

CALOUNDRA CITY PRIVATE SCHOOL

# Academic Courses Handbook

2022 - YEARS 9 & 10



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## **YEAR 9 & 10 CURRICULUM**

Students are introduced to new and exciting subject offerings, as well as new academic routines.

English, Humanities, Languages other than English (LOTE), Mathematics, Health and Physical Education and Science are compulsory subjects and will be undertaken by all students. There is also an opportunity for students to select from a range of electives. Student academic strengths and personal interests will influence subject selection decisions.

The subjects offered are grouped under the following categories:

- Core
- Elective
- Additional

Core and additional subjects are studied by all students, and each student must choose two elective subjects. Specific information on each subject is contained within this handbook.

### **Core Subjects**

The Core subjects consist of:

- English
- Humanities (History, Geography and Civics and Citizenship)
- Mathematics
- Health and Physical Education
- Wellbeing Program
- Science

### **Elective Subjects**

The Elective subjects consist of:

- Design and Digital Technology
- Enterprise, Hospitality and Tourism
- Japanese
- Media Arts
- Music
- Visual Arts

### **Additional Activities**

In addition to the Core subjects described above, all students in Years 7 and 8 will participate in Additional activities, as listed below:

- Assembly
- Sport
- Form
- Year Level and House Group Meetings

These additional activities and teachers will also play an integral role in your child's development and learning.

## **THE SUBJECT SELECTION PROCESS**

### **Elective Subjects**

The elective subjects provide opportunity for students to choose subjects from a range of Learning Areas.

Elective subjects offered include:

Subject	Learning Area
Design and Digital Technology	Technology
Enterprise, Hospitality and Tourism	Business
Japanese	Languages
Media Arts	The Arts
Music	The Arts
Visual Arts	The Arts

Students must select two elective subjects to study in each semester of Year 9.

### **Subject Selection Process**

Students use the Year 9 and 10 Subject Selection/Change Form to indicate the elective subjects they would like to study.

*Note: Subject selections for new enrolments will be made according to the 'line structure' and are subject to class size constraints.*

### **Choosing Electives**

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different to those of another student.

This means it is unwise to either take or avoid a subject because:

- another person says it is good or bad; or your friends are, or are not, taking it;
- you supposedly like or dislike a teacher;
- you think it is only for boys or only for girls (all subjects have equal value for males and females).

It is wise to take a subject because:

- you believe you will enjoy it and you expect to do well;
- it will help you gain knowledge and skills for further study or a career you are considering;
- it develops skills, knowledge and values useful to you in life.

## ***DESIGN AND DIGITAL TECHNOLOGY***

In the Design unit students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identify needs or opportunities of relevance to individuals, regional and global communities. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Students work independently and collaboratively to design concepts, using drawing and low-fidelity prototyping skills, and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences.

The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved.

The Digital Technologies unit focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches. By the end of Year 10, students have an understanding of the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They can explain simple data compression, and why content data are separated from presentation.

### **Pathways**

Many of the careers that this subject will assist with do not exist yet; however, it leads to careers in programming, multimedia, desktop publishing, database and web graphics, technical drafting, cartographer, mechanical/electrical design, landscaping, graphic design, computer modelling, teaching, game design, technical illustrating, interior design/CAD work, architecture, engineering, building, town planning and commercial artistry.

### **Assessment**

Assessment is both theoretical and practical. Written reports and oral presentations may also occur.

## **ENGLISH**

English is a compulsory subject for all students in Years 7 and 8. Units are designed to engage and enthuse students, and follow the Australian National Curriculum in English.

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Here at Caloundra City Private School, teachers bring these three strands to life, immersing and engaging students in listening, reading, viewing, interpreting, evaluating and performing the arts of Language, Literature and Literacy. Learning in English builds on concepts, skills and processes developed in earlier years.

