

Selection of Elective Subjects Stage 5 (Years 9 and 10)

Information Booklet for Year 8 Students and Parents

DULWICH HIGH SCHOOL OF VISUAL ARTS AND DESIGN



Dulwich High School
of Visual Arts & Design

2017

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A Message to Year 8

You are nearing the completion of your first two years in high school and have had a range of experiences designed to broaden your knowledge, skills and interests. Subject selection is an exciting stage of your educational development and progress. It signals time for you to make choices that will impact on your studies for the next two years.

You will be asked to select TWO elective subjects for study in Years 9 and 10. Before making your choices, there are a few things you should do and consider.

Firstly, look through this booklet and read about the subjects that interest you and the subjects you know you are good at. Ask your parents or guardians to look through the booklet as well and discuss your choices with them. Make sure to note the subject fee for each elective.

Secondly, Head Teachers are an excellent source of information about the courses offered within their faculty, as well as, how appropriate a choice might be for you. You will have an opportunity to further discuss electives with teachers on Subject Selection information night.

Finally, ensure that your subject selection is submitted by the required date **Wednesday 23rd August 2017**. You will receive instructions to complete subject selection with your own personal code, via your student email. Please ensure you can access this. See Ms Dracopoulos if there are any concerns.

In summary:

Do

- ⇒ Read this booklet
- ⇒ Talk to your parents /carers and teachers
- ⇒ Choose subjects that interest you and/or those you are good at
- ⇒ Submit your subject selections on time (Wednesday 23rd August)

Do not

- ⇒ Choose a subject because your friends have chosen it
- ⇒ Rush your decision

Dulwich High School of Visual Arts and Design offers a wide range of elective subjects. I trust you will make these choices wisely. Good Luck!

Ms C. Alves,

Principal

Record of School Achievement (RoSA)

At the completion of Stage 5, students will receive a Grade of A to E for each of the mandatory and elective subjects studied, as a Record of School Achievement (RoSA). The curriculum requirements for Stage 5 are:

- The mandatory courses of English, Mathematics, Science, History, Geography and PD,H,PE.
- An additional **two** elective courses and **one** NEO course (see separate NEO booklet).

Selection Process

Subject selection will be made online. Students will need to ensure they can access their student email to follow instructions and receive a personal access code.

Choices should be made in order of **preference**.

Visual Arts and Design Stream Students **must** select either **Visual Arts** or **Design and Technology** (List A). The second elective may be chosen from List B.

Mainstream students will make selections from List B. Those who wish to study Visual Arts or Design and Technology must see Mr Wootten (Head Teacher Visual Arts) or Mr Felman (Head Teacher Design & Technology).

List A	List B	
Visual Arts	Aboriginal Studies	Japanese
	Commerce	Music
OR	Drama	Photographic and Digital Media
	Dance	Physical Activity and Sports Studies
Design and Technology	Food Technology	Textiles Technology
	History Elective	Visual Design

MANDATORY COURSES

English

Course Description

Students of English learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and write texts that are imaginative, interpretive, critical and powerful.

What will students learn about?

Students will study a range of books, films, (radio, television) newspapers and internet media. The texts will give students experiences of Australian literature, insights into Aboriginal and multicultural experiences and literature from other countries and contexts.

Students will also study texts that provide and enhance experiences of popular cultures and youth cultures, picture books, everyday and workplace texts, and a range of social, gender and cultural perspectives. In addition, students experience Shakespearean drama in Stage 5.

What will students learn to do?

Students will develop their skills, knowledge and understanding so that they can use language and communicate (appropriately and effectively) for a range of purposes and audiences (in a range of contexts). They will learn to think in ways that are imaginative, interpretive and critical. They will express themselves and their relationships with others and the world. They will reflect on their learning in English throughout each of these processes.

Course Requirements

In Stage 5 (Years 9–10), the study of English requires study of at least two works each of fiction, film, nonfiction and drama, and a variety of poetry drawn from different anthologies or from particular poets.

For more information: Mr Taylor

Mathematics

Course Description

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics.

The aim of Mathematics in Years 9 and 10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

There are three sub stages in Stage 5 (Stages 5.1, 5.2 and 5.3) for Year 9 and 10:

- Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9
- Stage 5.2 builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8
- Stage 5.3 builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.

