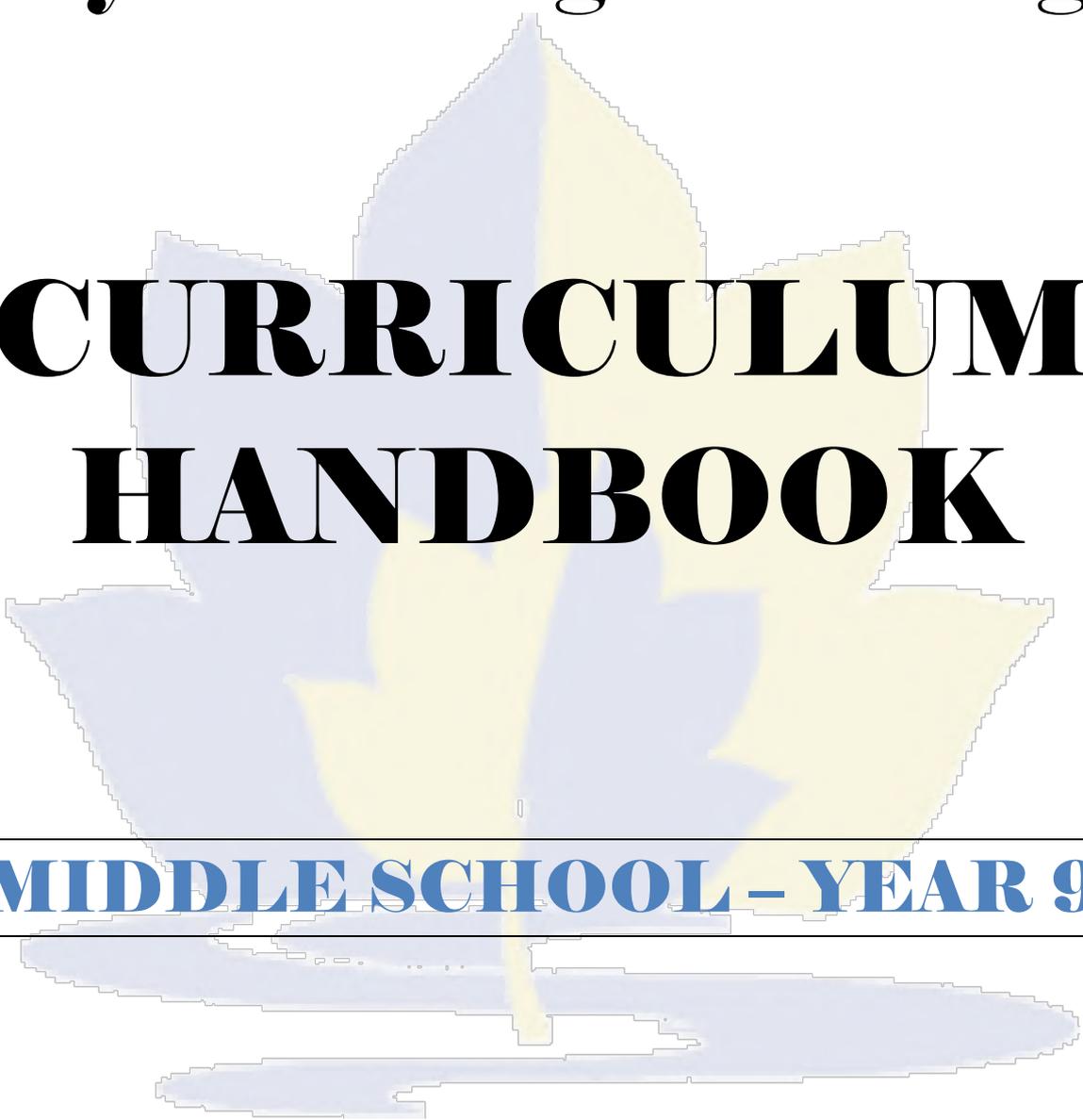


**Lilydale Heights College**



**CURRICULUM  
HANDBOOK**

**MIDDLE SCHOOL – YEAR 9**

**2022**



LILYDALE HEIGHTS  
COLLEGE

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## CURRICULUM INFORMATION

The Middle School Curriculum at Lilydale Heights College is designed to maximise student achievement by:

- improving literacy and numeracy outcomes for all students at all levels of ability
- increasing every student's level of active engagement in learning across the school
- building students' capacity to become more independent, resilient, self-reflective learners
- allowing students to make choices and develop pathways to future learning
- developing initiative, teamwork and leadership
- developing productive school, community and global citizens.

Our curriculum provides a wide and engaging choice of subjects and enables students to extend and broaden their learning.

All students will study English, Mathematics, Science and Humanities throughout each year of Middle School in subjects that are designed to extend every student's learning based on their current strengths and abilities.

Students entering Middle School from Year 8 will select elective subjects and begin to plan a two-year program that reflects their talents and interests while preparing them for Senior School.

This handbook subjects that will allow the diversity of learners in Middle School to select subjects that cater for their talents, interests and needs. Within each subject, teachers will differentiate the learning to cater for the variety of student capabilities in the Middle School classroom, encouraging students to fully engage in learning and to achieve excellence.

At Lilydale Heights College, students are provided with a stimulating and challenging learning environment that encourages each student to take responsibility for their own learning. We aim to make learning active, purposeful and engaging. Learning is linked to existing knowledge and provides a bridge between the known and unknown.

Middle School consolidates and extends the skills and knowledge developed in Years 7 and 8, while also giving students the opportunity to make selections and pursue their interest areas. Enabling students to select subjects encourages them to explore, experiment and extend their educational development.

**Core** subjects completed by all Year 9 students are:

English                      Mathematics                      Science                      Humanities                      SELF

**Elective** Middle School subjects comprising Year 9 and 10 students are chosen from the following Faculties:

Health & Physical Education                      Language & Culture                      Technology                      The Arts

Every student in Middle School at Lilydale Heights College will have an individual program based on their skills, interests and aspirations.

If you have any queries regarding subject selection please contact:

**Bryce Denny**

**Jason Boyce**

**Emma Steeper**

**Juliet Honey**

Curriculum Leader

Middle School Learning Leader

Senior School Learning Leader

Careers Counsellor

# VICTORIAN CURRICULUM

The Victorian F-10 Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Victorian students. It is based on the Australian Curriculum and it describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all students should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Victorian students.

## General Capabilities

General capabilities, a key dimension of the Victorian Curriculum, are developed through the content of the learning areas delivered by the Faculties. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each Faculty area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Victorian Curriculum includes four general capabilities:

- Critical and creative thinking
- Personal and social capability
- Ethical capability
- Intercultural capability

## Cross-curriculum priorities

The following cross-curriculum priorities are embedded in all learning areas across the Faculties. They will have a strong but varying presence depending on their relevance to the learning in each Faculty area:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

## Standards for different years

Each Standard describes what students are expected to know and be able to do at that level, and how well they should know and be able to do it. The Standards focus on the knowledge and skills of the student. Student behaviour is observed by teachers and included in student reports.

These levels are generally associated with the following year levels:

- Level 7 – Year 7
- Level 8 – Year 8
- Level 9 – Year 9
- Level 10 – Year 10

Standards are set at a challenging level, not minimum competence, to suit the age and developmental stages of students. This helps to ensure that students are stretched to learn, rather than doing work they find easy.

## Student Reports

Student reports will provide you with a snapshot of your child's progress.

Points to know about the reporting system:

- Parents will be provided with two reports per year through the Parent Portal
- Reports will rate your child's progress against state-wide standards
- Teachers also report on each student's achievement in Common Assessment Tasks in each subject
- Secondary students are expected to develop personal learning goals and review their progress towards these through the year

## Assessment Advice

Assessment is the ongoing process of gathering, analysing and reflecting on students' work to make informed and consistent judgments to improve future student learning.