Students engage with a variety of texts. They interpret, create and craft, evaluate, discuss and perform a wide range of literary texts, as well as those designed to inform and persuade. These include various types of texts, including newspapers, magazines, film and digital texts, classic and contemporary fiction, non-fiction, poetry, journals, diaries, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

Students develop critical understanding of contemporary media, and the differences between media texts. Literary texts that support and extend students as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

### **Pathways**

A course of study in English can establish a basis for further education and employment in various fields, including but not limited to: radio and film/television, journalism, law, education, politics, administration and writing/publishing.

### **Assessment**

Assessment will be continuous and can take the form of Reading and Viewing, Writing and Shaping, and Speaking and Listening (ACARA, 2020). All assessment tasks aim to give students a realistic opportunity to demonstrate understanding in a variety of genres and to a range of audiences. Students will create and craft a range of imaginative, informative and persuasive text types. For example: narratives, performances, and literary analyses. Students are expected to complete drafts, and seek and respond to parent, peer and teacher feedback in an attempt to develop their ideas and editing skills.

## ***ENTERPRISE, HOSPITALITY AND TOURISM***

This course investigates how and why governments manage economic performance and analyse factors that influence major consumer and financial decisions. By understanding management, students explain how businesses improve productivity and respond to changing economic conditions. Students evaluate the effects of marketing and new business concepts for consumers and are inspired to innovate and design by successful entrepreneurs.

Tourism is one of the most exciting and progressive industries in our local area. Tourism impacts on almost every other business. Throughout the course the students will learn how the tourism system operates, components involved and the marketing and business development.

Additionally, students will have the opportunity to involve themselves in both the theory and practical side of learning and working in the hospitality environment. Throughout the course students will develop and understanding of hygiene, safety and practical skills.

Through practical, real-world experiences, students develop the necessary skills required in business management including; formulating hypotheses, investigating, analysing, identifying trends and patterns, explaining relationships, justifying a course of action, applying theoretical knowledge and drawing conclusions.

### **Pathways**

A course of study in can establish a basis for further education and employment in the fields of small business owner, project manager, marketing manager, tourist guide, travel agent, chef, waiter, and so on.

### **Assessment**

A variety of assessment instruments will be used, including short and extended response examinations, supervised assignments, responses to stimulus material and research assignments and projects.

## **HEALTH AND PHYSICAL EDUCATION**

*Physical Education is a compulsory subject for all students in Year 9 and 10. Students in Year 9 and 10 follow the Australian National Curriculum in Physical Education.*

Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. In Health and Physical Education students develop the knowledge, understanding and skills, including health literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships, and to make decisions to enhance their health and physical activity participation. As students mature, they learn about key issues affecting the health and wellbeing of young people and the communities to which they belong, and learn how to apply problem solving techniques to these issues. This is critical to maintaining and promoting healthy, active living.

Health and Physical Education offers students with distinct units of work per term that either promote the health of individuals and communities or develop the concepts and skills for physical activity. In the senior school studying Physical Education involves the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

### **Pathways**

A course of study in Physical Education can establish a basis for further education and employment in human movement-related fields, including teaching, exercise science, health-related careers, recreation officer, sports coaching, physiotherapy, sports administration, paramedic, occupational therapy, nursing and medical careers, personal training, strength and conditioning, sports journalism, sports psychology, sports statistics and program analysis.

### **Assessment**

A variety of assessment techniques will be used to gather information about each student's performance. Assessment will include demonstration of skills and abilities in a range of different modified drills and authentic environments.

Practical activities will be assessed throughout the unit and in a more formal setting. Criteria-based assessment in skill development and performance, movement patterns in authentic environments, understanding of rules and safety and cooperation with others.



## **HUMANITIES**

*Humanities is a compulsory subject which follows the Australian National Curriculum for History, Geography and Civics and Citizenship, for all students in Years 9 and 10.*

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

**The Year 9 History curriculum** provides a study of history of the making of modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914-1918, the 'war to end wars'.

**The Year 10 History curriculum** provides a study of the history of the modern world and Australia from 1918 to the present. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

**The Year 9 Geography curriculum** 'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food production. 'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

**The Year 10 Geography curriculum** 'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. 'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world.