Students studying some or all of the content of Stage 5.2 also study all of the content of Stage 5.1. Similarly, students studying some or all of the content of Stage 5.3 also study all of the content of Stage 5.1 and Stage 5.2. Content written in different sub stages within Stage 5, may be studied continuously.

What will students learn about?

Students study Number, Patterns and Algebra, Data, Measurement, Space and Geometry. Within each of these strands they will cover a range of topics including:

Area and Surface Area	Financial Mathematics	Linear and Non-Linear Relationships
Properties of Geometrical Figures	Right-Angled Triangles (Trigonometry)	Single Variable Data Analysis
Volume	Equations	Probability
Algebraic Techniques	Surds and Indices	Polynomials
Logarithms	Functions and Other Graphs	Circle Geometry

What will students learn to do?

Students will learn to ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections between their existing knowledge and understanding and the use of mathematics in the real world.

For more information: Ms Kang

Science

Course Description

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and as part of the community.

What will students learn about?

Through their study of Science, students will develop knowledge and understanding about the living and non-living world. Students will examine the historical and continued contributions of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

What will students learn to do?

Students will work individually and in teams in planning and conducting investigations. They will evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process, they will develop their critical thinking skills and creativity. They will also be provided with experiences in making informed decisions about the environment, the natural and technological worlds and in communicating their understanding and viewpoints.

Course Requirements

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during Stage 5, at least one project will involve a 'hands-on' practical investigation and at least one Stage 5 project will be an individual task.

For more information: Ms Kapeliotis

History

Course Description

History allows students to develop an interest in and engage with world history, Australian history, and civics and citizenship. It helps students to enjoy the study of History whilst they become informed and active citizens.

What will students learn about?

Year 9 students gain an overview of the making of the modern world from 1750 to 1945. Within this broader context students then complete three depth studies:

- The Industrial Revolution
- Australians at War [This integrated study includes experiences of war for World War I and World War II]

Year 9 students will learn that these years exhibited a period of rapid technological change that transformed the way people lived, worked and thought. Year 10 students gain an overview of the post-WWII and post-colonial worlds with studies in the following three areas:

- Rights and Freedoms
- The Globalising World: Popular Culture
- Decade Study

What will students learn to do?

Students will learn to apply the skills of historical inquiry by extending their ability to understand and use historical sources. They will develop research skills by locating, selecting and organising historical information from a range of sources, including ICT. Students will learn to explain different contexts, perspectives and interpretations of the past and learn to construct a logical historical argument supported by relevant evidence. History students learn to communicate effectively about the past to different audiences in a variety of media.

For more information: Mr O'Neill

Geography

Course Description

The new NSW Geography Syllabus places an emphasis on contemporary geographical concepts such as interconnection and sustainability. Other concepts to be integrated across the course include place, space, environment, scale and change. The new syllabus offers thematic studies which include an integration of Australian and global examples across the stage.

What will students learn about?

Students will undertake four thematic depth studies over Years 9 and 10, beginning with 'Sustainable Biomes' which examines the physical characteristics and productivity of biomes; then 'Changing Places' where students examine the patterns and trends in population movements and the increasing urbanisation of countries. In Year 10, students will study 'Environmental Change and Management' and 'Human Wellbeing'.

What will students learn to do?

Students will investigate the interactions between environments and communities across local to global scales, employ an inquiry-based approach to learning, acquire, process and communicate geographical information using geographical tools, and undertake mandatory field work to these ends.

Course Requirements

Fieldwork is an essential part of the study of Geography . In Stage 5 (Year 10), students are required to conduct an investigative and comparative study of one type of environment in Australia with at least one other country.

For more information: Mr O'Neill

Personal Development, Health, Physical Education

Course Description

PDHPE develops students' capacity to enhance personal health and wellbeing. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement potential. Through PDHPE, students develop knowledge, understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

What will students learn about?

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

What will students learn to do?

Throughout the course students will learn to apply knowledge and skills to their own health and physical activity. This includes an emphasis on communicating, interaction, problem-solving, decision-making, planning and moving.

For more information: Mr Tari

ELECTIVE COURSES

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Aboriginal Studies

Course Description

Aboriginal Studies Years 9–10 provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is of value to both Aboriginal and non-Aboriginal students.

What will students learn about?

Students will study both Core Parts (Aboriginal Identities and Aboriginal Autonomy) and a minimum of six options (of ten) topics provided.

