

Narangba Valley State High School



Curriculum Handbook Year 8 2022





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Principal's Introduction

Narangba Valley State High School is a high performing leader in secondary education in Queensland. The powerful combination of our size plus our experienced, qualified staff enables us to deliver a wide range of specialised programs.

Our curriculum structure has been designed to maximise opportunities for students to develop the skills necessary for life beyond school and to provide increasing specialisation aligned to student interest and expertise. Whether a student is interested in university, TAFE, an apprenticeship or traineeship, or straight into the workforce, the subject offerings are diverse enough to provide a seamless transition for young people.

Our goal is always 100% QCE attainment and we consistently achieve this, ensuring that our learners carry that very important passport to their future.

Excellence in the arts and cultural pursuits, stunning academic results (including those from our suite of academies), amazing achievements in the sporting arena, all within a safe and supportive, values-based environment, combine to make us the clear school of choice in this district. We set ourselves apart by valuing each individual student and ensuring that each young person graduating from this school is well-positioned for a bright future.

Our mission:

To develop inspired, innovative and resilient learners who are prepared to challenge the future.

It is not only our curriculum which is futures oriented but the way our teachers enable students to access their learning. Our school devotes significant resources and time in professionally developing our staff with the best pedagogical inservice and support. We use the New Art and Science of Teaching as our framework to develop the Assessment Literate student; one who understands clearly their assessment and how they will be assessed.

One of our signature practices is the development of the Professional Student; that is a student who, with gradually reducing support, accepts responsibility for their learning.

Our values:

Respect, Integrity and Commitment

These values drive our daily practice and provide a strong base for our school's culture. Our students work hard, strive to achieve their best and interact positively in a friendly, respectful environment. With a large team of dedicated teachers and support staff, ample resourcing and highly effective classroom practices, there is no doubt as to why we enjoy such a high level of success across the board.

Understanding our learners

Teachers work with students and parents and carers to help understand and plan the best learning programs. We track student performance and take action to assist students to meet their potential, as well as provide subject and career choice processes. Our school provides outstanding support for students with disabilities, and has achieved the very best outcomes for many years for these students.

Conclusion

I believe strongly in our young people – they are our future and deserve the best education possible. They need positive role models who guide and support them towards a bright future beyond the school gate, and here at NVSHS, we provide that very well. The well-being of our students and staff is a high priority, as we know that when a positive mindset exists, the conditions for learning are maximized.

Success is possible with the right support, the right curriculum and the right attitude. We expect the highest standards from students, staff and the community and stand proudly as an outstanding institution dedicated to learning.

Steven Miskin
Executive Principal





Junior Secondary

Narangba Valley State High School delivers the Australian Curriculum designed to help all young people become successful learners, confident and creative individuals, and active and informed citizens. The curriculum focuses on developing knowledge, skills and understanding across the eight learning areas. All students will learn curriculum specific knowledge and skills in English, Math, Science, Humanities, Health, Languages (French, Japanese, Spanish) and choose learning from the Technology and Arts areas.

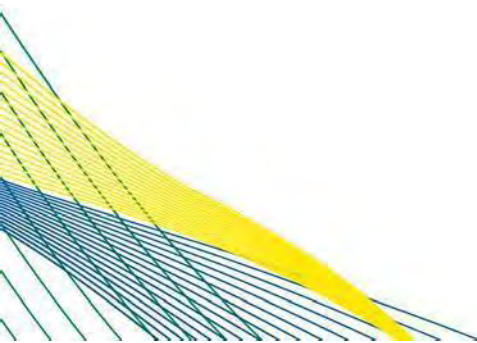
Each subject is embedded with general capabilities which play a significant role in equipping students to live and work successfully in the 21st Century and support them to be successful learners who are confident and creative individuals as well as active and informed citizens. These general life skills are; literacy, numeracy, ICT capabilities, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Our Narangba Valley Professional Student program inspires students to prepare for their best future by taking ownership for their learning behaviour and attitudes, setting, achieving and reflecting on their future goals, challenging themselves to always do their best and embracing a positive mindset.

We track all students' achievement, attendance and well-being and have introduced targeted and intensive intervention strategies and programs to support those students who may be experiencing challenges across these areas. All students who are on track to meet the Australian Curriculum achievement standards by the end of year 9 will receive their Junior Certificate of Learning at a celebratory Graduation Ceremony.

We cater for a range of student learning levels; from those who are excelling in their chosen areas, able to apply for our excellence programs, to specialised classes with additional specifically trained staff and differentiated programs to support literacy and numeracy and cognitive development.

Our students are confidently and capably prepared for their Senior phase of learning and beyond through the effective and targeted strategies delivered in our Junior School.





Overview

Mainstream Timetable

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths			
Science			
Humanities Social Science			
Language			
Health & Physical Education			
BIT – Business / IT		DAT – Design / Industrial Technology	
Dance	/ Drama	/ Music	/ Art / Media

Science Math Academy

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths - SMM			
Science - SMS			
Humanities			
Language			
Health & Physical Education			
SMT			
MVA – Media / Visual Art		Dance / Drama / Music / Art / Media	

AFL Academy

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths			
Science			
Humanities			
Language			
AFL			
BIT – Business / IT		DAT – Design / Industrial Technology	
MVA – Media / Visual Art		Dance / Drama / Music / Art / Media	



Netball Academy

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths			
Science			
Humanities Social Science			
Language			
Netball			
BIT – Business / IT		DAT – Design / Industrial Technology	
MVA – Media / Visual Art		Dance / Drama / Music / Art / Media	

Music Academy

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths			
Science			
Humanities Social Science			
Language			
Health & Physical Education			
BIT – Business / IT		DAT – Design / Industrial Technology	
Music			

Dance Excellence

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths			
Science			
Humanities Social Science			
Language			
Health & Physical Education			
BIT – Business / IT		DAT – Design / Industrial Technology	
Dance Excellence			

Drama Excellence

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths			
Science			
Humanities Social Science			
Language			
Health & Physical Education			
BIT – Business / IT		DAT – Design / Industrial Technology	
Drama Excellence			



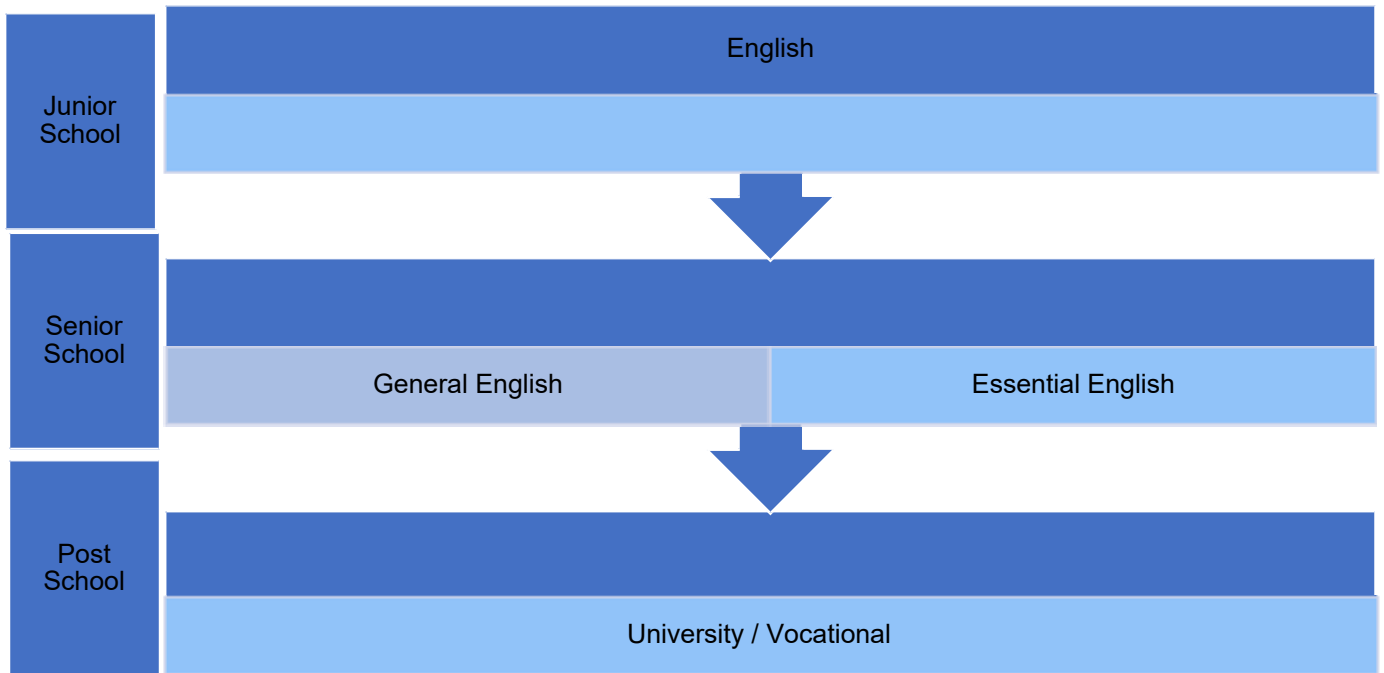
ENGLISH

The year 8 English course at Narangba Valley State High School is challenging and interesting and is designed to engender in students a love of the English language and literature as well as an understanding of the way language works. The program focusses heavily on the building of improved comprehension skills in the students so that they can perform well in other subjects offered at high school.

There is also an emphasis on the explicit teaching of English skills such as grammar, punctuation, spelling and vocabulary building; homework tasks centre on practising these to mastery level. All students are required to the homework book - "English Rules 1". Teachers will teach the grammar, punctuation and spelling rules from these books and the students complete exercises for homework. Each week they will be tested on their spelling, the 'English Rules 1' worksheet is marked, and a writing-based activity related to their unit work checked. Students are also encouraged to read for 30 minutes every night.

The Year 8 English Work Program is based around the integrating device of "VOICE" – the same focus for all English Programmes from Years 7 – 10.

Unit Outline		Assessment Summary
Unit One: My Evolving Voice	This unit explores the changing nature of language and how it has evolved, and continues to evolve over time. As well as, how time, technology and other cultures and languages continuously influence language features and conventions. It also investigates how to use analysis skills to interpret a variety of written texts and identify appropriate evidence to use in an effective analytical exposition.	Technique: analytical Type of text: analytical exposition Mode: written Conditions: in-class exam, unseen
	This unit explores the themes dealt with in ancient myths and legends: Greek, Roman and Australia. Students will then investigate their theme in a modern-day context. It also investigates how to create an effective argumentative blog that will engage, promote understanding and position a target audience, and accurately communicate investigative findings.	Technique: persuasive and entertaining Type of text: online blog Mode: written and visual Conditions: assignment
	This unit explores persuasive structure and devices. It also includes how to apply these in role through engagement with a range of texts. Students will select a villain from a chosen text and in an oral presentation craft language to persuade others. It also investigates the reliability of their sources of ideas and information, consider, and discuss the views of others in role.	Technique: persuasive Type of text: persuasive speech Mode: spoken Conditions: assignment
Unit Four: My Narrative Voice	This unit explores the elements of short story writing (genre, structure and language features). It includes comprehending and applying stereotyping as a characterisation technique to identify good versus bad. It also investigated how to create an imaginative text that will engage a teenage audience and accurately fulfil the features of a short story.	Technique: narrative Type of text: short story Mode: written Conditions: in-class exam, seen





MATHEMATICS

Brief Course and Assessment outline:

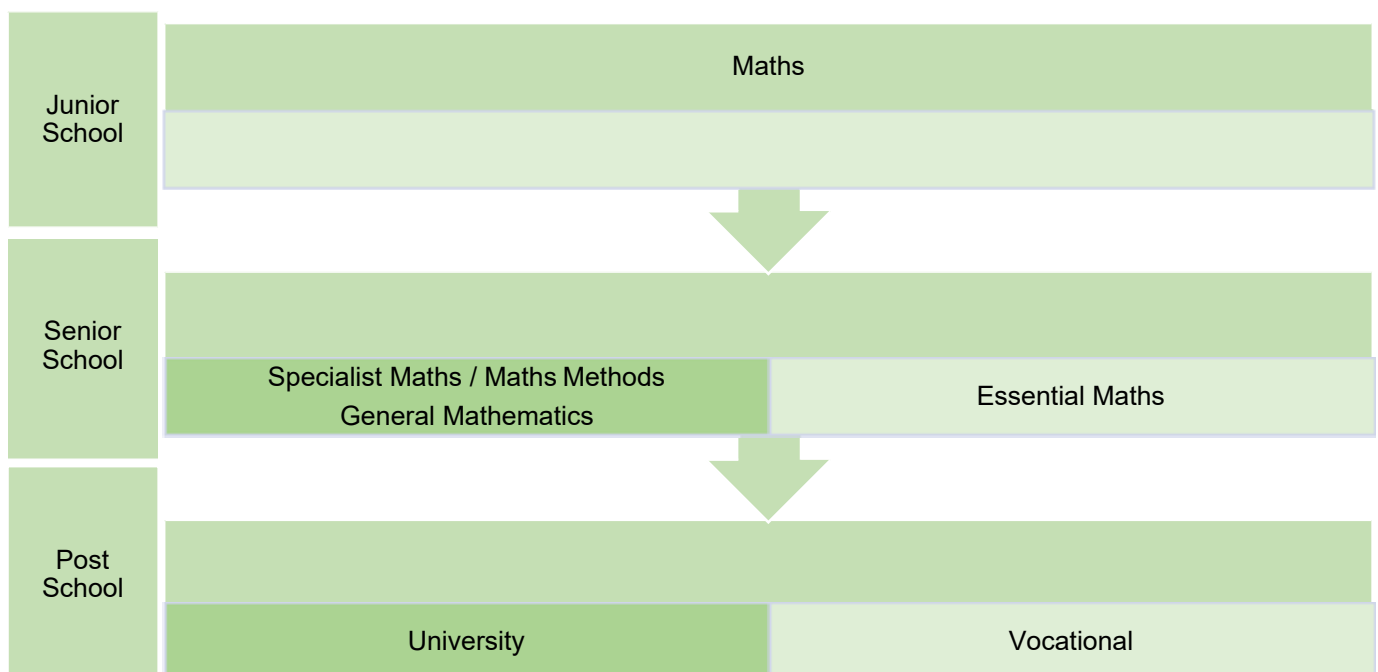
Year 8 Mathematics students will study units based on the Australian Curriculum. This covers the core topics of Number and Algebra, Measurement and Geometry, and Statistics and Probability as well as Finance. The course will use the proficiency strands of Fluency, Understanding, Problem Solving and Reasoning to help students engage and learn the mathematics they need. Students will access the program through a variety of learning activities involving textbooks, ICTs and faculty provided resources.