Assessment practices involve a range of measures and provide students with opportunities to display their knowledge, skills, understanding and attitudes. These assessment practices should be valid, reliable, fair and equitable, motivating students to further develop their learning.

Assessment practices can assist students to learn more effectively as they develop students' capacity to reflect on their learning, develop deeper understanding and encourage higher order thinking skills. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used.

## HOMWORK

Homework is a reinforcement and extension of the learning that takes place in the classroom. Students are expected to develop sound study habits by undertaking a variety of planned homework tasks as well as self-motivated reading and revision.

Parents, teachers and Learning Leaders all have important roles to support student learning through homework.

The student planner is a direct and simple method for Learning Leaders and teachers to help students to plan study and homework timetables.

Recommended Middle School homework commitment: at least 60 minutes of study and/or homework per day.

## BOOKS/CLASS SETS/EBOOKS

Class sets are provided from program charges paid by parents. Some faculties require students to purchase books individually and this information is indicated on the annual Booklist. Purchase of books/eBooks is essential, as they are often the main resource for the subject.

Second-hand books are often available from Lilydale Books (9739 6186).

## PARENT PAYMENTS

To offer practical and selected subjects, the College Council must be sure that the course of study is financially viable. Therefore the College requires that payment for practical and selected subjects, or a payment schedule that has been arranged with the Business Manager, be finalised before the commencement of the school year.

## LEARNING AND RESOURCE CENTRE (LRC)

The focus of the LRC is on research, reading and eLearning. A comprehensive collection of books and other print material supports the research and reading needs of students. Promotion of and access to extensive eLearning and digital resources extends students and prompts independent learning.

## COMMUNICATION WITH PARENTS

The 'News & Events' section of the College website ([www.lilydaleheights.vic.edu.au](http://www.lilydaleheights.vic.edu.au)) contains regular blog posts that keep parents up to date with current information, news, items of interest, student achievements and upcoming College events and activities.

The College newsletter (**The Heights**) is published monthly and compiles important posts from our website as well as community notices. You can access the newsletter via the 'News & Events' section of the website or email [newsletter@lilydaleheights.vic.edu.au](mailto:newsletter@lilydaleheights.vic.edu.au) to join the distribution list. We ask that all parents read our blog and newsletter to stay updated with school news.

Parents are also encouraged to regularly access the 'Parent Portal' through the College website. Through this Portal parents can view news, information on student attendance and completion of learning tasks, and students' semester reports. Parents can also send email to teachers through the Portal. Please contact College reception for assistance in accessing the Parent Portal if required.

## CAREERS/WORK EXPERIENCE

A Careers Coordinator provides information and assistance with careers, courses and employment advice. Extensive resources are available for students and parents.

Work Experience and work placements are coordinated between employers, students and the Department of Education (DET) to ensure that all requirements are met.

## MANAGED INDIVIDUAL PATHWAYS

Every student 15 years and over is counselled and creates an individual pathway reflecting goals and aspirations. This is reviewed with students and developed between Years 9 and 12.

## SATISFACTORY COMPLETION OF THE MIDDLE SCHOOL PROGRAM

To satisfactorily complete Middle School and to be ready for Senior School, students are expected to:

- Maintain at least a 90% attendance rate;
- Demonstrate appropriate work habits;
- Complete all Common Assessment Tasks to an acceptable standard;
- Demonstrate development of their learning capacity and their readiness to participate successfully in the following year.

The following pages outline the subject selection process and available subjects.

**Please read each subject outline carefully to ensure that you understand the content.**

- Base choices on YOUR present strengths/abilities and future needs
- Have an EDUCATIONAL reason for choosing a study. Do not choose a group of friends, choose a group of STUDIES
- Consult with subject teachers for further information on specific subjects and with the Middle School Learning Leader and the Curriculum Leader about the structure of your overall course

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Lilydale Heights College has an EAL program at Middle School to assist international students and other students with a language background other than English to develop their English-language skills and successfully access the curriculum across their subjects. This program is led by the College's EAL Coordinator.