What will students learn to do?

Students will refine a number of skills including:

- describing factors that contribute to a person's identity
- comparing and contrast their own and others' sense of identity
- explaining why not all Aboriginal Peoples share the same identity and culture
- identifying similarities and differences in cultural expressions and interpretations
- identifying the factors that have affected the development of Aboriginal identity in Australian society such as: separation of families including the Stolen Generations, imposed use of English and loss of Aboriginal languages
- drawing conclusions about the effects of social factors, including loss of Aboriginal languages, on identity
- discussing examples of portrayals of Aboriginality in the media and evaluate the effect on Aboriginal and non-Aboriginal peoples

For more information: Mr O'Neill

Commerce

Course Description

Commerce enables young people to take steps towards financial independence by developing the knowledge, understanding, skills and values to enable wise decision-making about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of a community.

What will students learn about?

All Year 9 students study Consumer Choice and Personal Finance. In these topics they learn about making responsible spending, saving, borrowing and investment decisions. Year 10 students study Law and Society and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing, Promoting and Selling, E-Commerce, Global Links, Towards Independence, Political Involvement, Travel, Law in Action, Our Economy, Community Participation, and Running a Business.

What will students learn to do?

Student will have a number of opportunities to participate in the community. They will develop skills in personal financial management and advocacy rights and responsibilities in the workplace. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses. Students who select Commerce will be involved in operating HSIE stalls at various school functions.

Subject Fee: \$20

For more information: Mr O'Neill

Dance

Course Description

Dance provides students with opportunities to experience and enjoy dance as an **art form** as they perform, compose and appreciate dance. This course is designed to suit students who have previously learnt dance outside of school and beginners who have never learnt formally but are willing to develop their dance skills and knowledge. This course integrates the study of the practice of performance, composition, and appreciation of dance. Students develop both physical skills and aesthetic, artistic, and cultural understandings of dance as an art form. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances, and dance forms.

What will students learn about?

All students will learn about the elements of dance (space, time, and dynamics) and how they are implemented in dance performances, composition, and appreciation. They will learn about performing dances with an awareness of safe dance practices, dance technique and performance quality. They will learn about how dance expresses ideas, feelings, and experiences as they construct dance compositions to communicate ideas. They learn about people, culture, and society as they study and analyse dance performances, composition, and dance works of art.

What will students learn to do?

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings, and experiences. They will learn to use the language of dance to describe movement using the elements of dance as they view, discuss, read and write about dances. Areas of study include:

- Composition – The foundation of Choreography
- Performance – including Set Design and Costumes
- Anatomy and Safe Dance Practices
- Dance technique
- Appreciation – History of Dance and Famous Choreographers
- Cultural Appreciation of Dance – Bollywood, Folk and Ceremonial Dances
- Dance Styles – Ballet, Jazz, Tap, Modern, and Musical Theatre

Course Requirements

Students are required to participate in a wide variety of activities and performances. Students who study dance as an elective are expected to perform at school functions as well as event outside the school. Some costumes are supplied by the school and hired for a small fee. Students need to supply their dance uniform such as appropriate footwear.

Students are reminded that this course is a mixture of practical development and academic growth of dance as an art form.

Subject Fee: \$50; Students must also be prepared to pay for excursions and expenses associated with performances.

For more information: Mr Tari

Design and Technology

Course Description

This course is offered to Art and Design stream students only. Students who would like to apply must see Mr Felman before making their selections. Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations.

What will students learn about?

Students will learn about a range of design processes, the interrelationships of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment, including ethical and responsible design, preferred futures and innovation.

Focus areas of design include:

Accessory	Environmental	Industrial	Packaging
Architectural	Fashion	Interior	Promotional
Communication Systems	Furniture	Jewellery	
Digital Media	Graphical	Landscape	

What will students learn to do?

Students undertaking Design and Technology will learn to identify, analyse and respond to needs through research and experimentation leading. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

Course Requirements

Students of the course must have laptops with Adobe Illustrator, Photoshop, and Google SketchUp installed. If student projects require materials not provided by the school, then they will be expected to purchase these themselves.

Subject Fee: \$150, which includes one Design Month Workshop as well as consumables and other equipment

For more information: Mr Felman

Drama

Course Description

In Drama, students can communicate how they perceive the world in complex and powerful ways. They can investigate, shape and symbolically present ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Drama can reflect the external world and the inner world of thoughts and feelings through fictional contexts. Learning experiences in Drama involve the intellect, emotions, imagination and body, and engage the whole person.