Students will complete both Examinations and Problem Solving and Modelling Tasks (assignments) during this program which will allow them to show their knowledge of the Australian curriculum.

	Unit Outline	Assessment Summary
Term 1 Unit 1 – Number	Students will carry out the four operations with rational numbers and integers, and investigate terminating and recurring decimals. They will investigate the concept of irrational numbers, including π and solve problems involving the use of percentages including percentage increases and decreases. They will then solve problems involving profit and loss.	Unit 1 – Number Examination
Unit 2 - Probability	Students will identify complementary events and use the sum of probabilities to solve problems and describe events using language of 'at least', exclusive 'or', inclusive 'or' and 'and'. They will represent events in two-way tables and Venn diagrams and solve related problems	Unit 2 – Probability Problem Solving and Modelling Task.
Term 2 Unit 3 - Algebra	<p>Students will use index notation with numbers to establish the index laws with positive integral indices and the zero index. They will then Solve a range of problems involving rates and ratios, with and without digital technologies</p> <p>Students extend and apply the distributive law to the expansion of algebraic expressions and factorise algebraic expressions by identifying numerical factors. They simplify algebraic expressions involving the four operations and solve linear equations using algebraic techniques.</p>	Unit 3 – Algebra Examination



Term 3 Unit 4 – Statistics	Students will investigate techniques for collecting data, including census, sampling and observation and explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes. They will then explore the variation of means and proportions of random samples drawn from the same population while investigating the effect of individual data values, including outliers, on the mean and median	Unit 4 – Statistics Problem Solving and Modelling Task
Unit 5 – Measurement and Linear Algebra	Students will plot linear relationships on the Cartesian plane and solve linear equations using graphical techniques. Students will choose appropriate units of measurement for area and volume and convert from one unit to another and find perimeters and areas of parallelograms, trapeziums, rhombuses and kites. They investigate the relationship between features of circles such as circumference, area, radius and diameter and use formulas to solve problems involving circumference and area. Students develop formulas for volumes of rectangular and triangular prisms and prisms in general and use formulas to solve problems involving volume	Unit 5 – Measurement and Linear Algebra Examination
Term 4 Unit 6 – Geometry	Students will solve problems involving duration, including using 12- and 24-hour time within a single time zone. They will define congruence of plane shapes using transformations and develop the conditions for congruence of triangles. Students will then establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning	Unit 6 – Geometry Examination



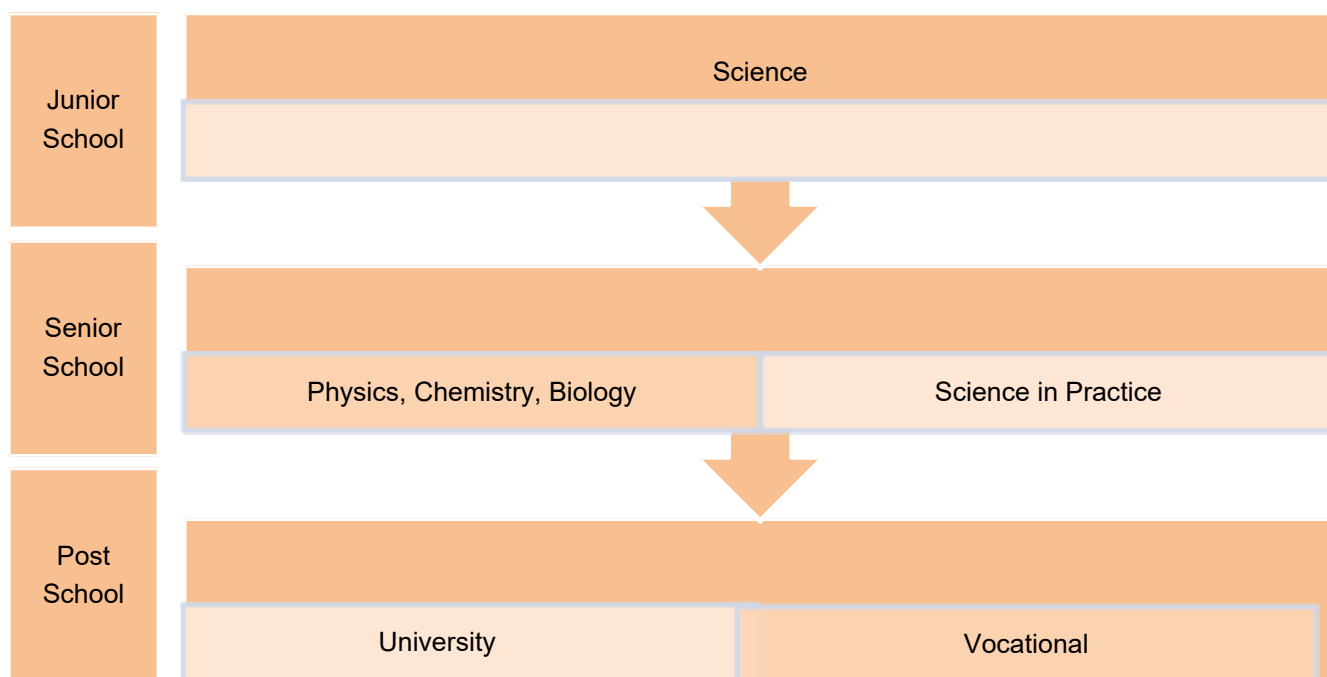


SCIENCE

Brief Course and Assessment outline:

The focus in year 8 science is for students to continue to develop an appreciation that the field of science is diverse and allows people to ask question and explore answers to these questions. Students develop a focus on reading, observing and analysing data to the make inferences about the world around them. They gain skills in laboratory work to ensure safety and accuracy of tests they conduct.

Unit Outline		Assessment Summary
Term 1	<p>Chemical Science– Students learn about the structure and behaviour of atoms that make up all matter. They apply the idea of the particle model to describe properties of phases of matter and phase changes.</p> <p>Students explore similarities and differences physical and chemical changes and develop laboratory skills to ensure safe and effective experiments to make observations and draw inferences.</p>	Data Test
Term 2	<p>Earth Science – Students explore the timelines and processes for rock formation and relate the properties of different types of rock to its composition and the method in which it was made.</p> <p>The explore minerals in rocks and investigate how these minerals may be used by scientists to develop products.</p>	Research Task
Term 3	<p>Biological Science – Students explore the cell as the basic unit of living things. They observe how cells are made up of organelles that have specific purposes and how these may change between different forms of specialized cells. Students use microscopes to observe cells in action and identify key parts. They compare the structures of various plant and animal cells and relate these to their function</p> <p>Students then study how living things reproduce from simple asexual reproduction of single celled organisms to the complex reproductive systems of flowering plants and mammals.</p>	Exam
Term 4	<p>Physical Science – Students investigate how energy transfers and transforms within physical systems. They explore energy efficiency and where energy is lost during transfers and transformations.</p>	Student Experiment





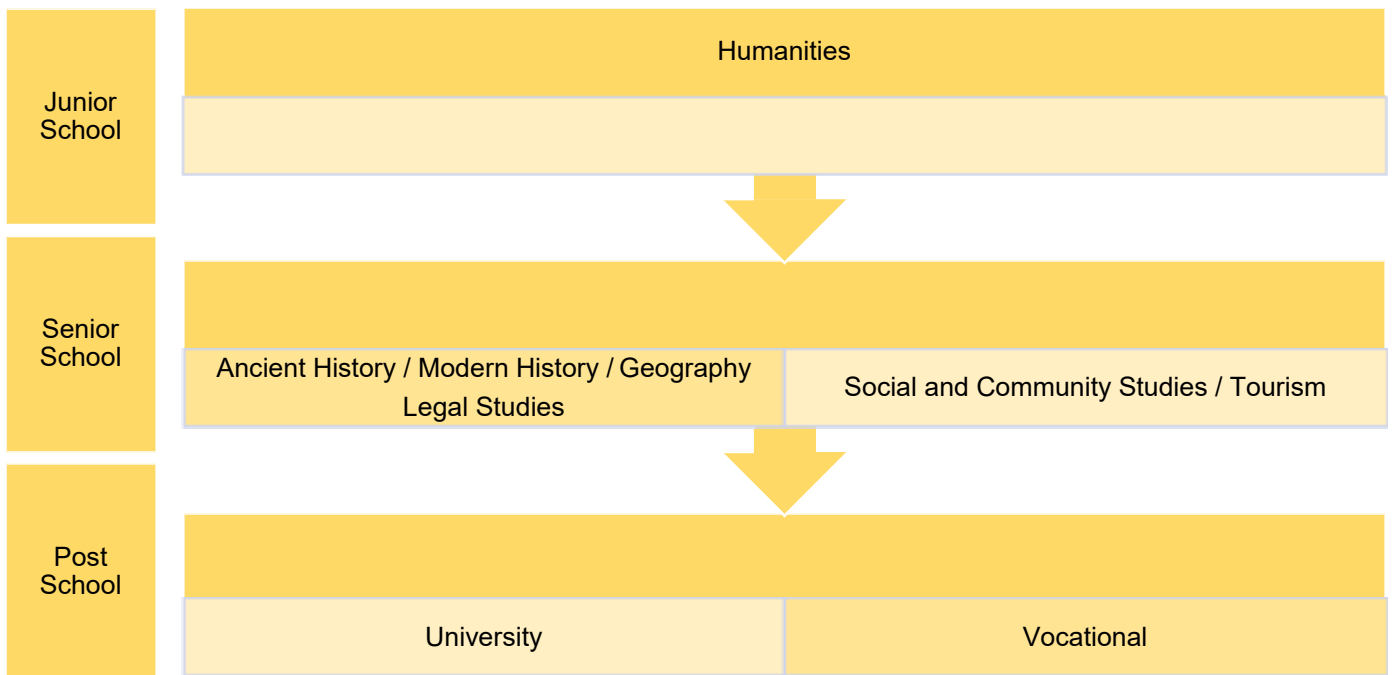
Humanities Social Science

HISTORY

History	Unit Outline	Assessment Summary
Medieval World	<p>In this depth study students investigate the question: What key beliefs and values shaped the Medieval World?</p> <p>Students investigate the social, cultural, economic and political features of Medieval Europe, with a particular focus on the dominance of the Catholic Church and the relationship between Islam and the West through the Crusades.</p> <p>Students then engage in a research inquiry into the impacts of a major event on the lives of people in Medieval Europe</p>	<ol style="list-style-type: none"> 1. Short response examination Duration: 70 minutes in class Length: 400-600 words Individual task 2. Research assignment Duration: 5 weeks class and home time Length: 600-800 words Individual task

GEOGRAPHY

Geography	Unit Outline	Assessment Summary
Changing Nations	<p>'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive.</p> <p>The unit takes students on a journey of analysis and interpretation where they: identify the changing nature of human settlement, unpack the impacts of these changes and, at a local level, propose solutions to these impacts.</p>	<ol style="list-style-type: none"> 1. Short response examination Duration: 70 minutes in class Length: 400-600 words Individual task 2. Data report Duration: 5 weeks class and home time Length: 600-800 words Individual task



Are you good at or do you enjoy **History**? If so, you might enjoy a job as a:

Museum curator	Police Officer	Counsellor	Advertising Executive	Youth Worker
Writer	Lecturer	Teacher	Parliamentarian	Court Officer
Career adviser	Journalist	Anthropologist	Lawyer	Law clerk
Journalist	Records manager	Publisher	Army officer	

Are you good at or do you enjoy Geography?