## STUDENT ENGAGEMENT IN LEARNING FOR THE FUTURE (SELF)

Student Engagement in Learning for the Future (SELF) has been designed to engage our students in their own learning and to foster Excellence, Respect and Responsibility in their lives as College students and as global citizens. All SELF classes have a specific learning focus for the year and have common themes. In Year 9, the theme is Focus: Community and Social Justice. Students learn about effective leadership and how leaders can implement change. They develop communication skills and the ability to work both independently and as part of a team. SELF classes address a range of topics including cyber safety, learning goals, and study skills.

# MIDDLE SCHOOL PROGRAM

## Key information

- Each semester, students will study English, Mathematics, Science, Humanities and SELF, as well as two electives
- Students should complete at least one elective subject in each year of Middle School from the following Faculty areas over the year: Health & Physical Education; Technology; and The Arts
- All elective units run for one semester except for Japanese, which will run for the entire year
- Students can choose additional units based on their interests and potential future pathways

## MIDDLE SCHOOL SELECTION PROCESS

- Read the subject descriptions in the following pages
- Attend the information evening Wednesday 28 July
- Enter your selections online from Thursday 29 July via the weblink provided by the College
- Participate in a course counselling session either an online or face-to-face appointment at your allocated time between Wednesday 4 to Friday 6 August confirm your selections
- After Course Counselling, your selections must be signed by a parent/guardian and submitted as a Progression Task in your SELF class by Wednesday 11 August

**NOTE:** Student selections will not be accepted unless **SIGNED** by Parents/Guardians.

**COMPLETED AND SIGNED STUDENT SELECTIONS MUST BE SUBMITTED  
BY WEDNESDAY 11 AUGUST**

# ENGLISH

## YEAR 9 ENGLISH (COMPULSORY SUBJECT EXCEPT FOR EAL STUDENTS)

In Year 9 English, you will study a range of classical and contemporary texts as you learn to read and write about yourself, your communities, and the world in which you live. You will develop your own writing style, the ability to express and present your ideas, as well as learning to analyse and justify interpretations of texts. Through the exploration of issues that are experienced by people the world over, you will create text to self, text to text, and text to world connections in Year 9 English.

At Year 9, English is comprised of the following units of work:

- **Creative Writing:** This unit focusses on creating your own dystopian text. You will develop your own writing style by experimenting with language features, stylistic devices, text structures and images.
- **Writing to Persuade:** You will present your perspective on an issue of importance to you through the development of researched, cohesive, and logical arguments before presenting your opinion to an audience.
- **Text Response:** You will read, discuss, and analyse novels from authors who give a voice to minority groups.
- **Language Analysis:** You will analyse various forms of non-fiction print and non-print media for viewpoint, language, and purpose.

## YEAR 9 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Year 9 EAL is for students from a language background other than English. It focuses on developing students' skills in understanding and using English when speaking, listening, reading, and writing. This subject helps improve students' English ability, which also helps them to perform better in other subjects.

Year 9 EAL focuses on the following units of work:

- **Creative Writing:** You will read a range of short stories, developing your own writing style.
- **Writing to Persuade:** You will learn how to present your opinion on an issue in various forms.
- **Text Response:** You will read, view, discuss, and analyse both novel and film texts.
- **Argument and Language Analysis:** You will analyse a range of non-fiction print and non-print media, such as opinion pieces on a newspaper, speeches, news bulletins, for viewpoint, language, and purpose.

# MATHEMATICS

## YEAR 9 MATHEMATICS (COMPULSORY SUBJECT)

In Year 9 Mathematics students will develop familiarity with a range of non-linear and linear functions and relations, and related algebra and graphs. They will apply index laws and use indices to express very large and very small numbers in scientific notation. Students will solve problems involving direct proportion, rates, and simple interest. They will apply coordinate geometry to find the distance between two points in the Cartesian plane, and the midpoint and gradient of a line segment joining two points. Students will graph linear relations and solve linear equations. They will also graph simple non-linear relations.