What will students learn about?

Students will be made aware of the collaborative contributions of actors, directors, playwrights, designers and technicians to productions. Manipulation of a wide range of technologies including traditional, electronic and digital applications will help students achieve particular dramatic intentions.

Areas of study include:

What will students learn to do?

Improvisation	Creative Movement	Ancient Greek Drama	Mask
Political/Protest Theatre	Scripted Drama	Mime	Realism
Small Screen Drama	Aboriginal Performance	Commedia Dell'arte	Shakespeare
Physical Theatre	Medieval Drama	Clowning/Comedy	Street and Environmental Theatre

Students will develop knowledge, understanding and skills through:

- Making drama that explores imagined and created situations
- Performing devised and scripted drama
- Appreciating the meaning and function of drama in reflecting the human experience

Subject Fee: \$20

For more information: Mr Taylor

Food Technology

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food.

What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core, Food Preparation and Processing, Nutrition and Consumption, will be studied.

Food in Australia	Food Service and Catering
Food Equity	Food for Special Needs
Food Product Development	Food for Special Occasions
Food Selection and Health	Food Trends

What will students learn to do?

Students will explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food. They will develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They will also learn to select and use appropriate ingredients, methods and equipment safely and competently.

Course Requirements

It is mandatory that students wear enclosed leather shoes, tie their hair back and wear an apron (provided by the school) during food preparation lessons.

Subject Fee: \$100 for the cost of equipment and consumables

For more information: Mr Felman

History Elective

Course Description

In Elective History, you will deepen your understanding of History. You will have the opportunity to learn why the understanding of history is so important to understanding the present.

What will students learn about?

There are three topics in the course. In Topic One, you will learn about the nature of history, heritage and archaeology. How do historians and archaeologists ply their trade? Why are there so many different interpretations of historical meaning? Who owns the past? What is involved in preserving and conserving the past?

In Topic Two, you will learn about the major features of a society. The skills you developed in the first topic will be applied in this chosen context.

In Topic Three, you begin to work independently and to enjoy the study of history as an 'apprentice historian'. You will be able to choose from a variety of historical themes and concepts in the context of their own time.

What will learn students learn to do?

In Topic One, you will learn to explain the features and methods of historical inquiry, heritage and archaeology, while identifying and assessing the range of sources used, including websites.

In Topic Two, you will identify relevant sources for your chosen society, and use them appropriately in investigating a past society. You will explain how people of the past were influenced by different values, attitudes and motives, as you outline significant historical issues in the chosen society.

In Topic Three, as you undertake a research topic of our choice, you will apply your understanding of the methods of historical enquiry, and evaluate the usefulness of sources as evidence. You will locate and select historical information, then organise and communicate it in the most appropriate form for the intended audience.

For more information: Mr O'Neill

Industrial Technology, Timber

Course Description

Industrial Technology, Timber is designed to develop students' knowledge, understanding and skills related to timber technologies. Safe engagement with materials and tools are used in the planning, development and construction of quality practical projects. The course develops students' understanding of how timber technologies impact on society and the environment, and the syllabus encourages creative thinking and practical problem solving through student-centred practical learning experiences.

What will students learn about?

Students will learn a range of cabinetwork and wood machining skills through a series of practical projects. Students will learn to use a folio to document designs, plans, cutting lists and procedures.

Specific content addressed includes:

- Workplace Health and Safety (WHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact

What will students learn to do?

Students will learn to identify, assess and manage risks and WHS issues associated with their projects, apply a design process and justify, select and use appropriate materials for these designs. Students will also select, apply and interpret a range of suitable communication techniques through their folios. Finally, students will critically evaluate products in terms of functional, aesthetic and environment qualities, and evaluate the range of current and emerging technologies in the industry.

Subject Fee: \$120, which includes the cost of one Design Month Workshop and some consumables and equipment

For more information: Mr Felman

Japanese

Course Description

Japanese has become an important language in Australia due to our strengthening trade, tourism, business and cultural links. It has been identified as a priority languages in the Asia-Pacific region to be taught in Australian schools.