Army Officer	Architect	Cartographer	Civil Engineer	Agricultural Scientist
Travel Consultant	Sociologist	Surveyor	Real Estate Agent	Meteorological Technical Officer
Navy Officer	Geologist	Land Economist	Landscape architect	Tour Guide



LANGUAGES

SPANISH

	Unit Outline	Assessment Summary
TERM 1	A unit of animals in Spanish. Unit is called 'Los Animales' and the students are asked to learn vocabulary based around the care and attention given to their pets.	The assessment for 'Los Animales' is a spoken and written presentation that looks at the students creating a lost poster for their chosen pet. The students need to speak in Spanish for a minimum of 30 seconds.
TERM 2	A unit of free time in Spanish. Unit is called 'Tiempo Libre' and students are asked to engage in a number of verbs that help them express what they do in their free time.	The assessment is on Education Perfect, a self-marking assessment that asks students to demonstrate and illustrate their understanding of the unit and the verbs and vocabulary they have learned this term. It is a reading and writing exam.
TERM 3		
TERM 4		



FRENCH

	Unit Outline	Assessment Summary
TERM 1	Allons-y Students learn about making plans and discussing their daily lives.	Reading Exam Speaking Assessment
TERM 2	Bon appetite Students learn about food and drink.	Writing assessment Listening Exam
TERM 3	Les Loisirs Students learn about sports and leisure activities.	Speaking Exam Listening Exam
TERM 4	Je suis Australien(ne) Students learn about Francophone countries, cultures and home life.	Speaking Exam Listening Exam



Brief Course and Assessment outline:

Japanese

	Unit Outline	Assessment Summary
TERM 1	Making plans – In this unit, students will explore Japanese verbs in detail. They will learn the grammar required to make plans and travel with friends.	Students are tasked with creating a role play about two or three friends who are making plans to hang out. Students will also undertake a listening exam about Japanese students who are planning to visit NVSHS.
TERM 2	The three little pigs - In this unit, students will explore story telling through the much loved story of the Three Little Pigs. Students will learn how to form basic sentences to create stories.	Students will complete a written portfolio about the story of the Three Little Pigs. They are also required to write a simple story in Japanese. Students will also undertake a reading exam about the vocabulary and grammar that is covered in the story of the Three Little Pigs.
TERM 3	Animal Kingdom – In this unit, students learn about native Australia and Japanese animals. They will discover how animals and pets are cared for in Japan and Australia.	Students are tasked with creating a multi-modal presentation about an animal. Students will also undertake a reading exam with details about an animal.
TERM 4	Sustainable housing – In this unit, students learn about their home environment, describing their surroundings and learning the cultural significance of Japanese style housing.	Students are then tasked with designing their dream home and creating a multi-modal presentation about it. Students will also undertake a listening exam about various types of housing in Japan.



HEALTH & PHYSICAL EDUCATION / HEALTH

Health and Physical Education reflects the dynamic and multidimensional nature of health and recognizes the importance of physical activity in the lives of individuals and groups in our society. The subject provides students the opportunity to develop knowledge, understandings and skills needed to make informed decisions about physical activity, and the health and wellbeing of themselves and others in the community.

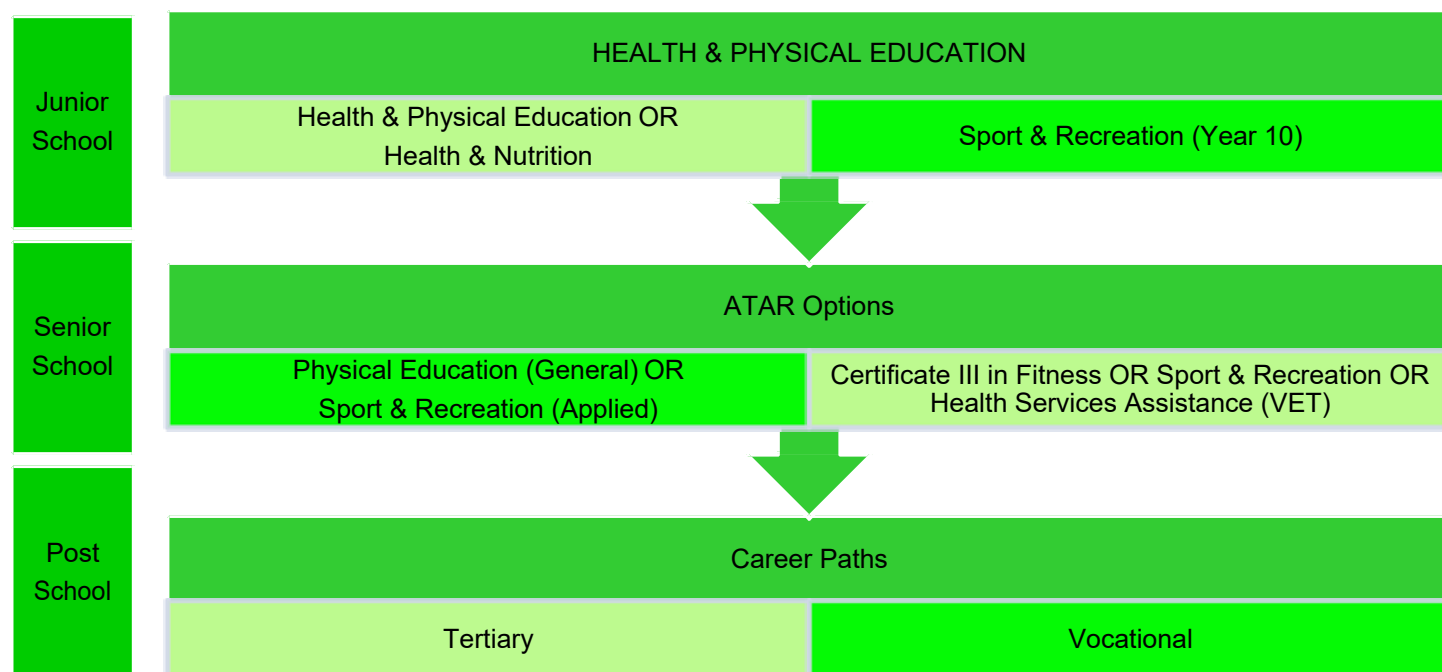
The program consists of two lessons per week and consist of theory and practical learning tasks. One semester is devoted to Health and the other semester focuses on Physical Education.

Students must engage fully in all practical learning tasks. They must have a hat for all outdoor practical activities.

Students will:

- Develop various communication skills
- Promote health and wellbeing messages in the community
- Modify rules so activities are safe, fair and inclusive
- Use feedback to improve personal performance of movement skills and strategies

HPE	Unit Outline	Assessment Summary
2 TERMS 20 WEEKS	Unit 1: Biomechanics / Striking Games Unit 2: Fair Play / Team Handball	Written: Multimodal Written: Investigation Performance
HEALTH		
2 TERMS 20 WEEKS	Unit 1: PERMA & Wellbeing Unit 2: CyberSmart Unit 3: Decisions About Alcohol Unit 4: Health Diversity	Written: Report Written: Essay Written: Exam Written: Case Study



Career Pathways:

Exercise Physiologist	Sports Journalism	Coaching
Teaching	Allied Health Professional	Sport Administration



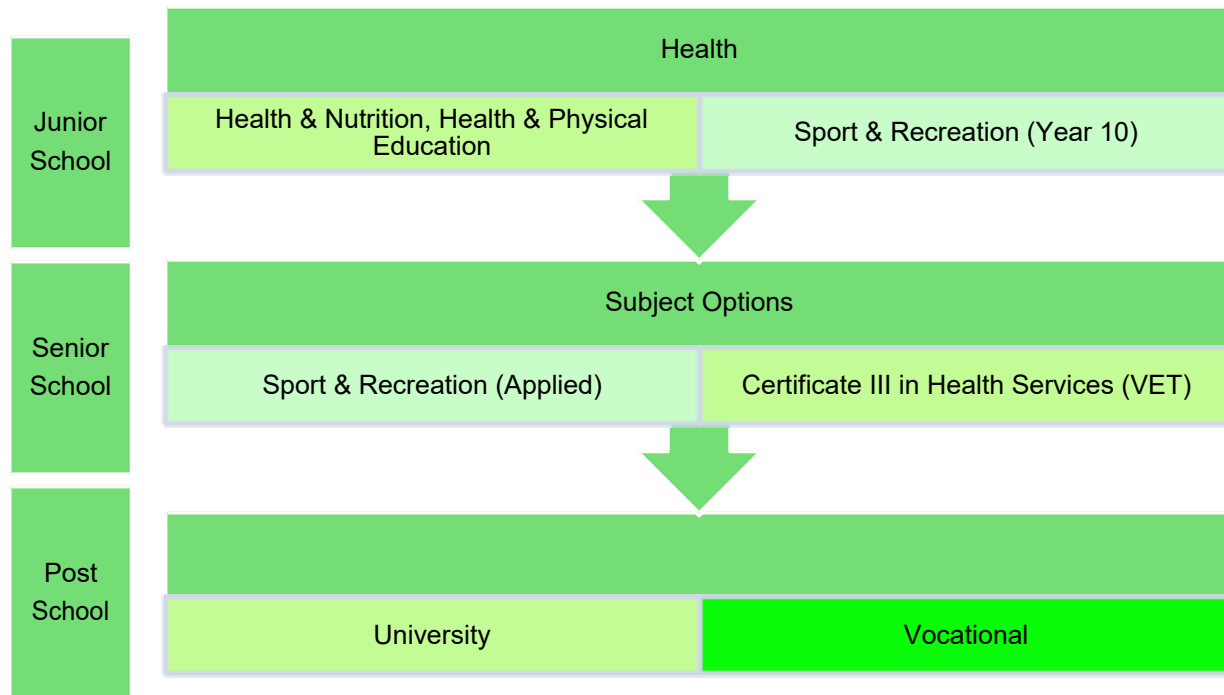
HEALTH

Health develops healthy and active citizens with critical inquiry skills to analyse and understand the influences on their own and others' health, safety, wellbeing.

Health develops knowledge, understanding and skills for students to take positive action to protect, enhance and advocate for regular movement-based activity, personal identity and wellbeing, and respectful relationships. The subject assists students to make informed decisions as well as to take actions to promote their health, safety and wellbeing of themselves and others.

Students who do not participate in Interschool Sport will study Health for one lesson each week.

Health	Unit Outline	Assessment Summary
Term 1	Bouncing Forward - Resilience	Written: Report
Term 2	A Guide to Nutrition & Exercise	Written: Exam
Term 3	Healthy Relationships	Written: Assignment
Term 4	Taking Social Responsibility	Written: Multimodal



Career Pathways:

Exercise Physiologist	Sports Journalism	Coaching
Teaching	Allied Health Professional	Sport Administration
Personal Trainer	Sports Trainer	Gym Instructor



SPORT DEVELOPMENT PROGRAM

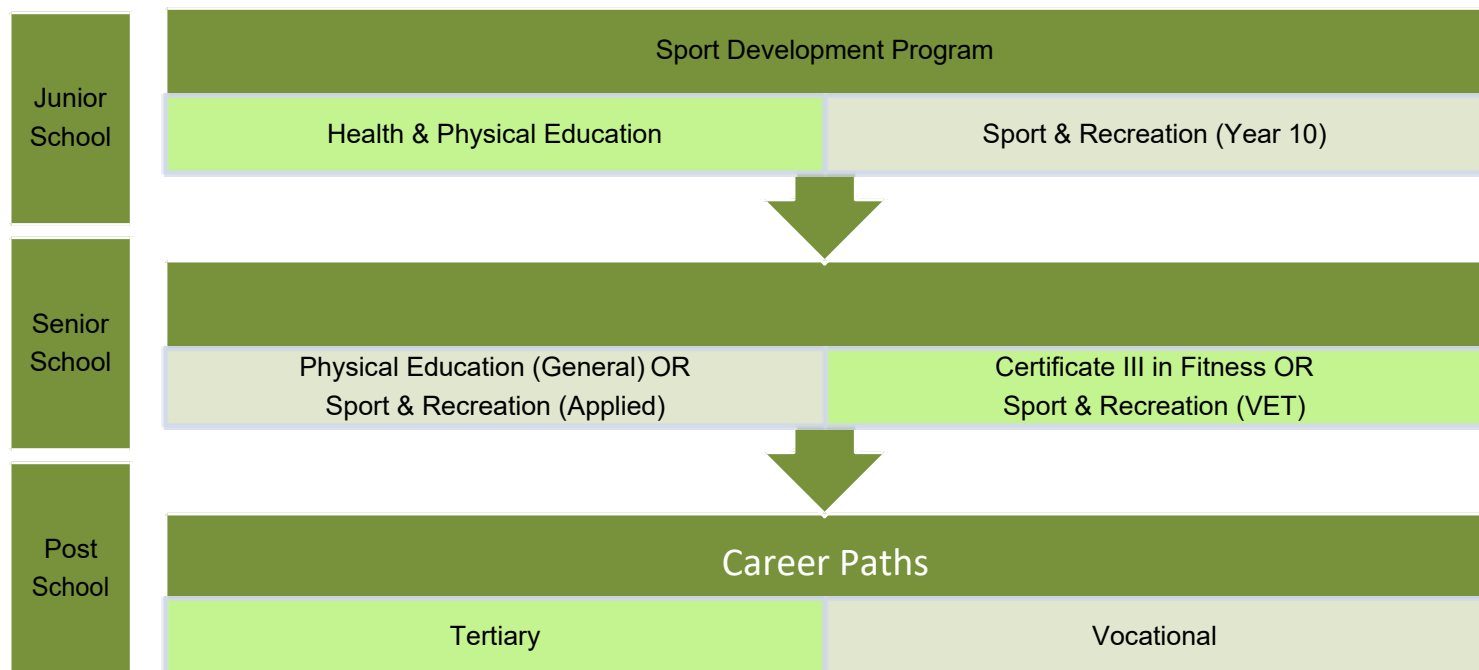
Students may elect to participate in the Sports Development Program instead of studying Health and Physical Education. This new program is specifically designed for those students who wish to participate in Interschool Sport on a weekly basis.

