CURRICULUM STRUCTURE IN YEAR 8, 2013

In Year 8, students:

- Continue to study the six core subjects and their chosen language.
- Study a semester each of Geography and History.
- Select TWO Elective subjects for study in Year 8, one in each semester.
  (Classes will only run if sufficient numbers of students select them.)

These selections are made via Subject Selection Online

<table>
<thead>
<tr>
<th>Subject</th>
<th>(continued from Year 7)</th>
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</thead>
<tbody>
<tr>
<td>Religious Education</td>
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<tr>
<td>English</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
<td>Language</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Geography / History</td>
<td>A semester of each in Year 8</td>
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<tr>
<td>Elective</td>
<td>Select TWO Electives for study in Year 8 - a semester of each</td>
</tr>
</tbody>
</table>

DEPARTMENT COORDINATOR

- EXPRESSIVE ARTS: Mrs S. Birch-Marston
- GLOBAL STUDIES: Mr J. Cave
- Art & Design
- Dance
- Drama
- Music
- Consumer Education
- Food Technology
- Information Technology
- Textiles

Most students will receive their first elective preference (limited by class size and time of request). The second elective is allocated on the order of receipt of the Subject Selection Sheet AND availability of the elective after first round preferences are given. Students will be allocated their third preference if their second preference filled on the first round. There is very limited opportunity to change after electives have been allocated, particularly for electives that are in demand. Students need to select very carefully in the first instance and return forms by the due date.

Think Twice!
YEAR 8 ELECTIVE SUBJECTS

ART AND DESIGN

UNIT TITLE  TELLING VISUAL STORIES

CONTENT
In this unit, *Telling Visual Stories*, students are given control over their own learning, which encourages responsibility and increases engagement. A mixture of guided tasks and open-ended questions and/or investigations supports them. Student directed tasks can have multiple correct answers and are multi-directional tasks. They are also inherently challenging for those students who will take the task further or in a different, more difficult direction than a teacher directed task.

Students will:
- Make drawings and construct a simple book
- Learn some graphic representational techniques
- Work in clay to produce platter forms
- Learn some silk screen printing techniques

In the second half of the unit students will develop a major work of their own choice.

Students will be expected to develop their ideas through the Visual Arts Process Diary and will also complete written analysis of designated art works in order to develop the ability to communicate about art and design works in writing.

Students are not required to have experience of Art in previous years.

Students need to be hard-working, show some organisational skills and a spirit of adventure to achieve their best in Art and Design.

DANCE

UNIT TITLE  DANCE IN MUSIC VIDEO

CONTENT
*Dance in Music Video* provides an opportunity for students to study commercial dance styles as they appear in music video. Students perform in a range of dance styles which may include jazz, hip hop or other styles which are currently popular in the media. Dance sequences the students perform will be taught to them by their teachers and/or guest artists. This unit provides opportunities for students to examine music video clips (both current and historical) and the elements of production and design, such as costume, camera techniques, lighting and setting. Students use specific dance language when creating a design overview of their own proposed music video clip. Students also have choreographic opportunities in both small and large groups to create dance works to popular/current music of their choice. In choreographing, students explore the elements of dance (time, space and energy) and choreographic and structuring devices such as repetition, retrograde, form, canon and unison.
DRAMA

UNIT TITLE  FUN, FORM AND FANTASY

Drama enables students to explore themes and ideas from the world around them. It challenges them to engage in enjoyable life enriching creative experiences, to develop themselves and take risks in order to grow as a student and as a performer. Drama allows students to develop presentation, organisational and technical skills, and promote team building and self-esteem.

In Drama we aim to provide students with the skills to engage in their own learning through dramatic performance, interpretation of scripts, the study of important genres such as Comedy and Tragedy and through technical stagecraft practice.

Students begin their study of Drama with focus on the skill building and group work aspects of the art-form. They begin developing confidence and self-awareness through improvisation workshops including Theatre-sports, devising their own plays and scripts and developing performance and technical theatre skills.

Further study provides students with opportunities to engage in a deep exploration of Drama and Theatre as an art-form. They investigate the role of the Director, study plays of importance in the development of Theatre and extend their performance and acting skills through performances and workshops. Students also have opportunities to develop in the Theatre Arts aspects of Drama, such as Lighting, Technical Production and Design.

Students have the opportunity to extend themselves and experience the joy of artistic expression in a supportive and inspiring environment.

CONTENT

In this unit students will explore the concepts of fantasy and humour through physical and dramatic activities.

Students should be able to:
- Develop drama work from research
- Reflect on their own and others’ work, via discussion and also writing in a journal
- Work individually on a performance
- Work from short scripts
- Work co-operatively with each other in groups to negotiate and develop drama work
- Consolidate known drama techniques
- Understand the fundamental terms and skills used in drama

MUSIC

UNIT TITLE  BAROQUE TO ROCK

CONTENT

This unit aims to introduce students to a wide range of art and popular music series from Baroque to present day Rock & Pop forms.

