinations.

Subject requirements NIL

Career opportunities Many careers need science knowledge and skills: nursing, medicine, physiotherapy, veterinary science, engineering, pharmacy, geology, beauty therapy, chiropractic, hospitality, electrical services and wildlife management to name just a few.

Subject name **Technology Food and Fibre**

Subject code TFF

Course overview Studies in this subject aim to engage students in critical and creative thinking, to identify needs and opportunities related to the production of solutions for healthy eating and sustainable textile use. These units are designed to provide students with introductory knowledge and basic skills necessary to achieve success in the Design and Technologies units related to Food Specialisations and Food and Fibre Production study in Years 9 and 10.

Course outline

Year 8

- Investigate and generate solutions for a fibre (textile) product through hands-on learning experiences, exploring sewing skills and safe work practices
- The food and nutrition component explores a variety of cooking skills and safe, hygienic work practices through hands-on learning experiences as well as basic nutrition requirements, with a focus on adolescent needs

Assessment

- Textile design task
- Practical work in food preparation
- Workplans for cookery classes

Subject requirements

- Laptop for OneNote subject/course work
- Display book for course work handouts and work plans for cooking

Subject name	Visual Art
Subject code	ART
Course overview	Students study art disciplines such as drawing, painting and ceramics (clay). Preliminary activities lead into the production of a major piece of work in each discipline. Topics covered include self-portraits, still life, scapes and sculptures.
Course outline	Students in Year 8 will: <ul style="list-style-type: none">- Experiment with art materials like acrylic paint, clay, watercolour, pastels, inks, etc.- Develop technical skills by making artworks- Represent ideas, thoughts, feelings and observations of the world in visual ways- Study the key components of art commonly known as the elements of design
Assessment	<ul style="list-style-type: none">- foundation theory exam- a major painting or- a major drawing or- a major ceramic item- preliminary activities and tasks- a visual folio of notes and handouts
Subject requirements	Students should expect to devote some time outside of class for the completion of practical tasks. Art rooms are open to students during lunch times for this purpose. All students are required to have a basic kit of art equipment that includes: <ul style="list-style-type: none">- 2 x 2B pencils- 1 x soft white eraser- Paintbrushes (sizes 2, 4, 6 and 8 – available from the Textbook Office)- A basic set of colouring pencils- A basic set of felt pens- An old shirt/protective clothing (optional)
Career opportunities	Advertising, architect, critic, fashion, ceramicist, illustrator, film and television production, design, florist, costume designer, jeweller, landscape, interior design, photo journalist, plastic surgeon, sculptor, set design, lecturer, print maker, urban planner, weaver, woodcarver, stylist, stonemason, sign painter, curator.