Participation in Interschool Sport program will constitute the practical assessment for the course. The program will cover the same topics in the theoretical component of the course as Health and Physical Education. This course will run for the whole year. Students wishing to participate in this program will need to complete a Sports Development Program Application Form.

The cost to participate in the Sports Development Program will be \$60.00 for the year. Please note that students in the AFL or Netball Development Academies will not be able to participate in the Health and Physical Education or the Sport Development Program.

Students must meet all aspects of the Student Code of Conduct including attendance and behaviour expectations to remain in the program.

HPE	Unit Outline	Assessment Summary
Term 1	Theory: Biomechanics Practical: Interschool Sport	Written: Investigation Performance
Term 2	Theory: Decisions About Alcohol Practical: Interschool Sport	Written: Exam Performance
Term 3	Theory: Principles of Play Practical: Interschool Sport	Written: Report Performance
Term 4	Theory: CyberSmart Practical: interschool Sport	Written: Essay Performance



Career Pathways:

Professional player	Sports Coach	Sports Administrator	Sport Management
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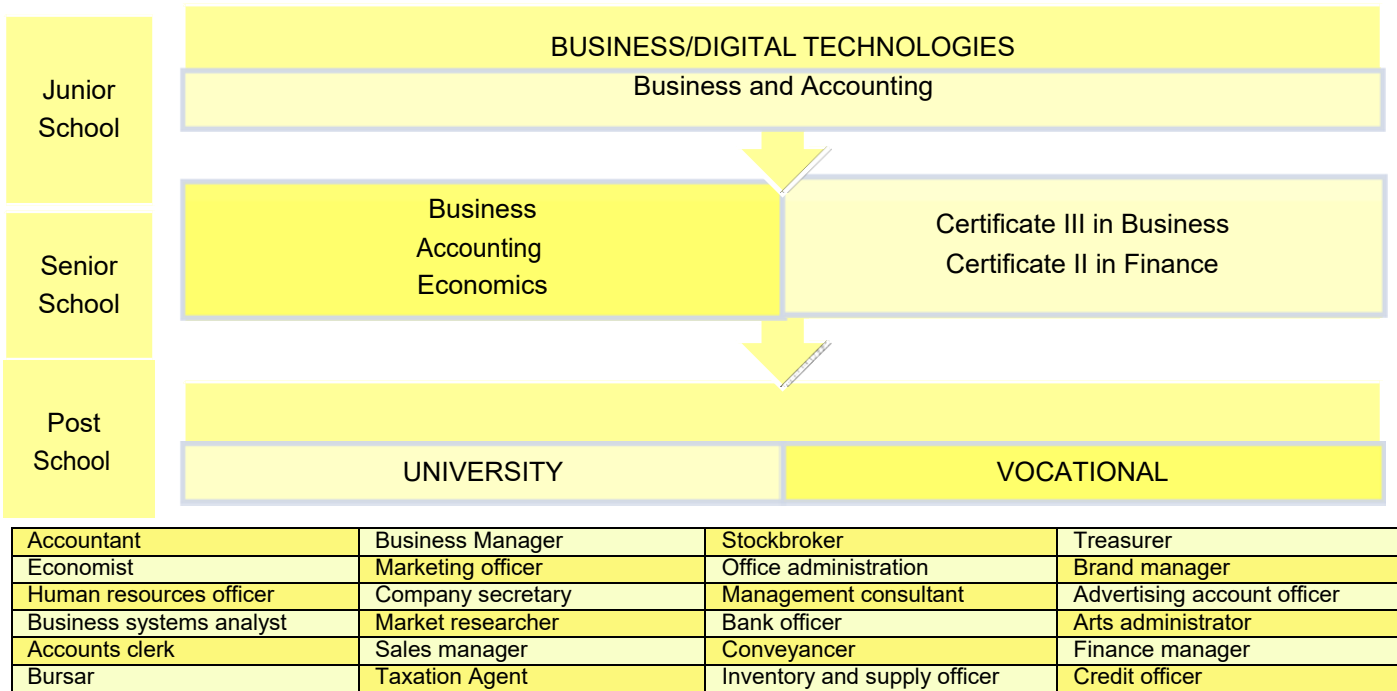
Business / Digital Technologies

This course of study provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, this program will foster students to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; and use resources efficiently.

BUSINESS

This unit gives students the opportunity to develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. Students will be able to explain how markets operate. They will explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe how Aboriginal and Torres Strait Island communities participate and interact in contemporary markets. Students will be able to gather relevant data and information from different sources to investigate an economic or business issue. They will apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts.

Business	Unit Outline	Assessment Summary
Term 10 10 Weeks	<p>Week 1- 4 Traditional Indigenous Markets</p> <ul style="list-style-type: none"> •The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary (multiple markets (ACHEK028) budget in •Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036) <p>Week 5 – 10 Financial Literacy & Spreadsheets</p> <ul style="list-style-type: none"> •Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018) •Interpret data and information displayed in different formats to identify relationships and trends (ACHES034) •Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES037) •Analyse and visualise data using a range of software to create information and use structured data to model object or events (ACTCIP026) 	<p>Week 4 – Exam (multiple choice and short answer)</p> <p>Week 10 – Exam choice and create Excel)</p>



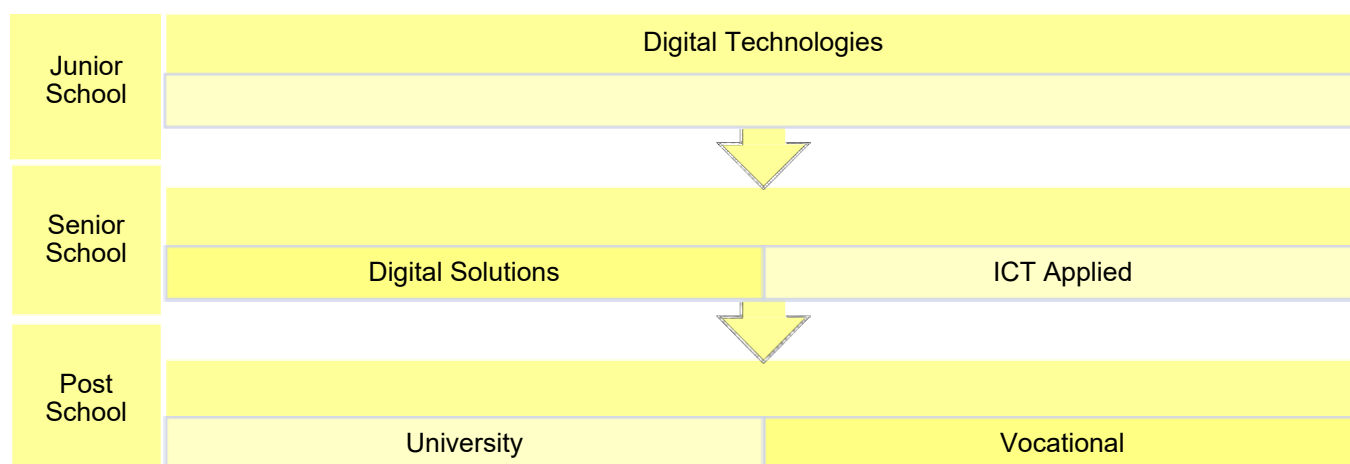
Digital Technologies

In this program, students will document and create a game using Game Maker, which should be aimed at players at the junior high school level. They will learn how to create and design games to incorporate appropriate challenges and fun elements.

They will investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital. They will design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test.

Students will learn to implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language.

Digital Technologies	Unit Outline	Assessment Summary
Term 10 Weeks	<p>Week 1 – 10 Coding</p> <ul style="list-style-type: none"> •Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors (ACTDIP029) •Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language (ACTDIP030) 	Practical Assessment – Design a game using code in Game Lab of Code.org.



Do you enjoy or are good at Digital Solutions?

Listed here are a selection of jobs that have some relation to the subject Digital Solutions

Computer engineer	Multi-media developer	Programmer	IT manager
Games developer	IT sales representative	Computer systems auditor	Air force technician
IT administration officer	App developer	Computer technician	IT support technician
Web designer/developer	Clinical coder	Electronics engineer	Army soldier – technician
Network analyst	Data processing operator	IT educator	Statisticians
Project or program administrator	Website administrator	Electronics and communication technician	Software engineer



DAT - Design and Technology

MANUAL ARTS

Manual Arts	Unit Outline	Assessment Summary
Term 10 Weeks	<p>Construction of a Wooden Pencil Case</p> <p>Skills:</p> <p>Pencil Case</p> <ul style="list-style-type: none"> • Identification of hand tools • Safe working practices • Use of some hand tools with safety • Marking out of the Project using some hand tools and pencils and the use of Face mark and Face Edge mark • Cutting safely and accurately • Assembling project, dry, and fixing. • Gluing practices and squaring project • Sanding • Applying a varnish 	Theory Booklet and Standard of construction for wooden

Listed here are a selection of jobs that have some relation to the subject.

Engineer	Electrician	Automotive Industry	Architect	Metal Trade	Construction Industry
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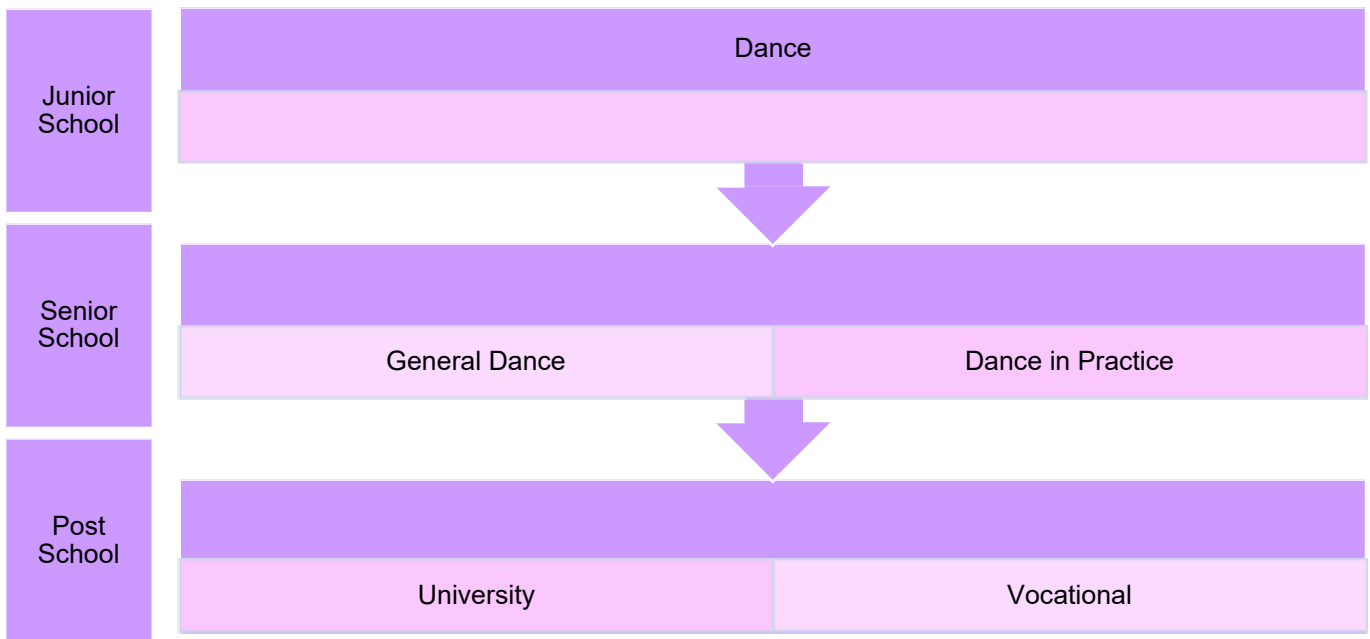
Dance

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. The body is the instrument of expression and uses combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement.

Making in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing.

Responding in Dance involves students appreciating their own and others' dance works by viewing, describing, reflecting on, analysing, appreciating and evaluating.

Dance	Unit Outline	Assessment Summary
2 Terms 20 Weeks	<u>Unit 1: Dance Foundations 1 (10 Weeks)</u> In this unit, students will explore dance concepts and genre of Popular Dance. Students the Elements of Dance and the communication of meaning in dance works. Students learn basic choreographic devices and expressive the Style of Popular Dance and develop an understanding of identifying and creating dance works using a choreographic intent (purpose/meaning).	<i>Performing</i> – Students perform a technical and expressive dance <i>Choreography</i> – Students learn basic choreographic devices and expressive. Students devise a skills relevant to the style of Popular Dance
	<u>Unit 2: Dance Foundations 2 (10 Weeks)</u> This unit introduces the production elements and teachers technical and expressive skills required Musical intent through a specific genre of dance– Musical Theatre. Students continue with their knowledge of the elements of dance to choreograph Students study dynamics and their function. Students learn choreographic devices and expressive skills to enhance choreographic intent.	<i>Performing</i> – Students perform a required to Musical intent through a specific genre of dance knowledge of the elements of dance to choreograph sequences. <i>Choreography</i> – Students will analyse and evaluate the structural choices made in their dance by documenting a process through a responding booklet <i>Responding</i> – Students complete a process through a booklet outlining the elements of dance used in their choreography.



Do you have a talent for Dance?