In the areas of Measurement and Geometry, students will investigate problems involving areas of composite shapes and the surface area and volumes of right prisms and cylinders. They will use similarity, enlargement transformations and apply geometric reasoning to solve problems involving ratio and scale factors. They will use Pythagoras' theorem and trigonometry ratios to solve problems involving right-angled triangles.

In their Probability and Statistics units, students will list outcomes for two-step experiments involving selections with and without replacement. They will use Venn diagrams and two-way tables to calculate probabilities and relative frequencies from collected or given data. They will identify issues and questions involving categorical and numerical data, use back-to-back stem-plots and histograms to describe and compare the distribution of data in terms of location (centre), spread and symmetry or skew.

# HEALTH & PHYSICAL EDUCATION

## HIGH PERFORMANCE IN SPORT

Practicing skill is important to improved performance in sport and team environments. In High Performance in Sport, you will develop the capacity to analyse skill technique and strategies in sport in order to improve individual and team performance.

This subject focuses on the following units of work:

- Video analysis: Choose a skill you want to improve, and develop an understanding of biomechanics and motor learning to improve your skill level
- Strategy in sport: Analyse offensive and defensive strategy, and learn how to develop team strategies for success in team sport.

## LIVING HEALTHY

We hear all the time about healthy lifestyles, but what does that really mean? In Living Healthy, you will develop and understanding of the key pillars of health and behaviours that allow us to access our ability to maximise each type of health.

Units of focus in Living health:

- Dimensions of Health: Investigate physical, social, emotional, mental, and spiritual health, and how each dimension of health impacts the other
- Healthy Lifestyles: Understand nutrition so you can make positive food choices.
- Health Promotion: Understand health promotional strategies, and propose ways to promote health in your community

## OUTDOOR & ENVIRONMENTAL STUDIES

Outdoor Environment studies explores a range of outdoor environment types alongside how people can participate in activities safely in the outdoors. Students will undertake a range of excursions involving outdoor activities as part of this subject. The course fee for this subject is \$350. These activities form part of the assessment tasks and are essential to demonstrate their understanding.

The subject focuses on:

- Hands on practical experiences: cooking on Trangias, setting up tents and visits to various outdoor environments to participate in recreational based activities
- Types of environments: including looking at the characteristics that make up these environments and the activities that can be done in them
- First Aid: learning important knowledge to reduce risks in the outdoors and skills such as CPR and treatment of injuries
- Other topics such as navigation, minimal impact strategies and camping related skills

## PEAK POWER

Fitness is multifaceted. Developing and maintaining your fitness levels and even specialising in different areas of fitness is easy, if you have the right tools. In Peak Power, you'll develop and understand the different types of fitness and how to train to improve your performance in sport, or just to manage your health.

This subject focuses on the following units of work:

- Training methods: How to select training methods, based on your fitness goals and how to structure a series of training sessions
- Sport specific fitness: Understanding the movements and fitness requirements in sport allows you to prepare your body to perform at your best on game day.

## NO PUBERTY BLUES

How are we shaped and how do we change as we grow older? How can we minimize the risk associated with a number of risky behaviors? No Puberty Blues offers a space for students to learn about relevant issues they are faced with today and those they will face when they grow older and experience new situations. Students problem solve and talk through strategies to ensure they are equipped to deal with these ever-changing situations.

This subject focuses on the following units of work:

- Values and Identity: what do you value, and how does this shape your identity?
- Puberty and Reproduction: The how and why of puberty
- Harm Minimisation: Everyone makes mistakes, so how can we minimise them, and make good decisions

# HUMANITIES

## YEAR 9 HUMANITIES (COMPULSORY SUBJECT)

Year 9 Humanities is comprised of a study of History, Geography, Civics and Citizenship and Economics. At various points throughout the year, it will also have connections with year 9 Science. Students will explore Australian History from the landing of the First Fleet through to World War One. There is also a strong focus on First Nation history and land management prior to the arrival of the First Fleet and sustainability.