**The Year 9 Civics and Citizenship curriculum** builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

**The Year 10 Civics and Citizenship curriculum** develops student understanding of Australia's system of government through comparison with another system of government. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

### **Pathways**

A course of study in Humanities can establish a basis for further education and employment in the fields of education, foreign relations, international diplomacy, property development, economics, business management, law, politics, stockbroking, architecture, engineering, tourism, social work, librarian, journalism, environmental management, conservation, museum curator, historian.

### **Assessment**

Assessment tasks may include: Response to Stimulus and Short Response Tests; Practical Tasks; Research Tasks; Tests / Quizzes; Multimodal Presentations; Extended Responses / Reports; and Debates and Discussions.

## **JAPANESE**

Learning a foreign language enriches students' lives on a personal, social and cultural level, and presents opportunities for employment in an increasingly interconnected world. On a personal level, if students know a language, it deepens their experience of discovering a new culture and making friendships. On an employment level, languages provide a distinct advantage. Language skills are an indication of reasoning ability, communication skills and an open, enquiring mind. Studying a language widens horizons, broadens cognitive and cultural experiences, develops communicative and intercultural competence and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language enriches learners' cognitive, social and linguistic development by developing students' problem-solving skills, memory and decision-making skills.

For Australia, the countries of the Asian region are of critical importance. Japan is one of our closest neighbours and still one of our most important trading partners. Japan is the third largest economy in the world, and many Japanese companies have expanded overseas, with many large companies having businesses in Australia. The Sunshine Coast is also a popular holiday destination for Japanese tourists. Studying Japanese offers an opportunity for students to appreciate the uniqueness of Japanese culture while learning about similarities and differences between modern Australian and Japanese societies.

### **Course Information**

Year 9 and 10 Japanese will focus on communicating with more details and appropriateness. The program is designed to equip students with essential skills to interact with other speakers of Japanese in a wider range of contexts. Students explore a variety of grammar structures and expand their vocabulary. They also develop a greater understanding of Japanese culture norms and use culturally appropriate gestures and behaviours. Students use Japanese to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts.

Through learning Japanese, students have opportunities to develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in intercultural appropriate ways.

Topics of study may include:

- Extended introductions
- Daily student life in Japan
- Weather and seasons
- Asking for and providing directions
- Food and ordering
- Family
- Hobbies and special interests
- Japanese scripts: hiragana and katakana syllabaries and kanji
- Descriptions; manga and anime

### **Pathways**

There are some jobs that require Japanese/English bilingual skills in Japanese companies in Australia and Japan. Even partial knowledge of a foreign language is desirable for potential employees in any sector, particularly given the global community in which we now live. In the long-term, knowledge of Japanese language and culture is advantageous as an additional skill even when not utilised daily. It can be pursued solely at university through Asian Studies or Linguistics; however, it is best combined with other disciplines (Business, Education, Journalism, Law, Medicine and Science).

A course of study in Japanese can establish a basis for further education and employment in the fields of translating, interpreting, information technology, government diplomacy, flight attendant, tourism industry, travel consultancy, defence force, intelligence, international business and law, journalism, education, international trade (import/export), construction and mining sectors, among many others.

### **Assessment**

Students will be assessed on Reading, Writing, Speaking and Listening.

## **MATHEMATICS**

*Mathematics is a compulsory subject for all students in Year 9 and 10. Students in Year 9 and 10 follow the Australian National Curriculum.*

The purpose of Mathematics education to the end of Year 10 is to provide all students with the mathematics required for numeracy and to provide an introduction to specialist mathematics for those students likely to go into professions where it may be required. At both the numeracy and specialist levels, a successful study of mathematics at Years 1 to 10 is underpinned by concepts, facts and procedures; creativity; communication; and critical awareness.

The development of mathematical skills and understanding is through a 'hands on' approach and aims to ensure a deep understanding rather than a superficial knowledge. This approach will ensure that students can build on a sound foundation in future years. Students will be given opportunities to see how their mathematical skills can be applied to the real world.