Listed here are a selection of jobs that have some relation to the subject Dance Excellence.

Professional Dancer	Choreographer	Dance Studio Owner
• Film and TV	Studio Dance Teacher	Media Presenter or Host
• Live Stage Company Dancer	Dance Educator	Children's Entertainer
• Music Videos	Health Nutritionist	Community Arts Worker
• Cruise Ship Performer	Sports Therapy	Dance Movement Psychotherapist
• Musicals	Physiotherapist	Personal Trainer
• Theme Park Performer	Dance Therapist	Theatre Director
• Corporate Event Performer	Fitness Instructor	Talent Agent



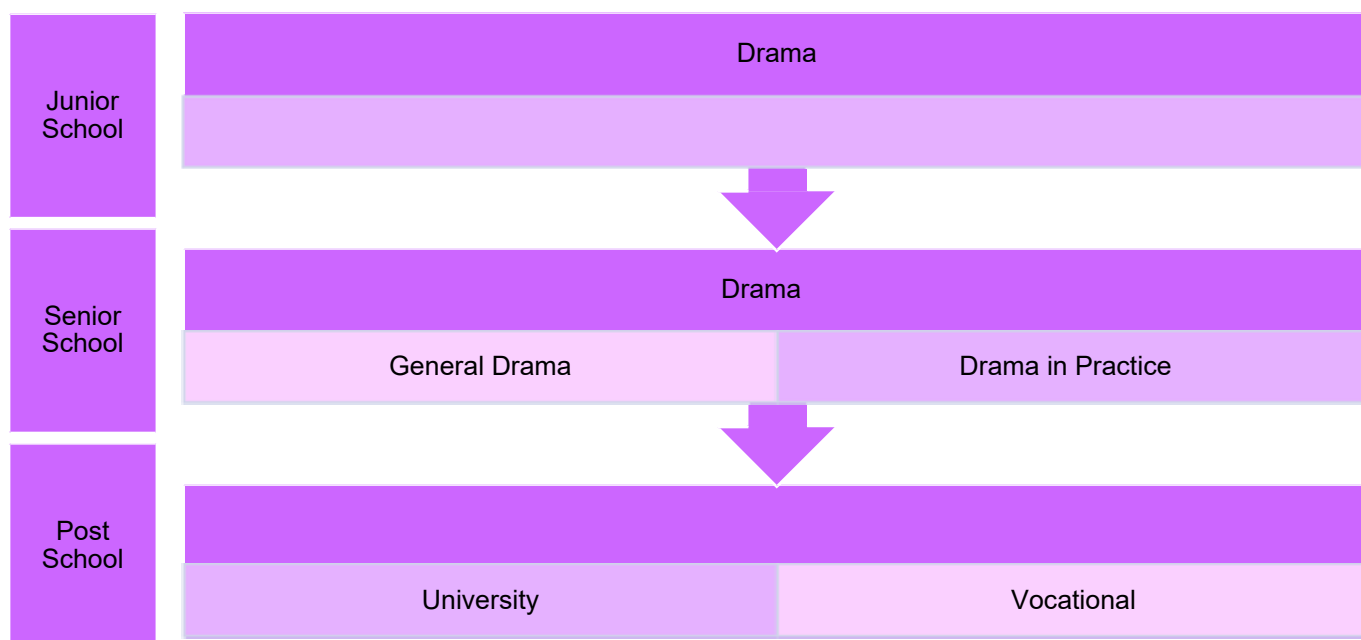
Drama

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Drama, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about drama.

In Drama, students physically inhabit an imagined role in a situation. By being in role and responding to role, students explore behaviour in the symbolic form of dramatic storytelling and dramatic action. In purposeful play, students' exploration of role sharpens their perceptions and enables personal expression and response. Their intellectual and emotional capacity grows, specifically the capacity to feel and manage empathy. As audiences, students learn to critically respond to and contextualise the dramatic action and stories they view and perceive.

Drama	Unit Outline	Assessment Summary
<p>2 Terms</p> <p>20 Weeks</p>	<p>Unit 1 – Building Blocks of Drama</p> <p>This unit involves students studying the responding to live theatre fundamentals of Drama which will include a study of the elements of Drama with a particular focus on The Human Context. Students will study the skills of improvisation, story building and performance skills through creative play, trust and problem-solving exercises.</p> <p>Unit 2 – Australian Theatre</p> <p>During this unit students will explore the history of drama looking specifically at its impact on Australian Theatre. Students will study an Australian play, reading, analysing and focusing on its use of the dramatic languages to develop meaning for an audience and unpack the relevant conventions. Students will be taken through the traditions of oral storytelling and the way dramatic practice was historical and is presently used in Indigenous culture, then focus on how contemporary drama is used to tell stories and in particular those of Indigenous Australians.</p>	<p>Written: Analytical Essay</p> <p>Performance: Student devised improvisation/role play</p> <p>Performance: Scripted Drama</p>



Do you enjoy or are you good at Drama?

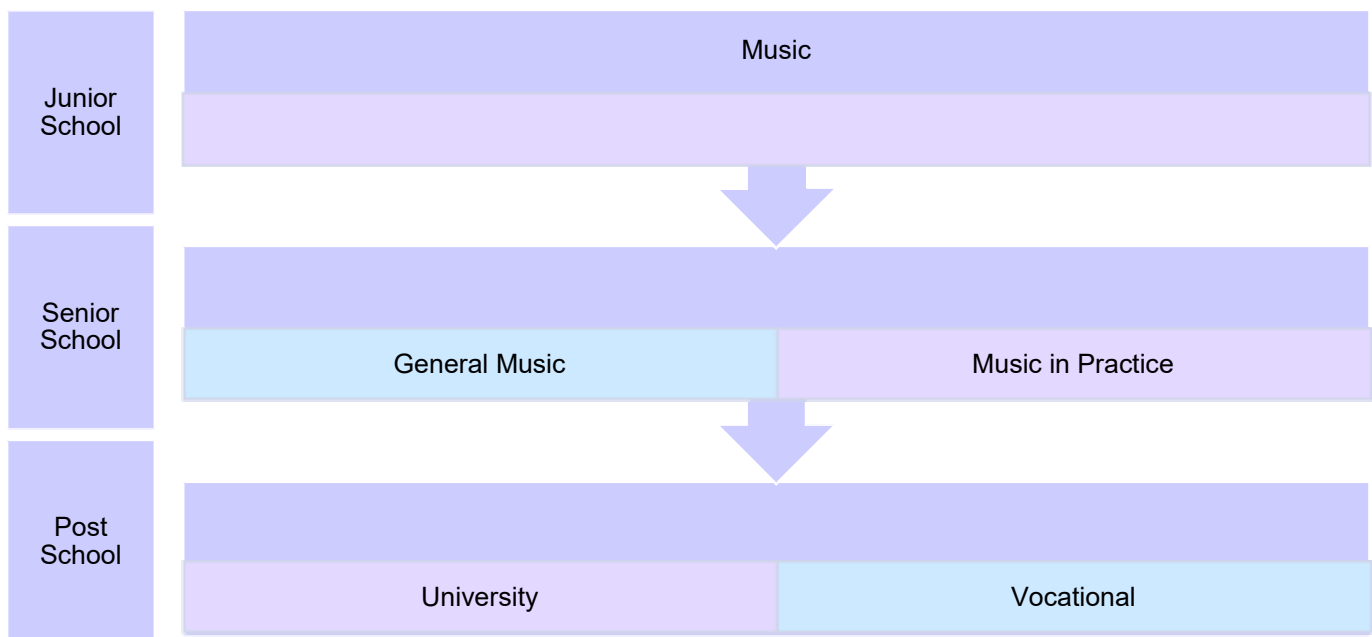
Listed here are a selection of jobs that have some relation to the subject Drama.

Actor	Set Designer	Playwright	Performing Artist
Drama Educator	Camera Operator	Journalist	Costume designer
Director	Lighting Technician	Stage Manager	Speech Therapist
Producer	Artist Management	Multimedia Developer	Broadcast Presenter
Television Presenter	Arts Administrator	Dramaturgy	Critic
Promoter	Events Management	Editor	Makeup Artist



Music

Music	Unit Outline	Assessment Summary
Introducing Music 1 Semester 20 Weeks	<p>This course of study is an introduction to music performance, composition, and theory. The student will select one of the following instruments: ukulele, guitar, drum kit, bass guitar and keyboard to develop music performance skills.</p> <p>Additionally, students will create a ringtone and an arrangement of a popular song using Garageband developing confidence and organisation skills as part song on an instrument of their choice. This unit includes project-style learning incorporating music technologies supported by video tutorials, which allows students to independently set their own work pace.</p>	<p>Task 1 - Students will create a ringtone using Garageband.</p> <p>Task 2 - Students will create an arrangement of a popular song using Garageband.</p> <p>Task 3 - Students will present a group performance of a popular of these processes.</p>



Musician/Singer	Audio Engineer	Producer	Instrument Maker/Repairer
Music Educator	Composer	Music Journalist	Conductor
Music Therapist	Lighting Technician	Stage Manager	Speech Therapist
Studio Musician	Artist Management	Multimedia Developer	Radio Presenter
Television Presenter	Arts Administrator	Accompanist	Music Critic
Music Promoter	Events Management	Arranger	Military Band

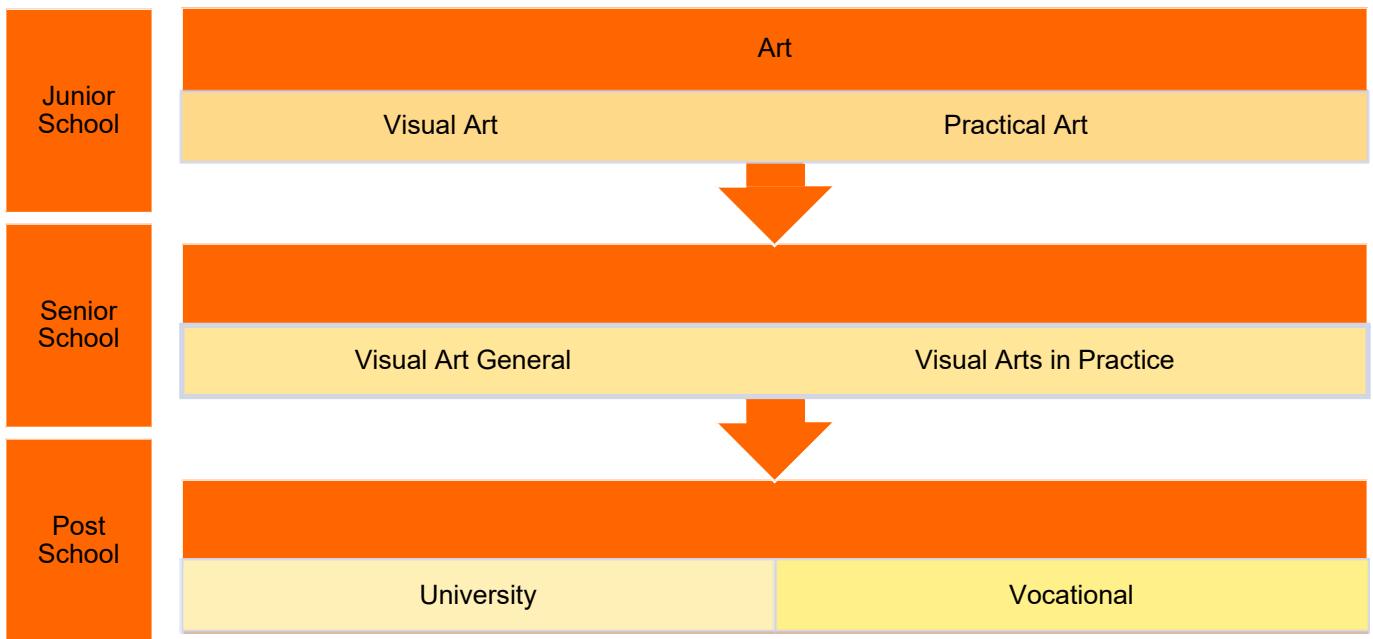


ART

Students in Year 8 will experience a number of 2D and 3D activities with a focus on the Elements of Art in an intensive semester – long course. Students are urged to use their imagination and are encouraged to be creative and to solve problems throughout the course. Students are given the opportunity to experience and explore a variety of media to help them understand the capabilities and limitations of the materials used. Students gain knowledge, understanding and appreciation of art and culture.

- Students will make two and three-dimensional images and objects
- Students will develop artistic skills and understanding of the purpose and meaning of Art
- Students will resolve artworks and present their works to an audience
- Students will complete responding tasks that demonstrate their ability to appraise artworks

Art	Unit Outline	Assessment Summary
<p>2 Terms</p> <p>20 Weeks</p>	<p>In Visual Art students will develop knowledge of different technologies, genres and subject matters in historical and contemporary art, craft and design practices. Students will understand the use of Imagination in the creation of artworks aided by historical artistic imagery, myths and culture, mechanical forms and the natural world. They will complete a tonal drawing of a mythical mechanical beast that draws form research, insights and knowledge.</p> <p>Students will modify or reinvent their beast into a 3D sculpture. They will plan and develop designs that are suitable to make using clay. They will hand build the creature using safe sculptural processes and practices. Students will design and paint mythical environments that would sustain the life of their creature. They will explore colour theory and paint techniques to create a landscape painting.</p> <p>Students will explain their decisions, analyse choices of approach in practice, and review outcomes. They will learn to analyse, compare and evaluate using appropriate art and design terminology.</p>	<p>Mythical-Mechanical drawing – Making</p> <p>Artist reflection – Responding</p> <p>Clay monster – Making</p> <p>Landscape painting – Making</p> <p>Analysis exam - Responding</p>



Do you enjoy or are you good at Visual Arts?