At Year 9, Humanities is comprised of the following units of work:

- The colonization and invasion of Australia
- Australian Federation and involvement in World War One
- First Nations Land Management
- Climate Change
- Consumer and Financial Literacy

# SCIENCE

## YEAR 9 SCIENCE (COMPULSORY SUBJECT)

Year 9 science focuses on the strands Physics, Chemistry, Biology, Earth Science and Astronomy. At various points throughout the year, it will also have connections with Year 9 Humanities. Students will explore how science is integrated in the world around them and how they can use their knowledge to make a positive contribution to their world.

At Year 9, Science is comprised of the following units of work:

- Electricity
- Chemical reactions
- Ecosystems & climate change
- Astronomy & space exploration

# LANGUAGE & CULTURE

## JAPANESE

If you would like to...

- Learn to speak Japanese
- Learn more about an exciting country and culture
- Study, travel or live in Japan
- Improve employability
- Be a global citizen

...then Japanese is for you.

This subject provides an opportunity to enhance your communication skills. You will continue to develop skills to communicate in Japanese and gain deeper insight into Japanese culture and customs. This is a year-long subject that allows students to build on existing language skills to be able to communicate in Japanese. For entry into this subject in Year 10, students must have studied Japanese in Year 9.

Studying Japanese will help students develop the following skills:

- Critical and creative thinking
- Promote personal and social capabilities
- Intercultural capability
- Literacy and numeracy

### **Topics Studied in Year 9 Japanese**

Unit 1: Weekends (Asking and telling the time, discussing weekend activities, extending invitations)

Unit 2: Moving House (Describing the location of someone/something, listing items in your home)

Unit 3: My School (School subjects, discussing events, discussing who or what is the most....)

Unit 4: Seasons (Discussing seasonal activities, describing and predicting weather, discussing temperature)

## ASIAN POP CULTURE

Get ready to explore the world of pop culture from Asian countries!

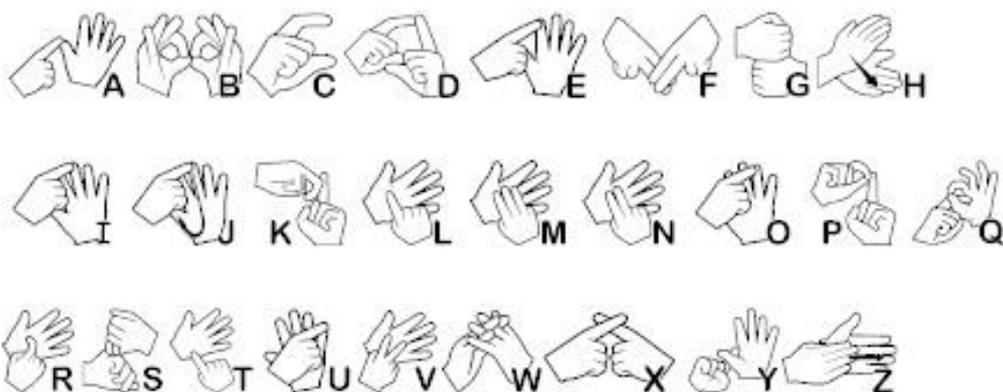
Asian Pop Culture examines topics ranging from music, anime, manga, fashion, cosplay, technology (e.g. AI and Tech Consumer Products) and gaming. Students analyse an array of texts; including news articles, vlogs, music videos, manga and anime.

Asian Pop Culture will help students to develop skills in the areas of:

- Critical and creative thinking
- Intercultural capability
- Literacy and numeracy

## AUSLAN (AUSTRALIAN SIGN LANGUAGE)

Auslan (Australian Sign Language) is the language of the deaf community of Australia. This subject is an opportunity for students to learn the Auslan alphabet and build their Auslan vocabulary to enable them to describe activities and experiences, and share and respond to ideas and feelings about people they know, their daily lives, social worlds and school community. They will learn how to communicate clearly in different interactions and context, demonstrating appropriate protocols when communicating with each other, teachers and Deaf people. Students will explore the grammatical aspects of Auslan such as HOLMES (Handshape, Orientation, Location, Manual features, Expression and Spatial awareness), depicting signs, and constructed action.