The proficiency strands; understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describes how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

- **understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- **fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- **problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- **reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets

The current program outlines the progressions of increasing sophistication and complexity in the learning of Mathematics. Core learning outcomes describe those learning outcomes which are considered essential for all students and success in these is essential for all students in Years 11 and 12. Additional learning outcomes describe what students know and can do beyond what is considered essential at this stage of learning. Whilst is not expected that all students will demonstrate these additional learning outcomes, these further concepts are considered critical to a good understanding leading to Mathematics in Years 11 and 12.

For more details, please visit the ACARA website [www.acara.edu.au](http://www.acara.edu.au)

### **Assessment**

Assessment tasks could include examinations, practical investigations, written assignments and/or reports, and ICT tasks.

By the end of Year 9 and 10, all students should:

- appreciate the value of Mathematics and its applications in everyday life;
- know and apply concepts, facts, and procedures associated with number, measurement, space, chance and data, patterns and algebra, and be able to work reliably and accurately;
- be willing to think mathematically to interpret and solve problems and to investigate and explore situations;
- be able to effectively communicate mathematics;
- be confident, show initiative, creativity and be persisted in the face of initial difficulties;
- be well-prepared for the successful study of Mathematics in Years 11 and 12.

## **MEDIA ARTS**

Throughout the Year 9 and 10 courses of Media Arts, media students build on the knowledge and skills gained in previous years to create targeted media productions, which explore cultural and social values as well as the processes of selection, construction and representation. Students will have opportunities to tailor their own learning and choose media products and genres they are interested in exploring further.

Throughout the course students engage in two main areas of study: Making and Responding. Students continue to develop strong media literacy skills to interpret and understand the influence of the media on shaping behaviour, social norms and trends. Through creating a variety of professional media products, such as music videos, advertisements, documentaries and short films, students gain a practical understanding of how the media works.

Technically, students master their video editing skills in Adobe Premiere, employ special effects such as the green screen, and use their mobile phones to film original professional footage. Student can now also embed work from other applications in the Adobe Creative Suite such as Photoshop and After Effects to create innovative and exciting professional media productions.

The course aims to develop a young person's ability to:

- communicate information and ideas individually or as a team;
- create for a purpose and produce for an audience;
- be innovative and entrepreneurial
- use and explore technology
- persevere through to completion which requires being self-directed and self-assured;
- be critical of what they see, hear or read.

The course content includes a range of aspects. Listed below are examples of the types of activities students may be involved in during Media Arts:

- analysing and deconstructing news, television programs and stereotypes;
- examining the role of media;
- photographing people and objects and creating storyboards;
- recording voice-overs;
- constructing characters and writing scripts;
- focussing on the history of film and analysing important films/filmmakers;
- designing brochures and posters;
- advertising media products;
- experiencing with filming techniques;
- editing images and sound;

### **Pathways**

A course of study in media arts can establish a basis for further education and employment in the fields of advertising, animation, audio engineering, events management, film production, graphic design, make-up artistry, multimedia, music recording, photography, public relations, promotions, publishing, sales and marketing, hospitality, interior design, journalism, scriptwriting, stage design, web design.

## **MUSIC**

The Year 9 and 10 Music courses focus on the development of musical literacy, audition and performance skills, which provide students with an effective foundation for life-long knowledgeable engagement with music. Music provides many opportunities for cognitive and cultural experiences, as students learn to analyse music, perform and compose their own works.

Music develops students' ability to be creative, an adaptable thinker and problem solver. It helps them make informed decisions and develops their abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making helps to cement in students a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression. Studying music gives students the opportunity to develop general capabilities and cross-curriculum priorities as outlined by the ACARA curriculum which include;

- Intercultural understanding
- Aboriginal and Torres Strait Islander Perspectives
- Critical and Creative Thinking
- Personal and Social Capability
- Information and Communication Technology Capability
- Asia and Australia's engagement with Asia

Along with some literacy and numeracy concepts that are inherent in learning the language of music.

### **Course Content**

The content of the Music course includes musicology, composing and performing activities. The Music course is designed to build students musical literacy as well as strengthening their composing and performing skills. This affords students with the option of continuing the subject Music in Years 11 and 12.