Listed here are a selection of jobs that have some relation to the subject VISUAL ARTS.

Photographer	Art Gallery/ Museum Curator	Artist	Painter and decorator
Make-up artist	Sign writer	Tattooist	Animator
Florist	Graphic designer	Illustrator	Architect
Multimedia developer	Art teacher	Jeweller	Advertising and marketing
Interior designer	Town planner	Advertising	University lecturer
Cartoonist	Fashion designer	Beautician	Textile designer

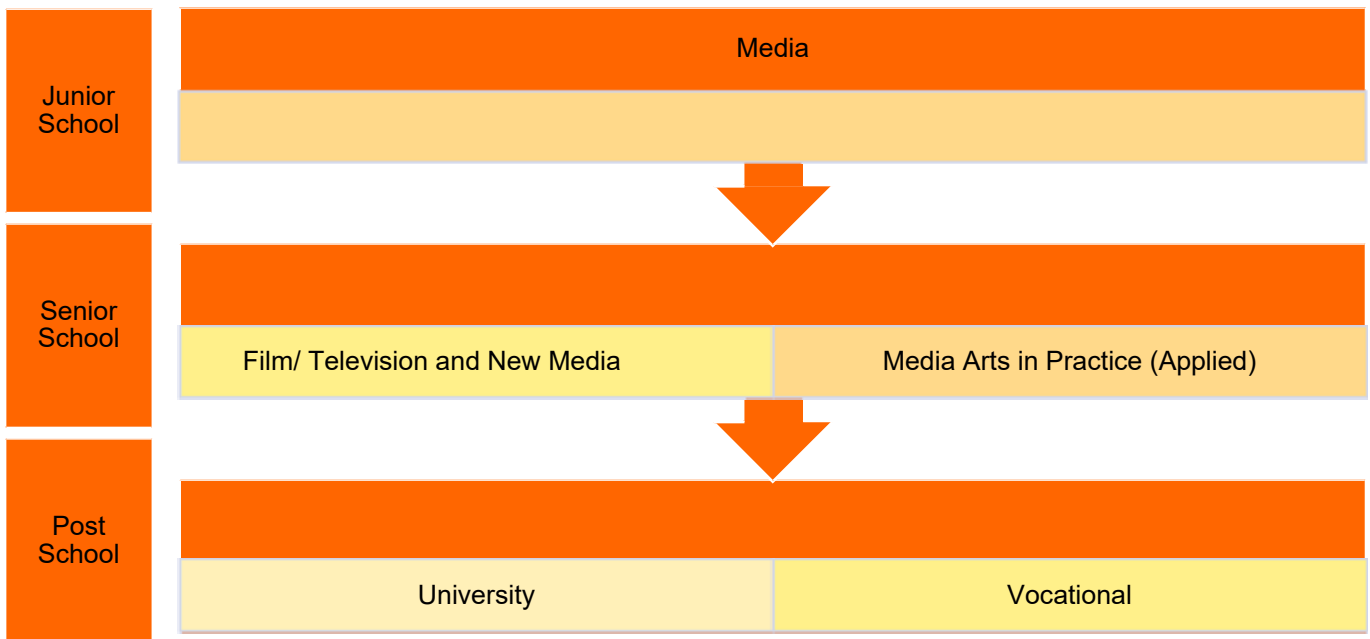


MEDIA

Media arts involves creating **representations** of the world and telling stories through communications **technologies** such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects **audiences**, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks all done through the superhero and adventure genre.

Media	Unit Outline	Assessment Summary
2 Terms 20 Weeks	<p>Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make and view. They evaluate how they and other makers and</p> <p>users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning</p> <p>Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning.</p>	<p>Exam – Responding</p> <p>Design Superhero backstory – Making</p> <p>Film Review - Responding</p> <p>Film trailer - Making</p>



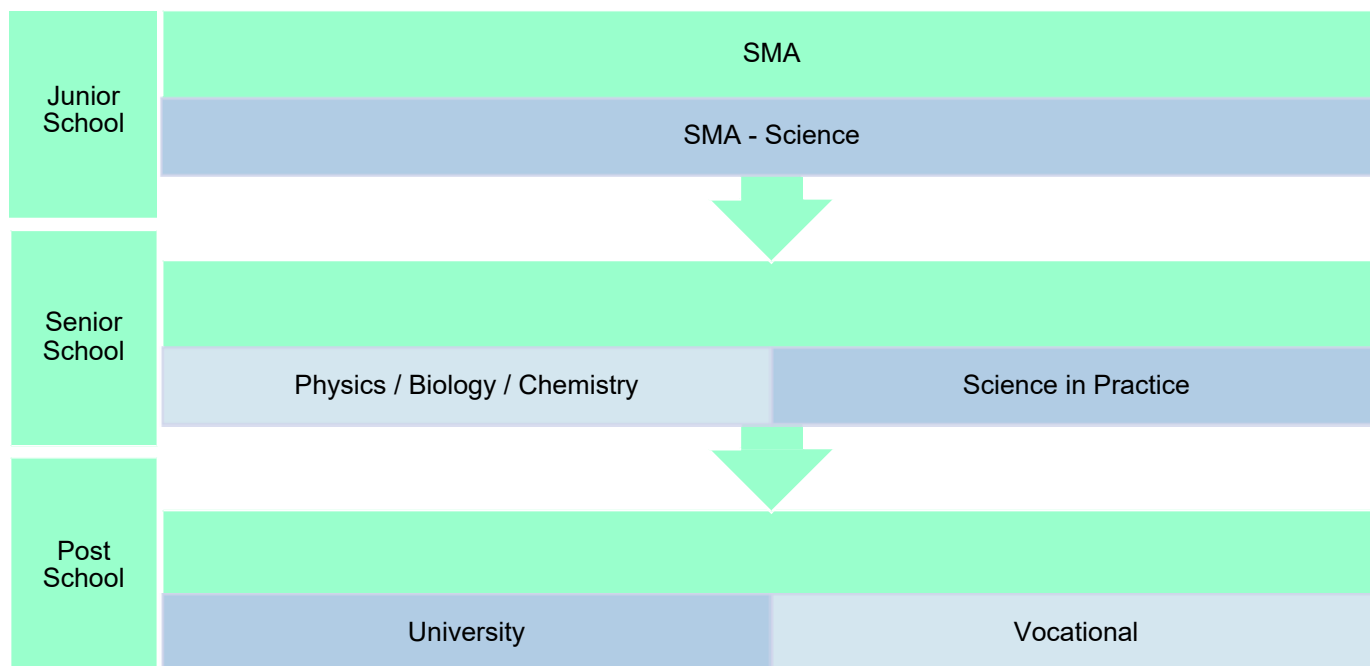


Science Maths Academy – SMA - Science

Year 8 SMA Science focuses on students continue to develop Science Inquiry Skills and understanding the place of science in the modern world. They discover real world applications of science, technology and engineering through the school's partnership with QUT and through collaborating with their studies in SMA STEM.

Students may be involved with a number of science inquiry competitions subject to availability and these engage students in citizen science, the use of technology, presenting scientific information to specific audiences and integration with SMA STEM

Science	Unit Outline	Assessment Summary
Term 1	Students study how the matter that makes up our world is based on the idea of particles and how these particles behave with variables such as heat, pressure, volume and interactions with other substances	Exam
Term 2	Students study the characteristics of living things including the idea of the cell being the basis of life and how these are differentiated on different levels to produce different tissues, organs, body systems and classes of living things.	Folio
Term 3	Students study how energy is transformed from one form to another and transferred between objects. They study how energy is conserved but may be lost from a system. The integrate technology into their science investigation to design and energy transfer and transformation system	Project
Term 4	Students study the rock cycle and how minerals in rocks are used for specific purposes in technology and industry.	Research Task





Science Maths Academy – SMA - Maths

Brief Course and Assessment outline:

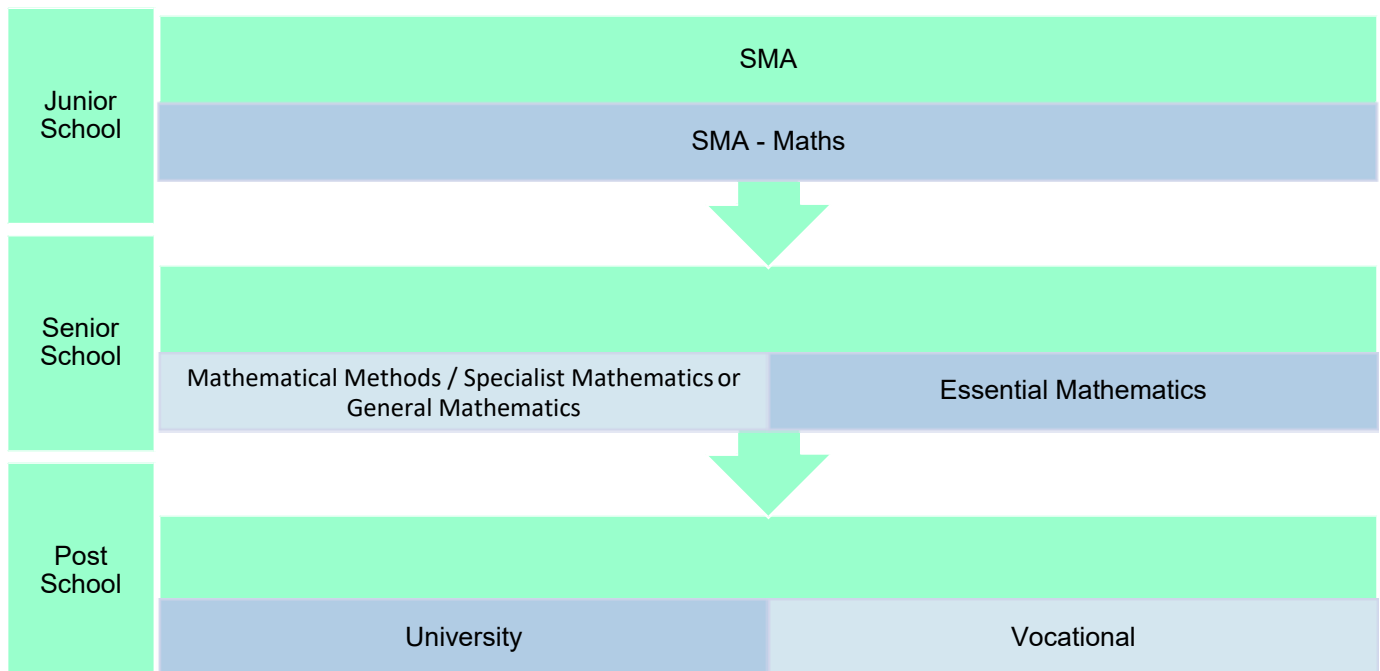
Year 8 Mathematics students will study units based on the Australian Curriculum. This covers the core topics of Number and Algebra, Measurement and Geometry, and Statistics and Probability as well as Finance. The course will use the proficiency strands of Fluency, Understanding, Problem Solving and Reasoning to help students engage and learn the mathematics they need. Students will access the program through a variety of learning activities involving textbooks, ICTs and faculty provided resources.

Students will complete both Examinations and Problem Solving and Modelling Tasks (assignments) during this program which will allow them to show their knowledge of the Australian curriculum.