# TECHNOLOGY

## KITCHEN GARDEN

Would you like to know what it takes to maintain a vegetable garden and how to use the food produced? This subject will see you working in the College vegetable garden to grow plants and harvest them to cook in the kitchen. A great subject that has pathways into VCE Food Technology and VET Conservation and Land Management. This unit will develop skills in teamwork, the scientific process and design processes.

The subject focuses on the following units of work:

- How to grow plants and maintain a vegetable garden, including composting
- The selection of plants to grow in respect to seasons
- The vegetable garden as an ecosystem
- Fulfilling a design brief in the kitchen
- Food waste
- Indigenous food plants

## BRUNCHES AND LUNCHES

This unit is designed to develop students' understanding of nutrition and the importance of breakfast and lunch. Students analyse the nutritional value of convenience breakfasts and make judgments about the suitability of these in our busy lives. Students learn about the role and history of morning tea and produce a selection of yummy cakes and biscuits. Students also prepare a range of suitable lunch foods.

There is a materials charge for this unit of \$110. This unit prepares students for a range of pathways including VCE Food Studies.

**Focus:**

Food handling and preparation skills, nutrition knowledge, analysis of home-made and pre-packaged products.

## CAFÉ CULTURE

This unit introduces students to the operation of the College's Café. The main focus is the development of skills related to coffee making, food service, food preparation, using the cash register and communicating with customers. The students will operate Valleydale Café which is open to the general school community. Students will be involved in planning suitable food to be made for the Café as part of a collaborative task.

This unit prepares students for a range of pathways including VCE Food Studies.

**Focus:** Coffee making, food production, safe food-handling, menu planning, and food services.

## DESIGNING IN FIBRES AND FABRICS

Students will complete a range of projects using fabrics and fibres creatively. Learning will be shaped by following the technology process of investigating, designing, producing and evaluating. Skills will be acquired for the competent use of a domestic sewing machine and exposure to a variety of construction processes and surface decoration techniques.

### **Focus:**

Design and construction of pyjama pants; an appliqued polar fleece blanket, and a tie-dyed t-shirt.

\*\*Please note that due to planned Building Works for E Wing curriculum may adapted. The College will ensure that curriculum standards are addressed to ensure that all students can progress in the area of Technology.

## ELECTRONICS AND MECHANICS

Students will gain an understanding of the theory and application of electric circuits and the application of integrated design. They will construct finished products such as an iPod docking station and a small model car. This unit provides the opportunity for students to gain first-hand experience in the use of electronics in industry and prepares students for a range of pathways including VCE Product Design and Technology.

Skills that students will develop include:

- Structure design
- Linkage joints
- Soldering
- Circuit board layout

### **Focus:**

Design and construction of an iPod docking station and a small vehicle using electronics, mechanics and pneumatics.

\*\*Please note that due to planned Building Works for E Wing curriculum may adapted. The College will ensure that curriculum standards are addressed to ensure that all students can progress in the area of Technology.

## PROGRAMMING AND COMPUTING

This unit covers the fundamentals of computer programming, graphics, animation and game creation, and is customised to each student's current skill level. Students will learn to code on both scripted and visual programming platforms that introduce each concept in an easy-to-understand manner.

A project is undertaken by students in teams or individually, and will involve students designing and developing a functioning and interactive program. Students will use computational thinking techniques to define and decompose complex problems in terms of their requirements. They will design and evaluate digital systems including object-oriented programs. Students will also investigate more broad areas of computing including networks, data security, data compression, privacy, and the relationship between hardware and software.

This unit builds on skills students have developed in Year 8 Coding classes and prepares students for a range of pathways including VCE Computing.