Year A works through the following subjects;

- Music theory and literacy – Transposing and transcribing
- Musical Fusion
- Music Technology
- Film Music

Year B

- Music theory and literacy – Transposing and transcribing
- Audio Engineering
- Musical Theatre
- Art music and Classical music

### **Pathways**

A course of study in Music can establish a basis for further education and employment in the fields of performing, conducting, accompanying, music producing, DJ, sound engineering, instrument repair technician, choreographer, musical directing, composing, song writing, game making, booking agent, promotions, advertising and marketing, journalism, musicology, theatre coaching, musician, teaching, music therapy, law (music and copyright), public relations and event and venue management.

### **Assessment**

Students are assessed according to the three broad dimensions of music;

- Composing
- Performing
- Responding

Students will be assessed on a variety of tasks including individual and group performances and compositions. They will also analyse and evaluate the elements of music through aural tasks and written analysis of repertoire.

## **SCIENCE**

*Science is a compulsory subject for all students in Year 9 and 10. Students in Year 9 and 10 follow the Australian National Curriculum in Science.*

The Australian Curriculum in Science emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation and application. This requires a context or point of relevance through which students can make sense of the ideas they are learning. Opportunities for student-led open inquiry will also be provided.

The Science course content covers the main areas of Science Understanding (Biology, Chemistry and Physics), Science Inquiry Skills and Science as a Human Endeavour. This provides students with an introduction into these main areas and a taste of the subject material that will be covered further in Year 10, then again in the senior levels.

Science is taught primarily through first-hand experiences and has an emphasis on acquiring and practising skills. Projects undertaken throughout the year allow students to develop their research skills and use technology appropriately. Science is also concerned with testing ideas and theories against evidence. Thus, it has a key role to play in developing in students the ability to draw logical, evidence-based conclusions, use problem-solving strategies and accept the provisional nature of scientific explanations.

By the end of Year 9, students will be able to use their knowledge to design research questions that can be investigated using a range of inquiry skills. They will apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They will be able to plan experimental procedures, which include the accurate control and measurement of variables. They will also be able to identify inconsistencies in results and suggest reasons for uncertainty in data. They will use scientific language and representations when communicating their results and ideas.

The Year 10 Science course further offers exposure to assessment items similar to those in senior science subjects. Assessment includes novel and complex tasks and student achievement is measured in three dimensions of Understanding, Science as a Human Endeavour and Scientific Skills. Tasks contain a familiar theme of linking foundation of experimental activity with core texts, as in previous years, but tasks also increasingly develop each student's capacity for organisation and self-directed research.

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems. The philosophy for all levels of study in the Science Faculty is that students will learn best through doing Science, and the focus on experimentation and tasks to make sense of Science phenomena remains paramount.

### **Assessment**

A variety of task types, including research and oral reporting, guided experimental investigations and exams are employed to assess each student's progress.

### **Pathways**

A course of study in Science can establish a basis for further education and employment in the fields of medicine, forensic science, veterinary, food and marine sciences, agriculture, biosecurity, biotechnology, conservation and sustainability, engineering, environmental science, medicine, pharmacy, quarantine, sports science and fields of science and technology.

## VISUAL ART

Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

In Visual Arts, students:

- build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
- refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
- identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints
- research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints
- adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form
- draw on artworks from a range of cultures, times and locations as they experience visual arts
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks as they explore different forms in visual arts
- identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts
- use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks
- adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- develop their understanding of the roles of artists and audiences.

### Visual Diary

Students are required to keep a Visual Diary. This is used to keep task sheets, to record image research and the development of ideas and to show evidence of completed artworks. Teacher feedback and Responding tasks can also be kept in the Visual Diary, which must be brought to class every lesson or kept in the Art room

### Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of fine art, game design, graphic design, illustrating, animation, curating, teaching, education, interior design, visual merchandising, fashion design.

### Assessment

Students will be assessed on Making and Responding tasks for each unit.

- **Making** tasks allow students to experiment and resolve works using various art making media and processes, such as drawing, painting, printmaking, ceramics, mixed media, assemblage and installation art.
- **Responding** tasks require students to analyse their own and others work and to discuss the meaning and purpose of their work.



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