Maths	Unit Outline	Assessment Summary
Term 1 Unit 1 – Number	Students will carry out the four operations with rational numbers and integers, and investigate terminating and recurring decimals. They will investigate the concept of irrational numbers, including π and solve problems involving the use of percentages including percentage increases and decreases. They will then solve problems involving profit and loss.	Unit 1 – Number Examination
Unit 2 - Probability	Students will identify complementary events and use the sum of probabilities to solve problems and describe events using language of 'at least', exclusive 'or', inclusive 'or' and 'and'. They will represent events in two-way tables and Venn diagrams and solve related problems	Unit 2 – Probability Problem Solving and Modelling Task.
Term 2 Unit 3 - Algebra	Students will use index notation with numbers to establish the index laws with positive integral indices and the zero index. They will then Solve a range of problems involving rates and ratios, with and without digital technologies Students extend and apply the distributive law to the expansion of algebraic expressions and factorise algebraic expressions by identifying numerical factors. They simplify algebraic expressions involving the four operations and solve linear equations using algebraic techniques.	Unit 3 Algebra Examination
Term 3 Unit 4 – Statistics	Students will investigate techniques for collecting data, including census, sampling and observation and explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes. They will then explore the variation of means and proportions of random samples drawn from the same population while investigating the effect of individual data values, including outliers, on the mean and median	Unit 4 – Statistics Problem Solving and Modelling Task
		Unit 5 – Measurement and



Unit 5 – Measurement and Linear Algebra	<p>Students will plot linear relationships on the Cartesian plane and solve linear equations using graphical on techniques.</p> <p>Students will choose appropriate units of measurement for area and volume and convert from one unit to another and find perimeters and areas of parallelograms, trapeziums, rhombuses and kites. They investigate the relationship between features of circles such as circumference, area, radius and diameter and use formulas to solve problems involving circumference and area. Students develop formulas for volumes of rectangular and triangular prisms and prisms in general and use formulas to solve problems involving volume</p>	Linear Algebra Examination
Term 4 Unit 6 – Geometry	<p>Students will solve problems involving duration, Geometry including using 12- and 24-hour time within a single time zone.</p> <p>They will define congruence of plane shapes using transformations and develop the conditions for congruence of triangles. Students will then establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning</p>	Unit 6 – Examination





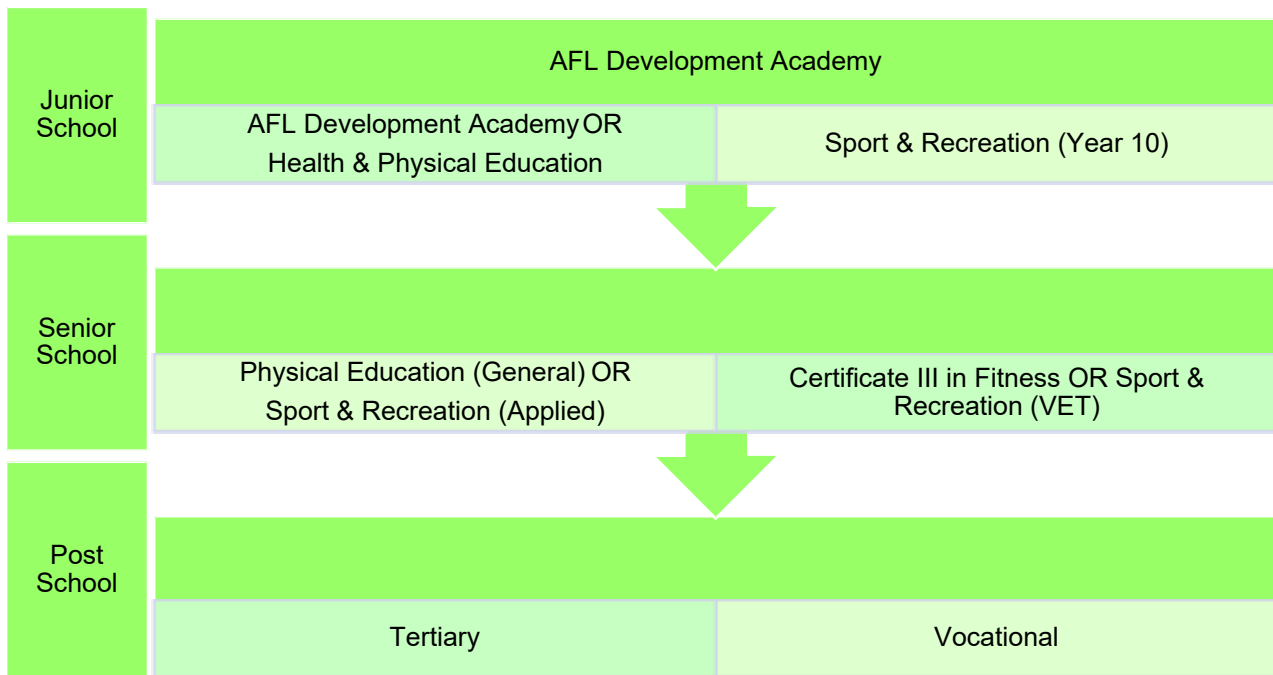
AFL Academy (Program of Excellence)

The AFL Development Academy is for students with a strong level of ability and interest in Australian Rules football. The program allows young footballers the opportunity to develop their physical capabilities within the game in order to achieve their optimum level of sporting performance.

The learning and assessment component for this program is the same as for Health and Physical Education.

Students must meet all aspects of the Student Code of Conduct including attendance and behaviour expectations to remain in the program.

	Unit Outline	Assessment Summary
Term 1 10 Weeks	Theory: Biomechanics Practical: AFL	Written: Investigation Performance
	Theory: Principles of Play Practical: AFL	Written: Report Performance
	Theory: Decisions About Alcohol Practical: AFL	Written: Exam Performance
	Theory: CyberSmart Practical: AFL	Written: Essay Performance
Cost and content of players kit - TBA		



Career Pathways:

Professional player	Sports Coach	Sports Administrator	Sport Management
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Students can only participate in one of the Sporting Academies (AFL or Netball). Students selected into one of the Academy programs will be committed to the course for a minimum of two years. Students participating in an Academy program will not study Health and Physical Education.



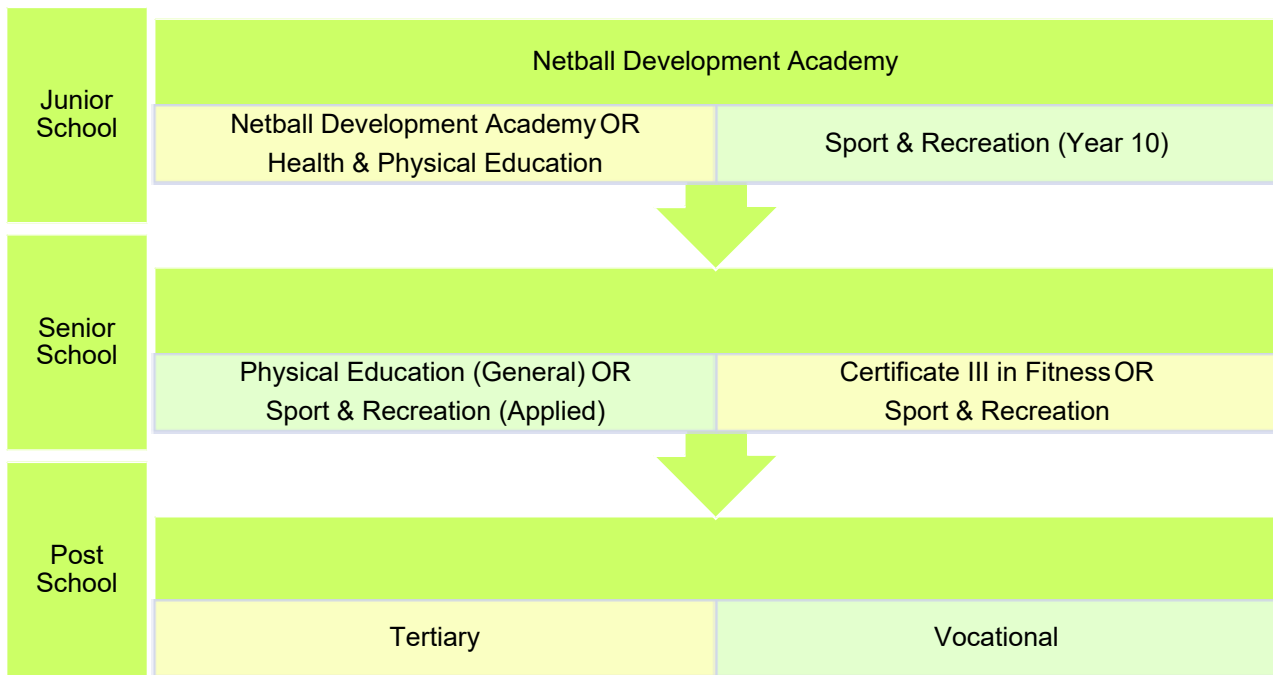
Netball Academy (Program of Excellence)

The Netball Development Academy is a high-performance Sport Development program. It allows young netballers the opportunity to focus their physical capability development within a single sporting endeavour in order to reach their maximum physical potential.

The learning and assessment component for this program is the same as for Health and Physical Education.

Students must meet all aspects of the Student Code of Conduct including attendance and behaviour expectations to remain in the program.

	Unit Outline	Assessment Summary
Term 1 10 Weeks	Theory: Biomechanics Practical: Netball	Written: Investigation Performance
	Theory: Decisions About Alcohol Practical: Netball	Written: Exam Performance
	Theory: Principles of Play Practical: Netball	Written: Report Performance
	Theory: CyberSmart Practical: Netball	Written: Essay Performance
Cost and content of players kit - TBA		



Career Pathways:

Professional player	Sports Coach	Sports Administrator	Sport Management
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Students can only participate in one of the Sporting Academies (AFL or Netball). Students selected into one of the Academy programs will be committed to the course for a minimum of two years. Students participating in an Academy program will not study Health and Physical Education.



Dance Excellence

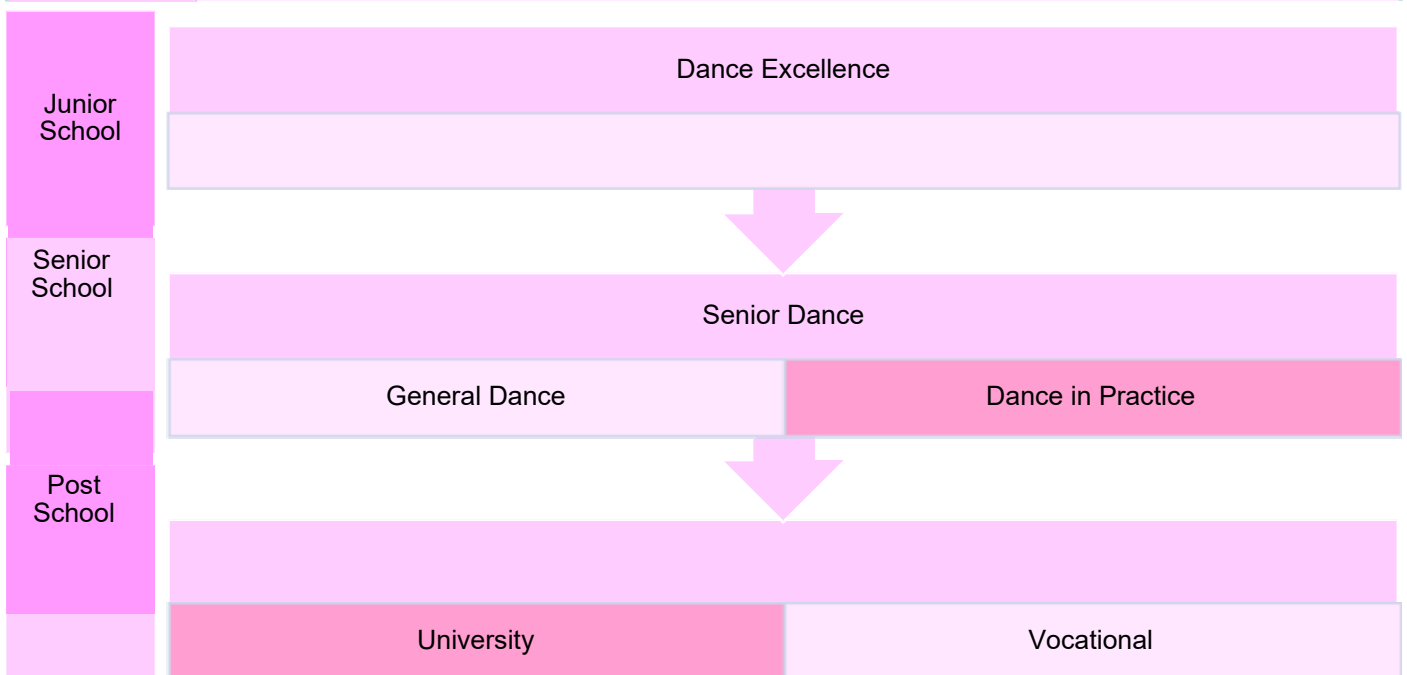
Dance Excellence is a program of excellence in the study and performance of dance. The Excellence program provides links to cater for students considering General Dance in the senior years of study and perhaps and a career in the dance industry. The program provides a rich educational experience that focuses on students' individual dance skills and is designed to promote and develop the talent and potential of young people in the region.

For current Year 7 Dance Excellence students, Year 8 Dance Excellence is a continuation. New students who wish to enter the course should contact the Head of Department Performing Arts for information and an application form. Entry to the course is by audition.

Unit Outline		Assessment Summary
Term 1 10 Weeks	<p><u>Contemporary Dance 1</u> This unit involves students studying and building on their knowledge of Contemporary dance, this will include:</p> <ul style="list-style-type: none"> • Researching Contemporary choreographers from the last half-Century □ Analysis of contemporary dance works using PIXAL structure □ Contemporary terminology and Contemporary technique including floorwork, travelling combinations, leaps and drops □ Yoga to improve strength, flexibility and breathing □ Performance skills including expression, projection and extension 	<p><u>Task 1: Responding</u> Analysis of a Contemporary dance work.</p> <p>Students, in pairs, choreograph a Contemporary style dance</p>
Term 2 10 Weeks	<p><u>Musical Theatre</u> This unit involves students studying Musical Theatre, this will include:</p> <ul style="list-style-type: none"> □ The history of Broadway, Musical Theatre and Tap including key choreographers/directors □ Fosse style and technique □ Performance skills including expression, projection and characterisation □ Vocal workshops in characterisation - style, accent, projection and singing □ Tap terminology and technique □ Viewing and analysis of popular Musical Theatre numbers □ Set, costume, lighting design 	<p><u>Task 3: Performance</u> Students perform a teacher devised (or adapted repertoire) Musical Theatre routine</p>
Term 3 10 Weeks	<p><u>Contemporary Dance 2</u> This unit involves students extending and refining their choreographic skills, this will include:</p> <ul style="list-style-type: none"> • Choreographic Devices (canon, abstraction, focus, retrograde, accumulation, inversion, repetition, variation) • Improvisation (individual, mirroring, shadowing, ghosting) • Use of technology to assist in composition • Partnering/Contact Improvisation – balance, counterbalance, lifts • Research, viewing and analysis of site-specific works 	<p><u>Task 4: Choreography</u> Students to create a site-specific contemporary routine</p>



<p>Term 4</p> <p>10 Weeks</p>	<p><u>Ballet</u></p> <p>This unit involves students studying and building on their knowledge of Ballet, this will include:</p> <ul style="list-style-type: none"> • Viewing and analysis of Modern Ballet works • Ballet terminology and Ballet technique including barre and centre work • Basic anatomy including major muscle groups and skeletal structure • Safe dance practices – warm-up, stretching and cool down • Pilates and core conditioning to elongate and strengthen, improving muscle elasticity and joint mobility • Performance skills including expression, projection and extension 	<p><u>Task 5: Appreciation</u></p> <p>In-class analysis of a section of a modern ballet. Short answer response.</p> <p><u>Task 6: Performance</u></p> <p>Performance of an adapted repertoire</p>
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Do you have a talent for Dance?