## SKATEBOARD AND TABLES

This unit requires the design and construction of a skateboard which will incorporate the elements of material research, processing materials, art design and quality finish. Uses include street/park skating, wall hanging with coat hooks or just for individualistic design display. A table will also be created allowing students to choose their own design and ensuring their skills will be developed in planning, research and joining techniques. This unit prepares students for a range of pathways including VCE Product Design and Technology.

\*\*Please note that due to planned Building Works for E Wing curriculum may adapted. The College will ensure that curriculum standards are addressed to ensure that all students can progress in the area of Technology.

## THE ARTS

### MEDIA STUDIES

The media is unavoidable in our busy, modern lives, and a great way to develop the skills to navigate, interact and contribute to it is through Media Studies. This subject has two core components: exploring the messages and representations within existing media texts, and creating original media products. Students will explore media forms such as film, print, photography and sound design and will analyse representations within each. During production students will plan, design and create media texts, both independently and in collaborative groups.

The subject focuses on the following units of work:

- Sound-Based Media: Breaking down radio broadcasting and podcasts through investigation with the ultimate goal of creating either a radio show or podcast episode.
- Genre and Representation: Exploring media codes and conventions for film and how they create genre. This includes film analysis and genre manipulation through recutting a film trailer.
- Short Film Production: An insight into how short films are created from the inception of an idea through to a premiere on the big screen. This includes students creating their own short film.

### MUSIC PERFORMANCE AND INVESTIGATION

Using instruments, voice and technology, Music Performance and Investigation allows students to explore music as an art form through listening, composing and performing. Students will develop an understanding of composition and performance through communication, evaluation and technical skills. Students will also analyse their own individual performances and the performances of others to assist in personal growth and group development. Following the Musical Futures framework, students will use inquiry-based learning to explore the following essential questions: How do we create engaging performances? How do we take advantage of technology for musical creation? How do I contribute musically within my school, local community and/or nationally?

Students will develop musical performances based on contemporary styles. Students will also develop skills in performance, composition, music technology and theory.

Prior music experience is advantageous, but not a necessity. Students will be required to perform publicly on numerous occasions.

This unit prepares students for a range of pathways including VET Music Industry (Music Performance).

## **STUDIO ART**

In Studio Art students will explore how art is created to communicate a specific idea or message that the artist wishes to convey. Students will develop skills in art making across a variety of art forms by refining their experimental process and documenting this in a visual diary. They will also explore how to create a desired aesthetic through direct manipulation of art elements and art principles. Students will explore how the exhibition of art can influence the viewer's interpretation of the work. They will also look at how this applies to their own exhibition of their personal artworks. This unit prepares students for a range of pathways including VCE Studio Art.

Students will explore:

- How has the idea and message of art changed throughout history?
- What techniques and methods can I use to communicate my idea or message?
- What formats can I use to present my art?

## **THEATRE AND DRAMA**

The world of performance making is opened up in Theatre and Drama. You will be able to explore acting, direction, writing, and/or design aspects of the stage, apply these to performance, and see your visions come to life. This subject is an excellent stepping stone towards VCE Theatre Studies, but also allows exploration in various areas of interest outside of the VCE pathway.

Theatre and Drama focuses on the following units of work:

- A group performance piece
- A monologue performance or presentation
- An analysis of a professional performance

## **VISUAL COMMUNICATION DESIGN**

In Visual Communication Design students will explore how visual language is used to communicate ideas and messages. Students will refine their skills in responding to a set brief and the importance of fulfilling set criteria. Students will learn both manual and digital presentation methods and drawing conventions. Students will investigate the three main design fields of Environmental, Industrial and Communication design. Students will also refine their documentation and annotation skills using a visual diary. This unit prepares students for a range of pathways including VCE Visual Communication Design.

Students will explore:

- How has the nature of design changed throughout history?
- How can we use visual language to communicate?
- How can I create designs based on a particular design field?

## Subject Index and Charges: Year 9 2022

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