The aim of the Japanese course is to enable students to develop communication skills, focus on languages as systems and to gain insights into the relationship between language and culture. Excursions to Japanese films, exhibitions and restaurants deepen participants' understanding of Japanese culture. Students mentor visiting Japanese school students which allow them to use their acquired language in authentic situations. **Every alternate year, a trip to Japan is offered for students studying the language. The next trip is 2019 for students who elect Japanese for 2018.**

What will students learn about?

Students use a main text and workbook which covers all course content and allows opportunities to develop proficiency in all skill areas. In addition to these texts, CDs, DVDs and other ICT expand students' exposure to Japanese language and culture. The course is centered around the student's personal world and encourages them to express ideas about themselves, their friends and family while learning about the lives of Japanese students in Japan.

What will students learn to do?

Over the two years, students master reading and writing Japanese scripts (including using a keyboard to type Japanese), and convey information through the construction of spoken and written texts.

Course Requirements

Students who have not studied Japanese are still able to enrol in Year 9.

Subject Fee: \$40

For more information: Mr Taylor

Music

Course Description

Elective Music will build sequentially from the mandatory course and is designed for students who wish to extend their musical experiences and learning. The knowledge, understanding and skills gained in the course provide a firm foundation for the study of Music in Stage 6.

What will students learn about?

The curriculum structure is adaptable enough to meet the needs and abilities of students whose interests range from the broadly based to the pursuit of specialised musical knowledge and skills. Students will engage in the concepts of music in various contexts through performance, composition and listening.

What will students learn to do?

Students will learn to perform, compose and listen. Experiences include:

- Performing a range of repertoire; improvising; discovering the capabilities and ranges of various instruments and voices; accompanying; interpreting a variety of musical notation styles; using different types of technology for performance and performance presentation.
- Improvising, arranging and composing using a variety of sound sources and movement activities; using computer-based software and other technologies to create and notate compositions; developing a portfolio of compositions.
- Analysing, discussing and responding in oral and written form to a range of repertoire; how composers have used the concepts of music; reading and interpreting musical scores; developing aural discrimination skills in pitch and rhythm; sight singing; analysing the role technology has played in music throughout the ages.

Course Requirements

Students must study a compulsory topic - Australian Music - and at least two of a range of topics including but not limited to Renaissance Music, Music of a Culture, Music for Small Ensembles and Popular Music.

Subject Fee: \$40 *It is highly recommended that students also subscribe to the Meet the Music concert series with the Sydney Symphony Orchestra at the Sydney Opera House; the subscription cost for one year is \$100.

For more information: Ms Taylor

Photographic and Digital Media

Course Description

Photographic and Digital Media is a subject about creating artworks using cameras: film, digital and video. It is primarily practical however there is a written component concerning the ways digital artists, photographers and filmmakers create work and develop their ideas. Students develop their skills through undertaking a number of projects from the options listed below. If you want to become a photographer, a designer, or work in the film or television industries, or have personal interests in these areas, then this subject is an ideal choice for you.

What will students learn to do?

Students will explore and create photographic and digital media projects of various types selected from the following options:

- **Still Photography** – wet photography using the darkroom; digital photography and manipulation using software such as Adobe Photoshop, photographic collage, non-camera based work (using photocopiers and other ways of capturing images)
- **Interactive** – Web pages, virtual reality and installation
- **Moving** – film, video, animation, installation

Course Requirements

Students will need to keep a Photographic and Digital Media diary which will include collecting examples of images that they admire and photographic/digital media development work. This course may also include excursions to galleries and to see films.

Throughout the year, students are expected to participate in excursions, workshops and extra curricula activities. These will incur a cost per event. Parents and students will be informed when these occur.

Subject Fee: \$110, which includes the cost of film, photographic chemicals, photographic paper and camera equipment

For more information: Mr Wootten

Physical Activity and Sports Studies

Course Description

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

What will students learn about?

The course covers a variety of topics from the following areas of study:

- Foundations of physical activity
- Physical activity and sport in society
- Enhancing participation and performance

While this subject does involve a range of practical experiences, students are required to apply their movement experiences in a theoretical context. This will allow the students to learn about such topics as:

- Hydration and physical activity
- Physical activity and improved quality of life
- The value of mastering fundamental movement skills
- Structure and function of the body systems
- Nutrition for health and physical activity

What will students learn to do?

Students will learn to gather appropriate information and make accurate observations, evaluate this information for reliability and relevance, and for accuracy against known theories and prior experiences. Students will also identify options, predicting outcomes and consequences, decide on a course of action and evaluate this decision.