Listed here are a selection of jobs that have some relation to the subject Dance Excellence.

Professional Dancer	Choreographer	Dance Studio Owner
• Film and TV	Studio Dance Teacher	Media Presenter or Host
• Live Stage Company Dancer	Dance Educator	Children's Entertainer
• Music Videos	Health Nutritionist	Community Arts Worker
• Cruise Ship Performer	Sports Therapy	Dance Movement Psychotherapist
• Musicals	Physiotherapist	Personal Trainer
• Theme Park Performer	Dance Therapist	Theatre Director
• Corporate Event Performer	Fitness Instructor	Talent Agent

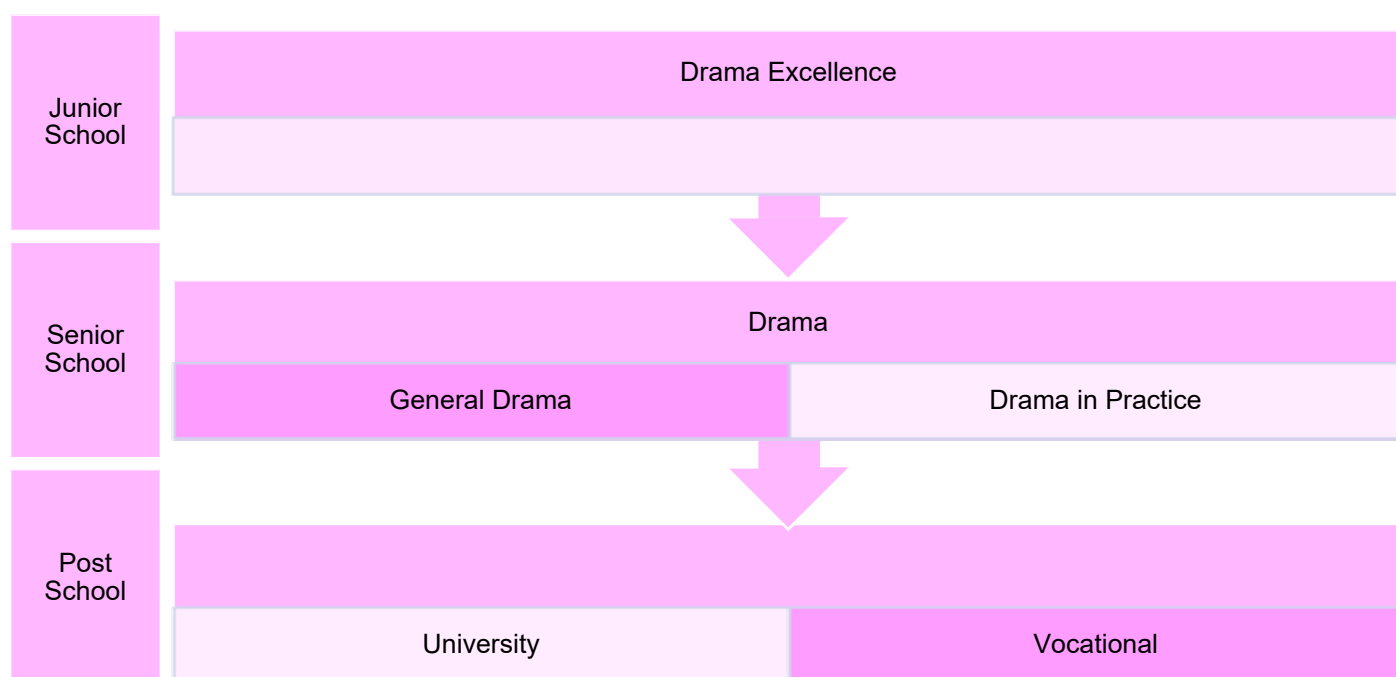


Drama Excellence

Drama Excellence is a program of excellence in the study and performance of the Dramatic Arts. The Excellence program provides links to cater for students considering General Drama in the senior years of study and perhaps a career in the theatre and/or film industry. The program provides a rich educational experience that focuses on students' individual drama skills, provides access to external arts practitioners, live theatre experiences, targeted workshops, and is designed to promote and develop the talent and potential of young people in the region.

Students who wish to enter the course should contact the Head of Department Performing Arts for information and an application form. Entry to the course is by auditions for Year 7 students held in Semester Two.

	Unit Outline	Assessment Summary
Term 1 - 2 20 Weeks	Children's Theatre This semester long unit explores the power of drama to engage and entertain children. Students will explore the elements of drama with a focus on the human context, tension and mood. They will further examine and workshop the form of Children's Theatre and its associated styles, conventions and performance skills. Students will be introduced to forming and performance works. They will create their own concepts for a performance targeting a child audience and will work together as a class ensemble to prepare a Children's Theatre performance for a live audience. In addition, student will learn how to analyse and evaluate how the dramatic elements have been combined to convey forms, styles and meaning.	1. Making (Forming)- Dramatic Concept for a Children's Theatre Performance 2. Making (Presenting)- Whole class performance
Term 3 10 Weeks	Make em' Laugh Comedy, whether it be delivered through stand up, in a movie or in a theatrical production, is one of the most popular performance forms. In this unit, students will explore and workshop the techniques and skills associated with clowning, slapstick, farce and parody dramatic styles. In this unit, students will work to develop characterisation, voice and movement skills to better communicate meaning in performance and work to collaboratively plan, structure and rehearse live group performances.	3. Making (Forming & Presenting)- Student devised performance
Term 4 10 Weeks evolve	Magic of the Big Screen In the fast paced, interactive, technological and 'on demand' society that we live, it is important that our theatrical/ dramatic styles to cater for contemporary audiences. In this unit, students will explore the style of Cinematic Theatre and the use of technology in the theatre. Learning about this allows students to take their storytelling to new heights and allows stories to become far more meaningful and engaging for audiences. Students will work collaboratively to combine the elements of drama in scripted drama to communicate ideas and to plan, structure and rehearse drama that communicates meaning. In addition, students will learn how to analyse and evaluate how the dramatic elements have been combined to convey forms, styles and meaning.	4. Responding- Student Portfolio 5. Making (Forming & Presenting)- Scripted Performance



Do you enjoy or are you good at Drama?

Listed here are a selection of jobs that have some relation to the subject Drama.

Actor	Set Designer	Playwright	Performing Artist
Drama Educator	Camera Operator	Journalist	Costume designer
Director	Lighting Technician	Stage Manager	Speech Therapist
Producer	Artist Management	Multimedia Developer	Broadcast Presenter
Television Presenter	Arts Administrator	Dramaturgy	Critic
Promoter	Events Management	Editor	Makeup Artist

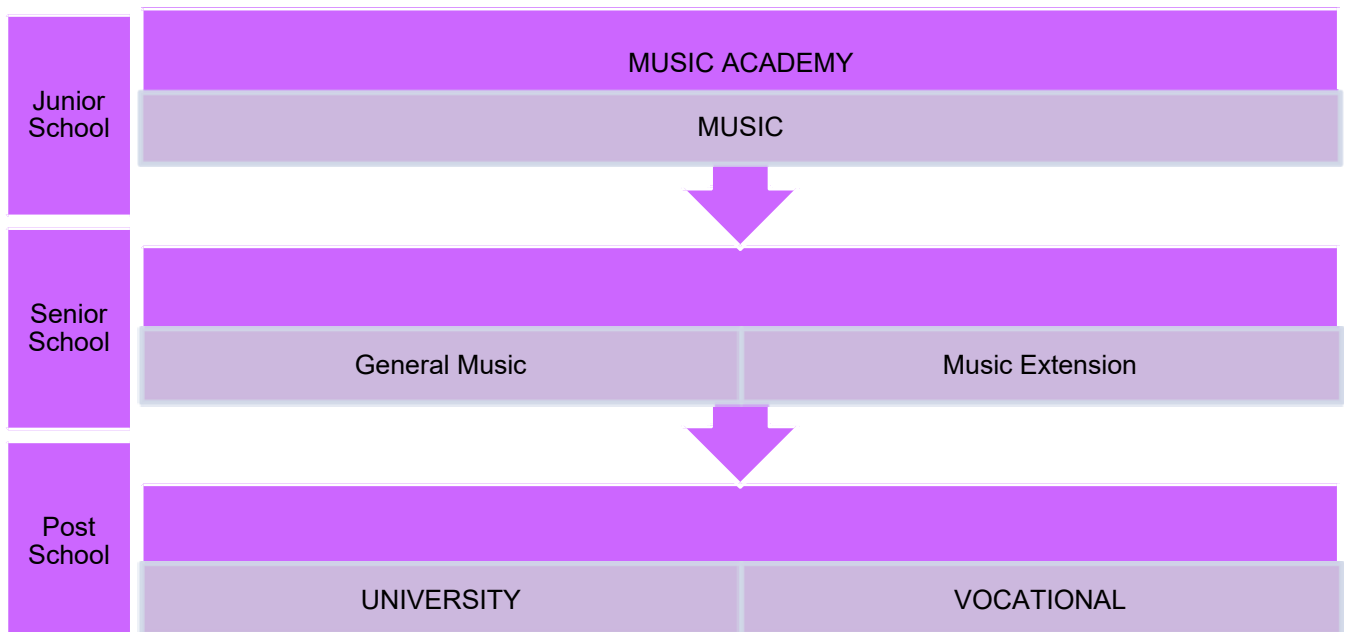


MUSIC ACADEMY

Unit Outline		Assessment Summary
Remixular Bells Term 1 10 weeks	<p>This course of study explores Minimalism a contemporary Ar Music style through the opening of Mike Oldfield's seminal progressive rock work, "Tubular Bells". The focus for this unit is responding and creating through listening and arranging supported by music technologies. The student will explore the application of repetition and ostinato, realise structural relationships, and employ music technology skills strengthening their understanding of Garage Band. The learning experiences are supported with easy-to-follow instructions, with the focus to reimagine "Tubular Bells" in the form of a music remix.</p>	Task 1 - Students will create a remix of Mike Oldfield's Tubular Bells using Garageband and Electronic Dance Music concepts
STOMP Term 2 10 Weeks	<p>This course of study focuses on performance and improvisation developing composition and coordination skills through the application of rhythm and movement. The student will interact with specific repertoire to identify distinct characteristics related to the STOMP genre and will be expected to create a music performance without traditional instruments. This is a physical unit encouraging students to learn about the rhythm of life through the study of music of other cultures, art, and the influence of the world around us. Presented in a musical theatre format, this course is supported by visiting specialists to further develop and strengthen creating, improvising and team working skills.</p>	Task 2 – Students will create a STOMP performance incorporating basic movement to reflect the natural rhythm of life. Task 3 – Students will develop a music performance to reflect their facility on their major instrument of study, individually or in a small group
Musical Theatre Term 3 10 Weeks	<p>This course of study investigates a variety of musical styles contained within the genre of Musical Theatre with a focus on performance and music appreciation. An investigation of its formal structures, the combination of song, spoken dialogue dramatic elements, and dance will highlight the relationship between storytelling, mood, and emotion. Learning experiences include analysis of lyrics, music composition and performance techniques. Amongst other selections musicals such as the <i>Lion King</i>, <i>Hamilton</i> and <i>Beauty and the Beast</i> will be a source of repertoire.</p>	Task 1 - Students will set lyrics to rhythm and melody supported by a backing track which reflects a studied aspect of musical theatre.



<p>Contemporary Music</p> <p>Term 4 10 Weeks</p>	<p>This course of study develops an appreciation for the music of today building on prior knowledge of previously studied contemporary music styles. The student will develop skills in recording techniques, music production, arranging and performance. The music of Eminem, Bo Diddley, selected Australian artists and the Protest music genre will provide a historical and cultural context, identifying the relationships between lyrics and the musical elements. The student will also explore song writing, remixing and performance techniques supported by the application of music technologies.</p>	<p>Task 2 - Develop a music performance to reflect a contemporary style of music on your major instrument of study, individually or in a small group.</p> <p>Task 3 – Students will sit a responding exam.</p>
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Musician/Singer	Audio Engineer	Producer	Instrument Maker/Repairer
Music Educator	Composer	Music Journalist	Conductor
Music Therapist	Lighting Technician	Stage Manager	Speech Therapist
Studio Musician	Artist Management	Multimedia Developer	Radio Presenter
Television Presenter	Arts Administrator	Accompanist	Music Critic
Music Promoter	Events Management	Arranger	Military Band