Students will have opportunities to:
- Perform music of different genres – Classical, Rock & Roll and Rock & Pop
- Compose music to portray a scene, a form or a purpose
- Research & analogue music of a wide range of genres

Opportunities exist for excursions. All students need to focus on one instrument for performances.
CONSUMER EDUCATION

UNIT TITLE: MONEY, MONEY, MONEY

CONTENT
During this unit, students will study the commercial and economic environment of Australia and its impact on the community.

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<thead>
<tr>
<th>TOPIC ONE: Introduction to commercial systems</th>
<th>TOPIC TWO: Money matters</th>
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</thead>
<tbody>
<tr>
<td>• Introduction to Consumer Education</td>
<td>a. Barter - advantages and disadvantages</td>
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<tr>
<td>• Needs and wants</td>
<td>b. Early forms of money</td>
</tr>
<tr>
<td>• Goods and services</td>
<td>c. Present forms of money</td>
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<tr>
<td>• Types of production - primary, secondary, tertiary, quaternary, quinary</td>
<td>• Functions of money</td>
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<tr>
<td>• Flow diagram of production process</td>
<td>• Characteristics of money</td>
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<tr>
<td>• Production Game - Specialisation and interdependence</td>
<td>• Overseas currency and exchange rates</td>
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<tr>
<td>• Distribution chain.</td>
<td>• History of banking</td>
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<td>• Functions of banks</td>
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<td>• Different financial institutions</td>
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<td>• Transactions traditional and modern</td>
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<td>• Reconciliation with bank statements.</td>
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<tr>
<th>TOPIC THREE: Earning an income</th>
<th>TOPIC FOUR: Extension research activity - Consumer issue</th>
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<tbody>
<tr>
<td>• Definition of income and wealth</td>
<td>Individual investigation and reporting on the monitoring and evaluation of consumer products that highlights the variation of quality and price across various brands.</td>
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<tr>
<td>• Types of income</td>
<td></td>
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<tr>
<td>• Haves and have nots - the distribution of income in Australia.</td>
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<tr>
<td>• Feed lots and battery chickens</td>
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<tr>
<td>• Implications of production and transportation on the environment</td>
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<tr>
<td>• The impact of fossil fuels, soil degradation, water use, chemical use and excess packaging on the environment</td>
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<td>• Designing meals that are ethically sourced</td>
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<td>• Evaluate simple meals according to morally informed choices</td>
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<td>• Demonstrations and practical tasks</td>
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FOOD TECHNOLOGY

UNIT TITLE: THE ETHICS OF EATING

An introduction to an ethical approach to food technology, which will explore the moral implications of the food we eat. The unit will explore seasonal, sustainable and environmentally friendly food choices and will apply this information to the preparation of meals.

CONTENT
- Seasons and availability
- Fresh vs. processed
- Local vs. transported
- Nutritional effects on body
- Demonstrations and practical tasks
- Water usage, quality and management
- Chemical usage in food production
- Genetic modification
- Animal cruelty
- Farmed fish
- Feed lots and battery chickens
- Implications of production and transportation on the environment
- The impact of fossil fuels, soil degradation, water use, chemical use and excess packaging on the environment
- Designing meals that are ethically sourced
- Evaluate simple meals according to morally informed choices
- Demonstrations and practical tasks
INFORMATION TECHNOLOGY

UNIT TITLE WORKING WITH ICT – AN INTRODUCTION

The Information Technology course in Year 8 is designed for both laptop and non-laptop students and aims to assist them to experience a variety of Information Technology areas such as animation, web design and programming. Basic ICT skills, which can be transferred to other curriculum areas, are also covered.

The focus of the Year 8 Information Technology course is on skill development and most work is of a practical nature. It provides a sound basis for further studies of Information Technology in Years 9 and 10 where topics include computer game design, multimedia, advanced animation and programming.

CONTENT

OHS

Keyboarding

Introduction to computer Based Systems and Components

- Hardware –input and output systems and components
- Software Operating Systems Applications and Utilities
- Procedures
- Personal
- Data

Introduction to Programming

- Programming concepts – instructions, functions, loops, conditionals terms
- Program requirements
- Program Design, pseudo code and program code

Documentation

- Completeness
- Ease of use
- Target Audience

TEXTILES

UNIT TITLE READY, STEADY, SEW

CONTENT

During this unit students will investigate the range of fibres and fabrics available for use in textiles. Students will make effective use of material resources and equipment, and make and appraise textile articles. Students will develop skills in garment construction using woven and knitted fabrics utilising a range of machines. Technology used in the manufacture of clothes and the use of felted fabrics will be investigated and applied.

FOCUS AREA

Labels / Swing Tags

- Design Process
- Understand care instructions

Making Fabric – Weaving/ Knitting

- Paper looms- types of weaves
- Analysis of woven articles
- Explores properties of knitted fabrics
- Knitting techniques

Fabric Decoration

- Consideration of types of bag
- Designing of suitable decorations
- Investigation of embellishments

Garment Construction

- Current trends in skirts – analysis
- Construction techniques for woven fabrics
- Interpretation and modification of skirt designs

Fibre Study

- Cotton
- Wool