Course Requirements

Students must be prepared to pay for excursions (notification will be distributed at these times); to participate in a wide variety of activities and to partake in fitness testing.

For more information: Mr Tari

Textiles Technology

Course Description

The study of Textiles Technology provides students with a broad knowledge of the properties, performances and uses of textiles. Students will make four textile projects each year. Each project is designed to teach the student new skills. Creativity and time management are assessed in each project.

What will students learn about?

Students will learn about textiles through the study of and development of projects in the following focus areas: apparel, furnishings, costume, textile arts and non-apparel constructions. Students will learn many textile design skills such as fashion designing, machine and hand sewing, fabric decoration techniques and fashion styling and photography.

What will students learn to do?

By examining the work of designers, students will learn to use the creative process to design textile items. They will learn to identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use. Design ideas and experiences are documented and communicated in a Supporting Document and will show evidence of each of the stages of designing, producing and evaluating.

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study, Design, Properties and Performance of Textiles and Textiles and Society, are covered.

Course Requirements

Most projects require the students to purchase their own patterns and fabrics.

Subject Fee: \$100, which includes one Design Month Workshop and the provision of machines as well as a range of haberdashery items and other consumables

For more information: Mr Felman

Visual Arts

Course Description

Aims:

- To develop original and innovative students who can apply creative skills and knowledge in producing art works
- To develop an appreciation of the role of Visual Arts in world history

What will students learn to do?

Students will learn advanced skills in drawing, painting, sculpture, ceramics, mixed media, digital media, printmaking as well as build skills in finding and producing creative solutions through research and experimentation. The focus is to empower students in their art making ability through strong artistic skills and the freedom to explore and produce imaginative, engaging and thought-provoking art works. This will empower students to produce an artwork of their own choice for the annual Self-Directed Exhibition. Students will also learn how to gain insight and understanding in art and architecture.

What will students learn about?

Visual Arts students will explore a wide range of themes like fantasy, the environment, people, popular and indigenous culture, and flora and fauna. In addition, students will learn about the communication of thoughts, ideas and concepts using art as a visual language. To broaden understanding and appreciation of Visual Arts, students will learn about different styles, periods, cultures and individual artists who have made significant contributions to art history.

Course Requirements

This course is offered to Art Stream students only. Mainstream students may apply to be in the Visual Arts stream.

Students who would like to apply must see Mr Wootten before making their selections.

Student art-making is primarily produced in each student's Visual Art Process Diary. Students are expected to participate in excursions to art galleries, interstate trip, art camp, art workshops and extra curricula activities. These will incur a cost per event. Parents and students will be informed when these occur.

Subject Fee for Visual Arts Stream students: \$210, which includes an art kit, Art Month Workshop fees and consumables.

For more information: Mr Wootten

Visual Design

Course Description

Visual Design students explore artistic practice applied to the development of products for human use. This includes designing for 2D (graphics/print), 3D (objects) and 4D (time-based creations e.g. video, animation). Design projects are produced as individual and group activities.

What will students learn about?

Students will explore several strands in design:

1. Design for Print (graphic design) e.g. logos, advertising, stationery design, posters, illustration, cartooning, multimedia and web content design
2. Object Design e.g. jewellery, wearables, iconic symbols, ceramics, fashion/fabric, set design theatre backdrops and props, packaging and containers
3. Space/Time Design e.g. video, animation, sound and light, architecture, interior and exterior design, site specific installation and exhibitions

Most of the course is practical but a part of the course looks at the work of professional designers and the evolution of design over time.

What will students learn to do?

Students will learn to work from a design brief, researching market and consumer requirements and include relevant health and safety guidelines in their works. In 2018, Visual Design students will play a major role in designing the sets, props advertising and promotional material for the school musical.

Course Requirements

Students will use a Visual Design Diary to document their process. The course will also include excursions to The Design Centre Enmore, The Powerhouse Museum, Object Gallery and the Museum of Contemporary Art where applicable exhibitions and workshops would benefit student design education. It is anticipated in 2018 that students will also attend ABC TV Studios or Fox Studios to extend their knowledge on set design and props. These workshops and excursions incur a cost per event. Parents and students will be informed when these occur.

Subject Fee: \$50 - includes Visual Design Process Diary

For more information: Mr Wootten