Curriculum

YEAR 7 and YEAR 8 2017
The middle years of schooling are an exciting time. It is one of those milestones in life that young people will remember forever. The opportunity to experience all that Years 7 and 8 have to offer at Yarra Valley Grammar is rewarding indeed.

The middle years of schooling are critical to developing the important independent learning skills required to face the academic challenges of VCE and beyond. They also provide the crucial transition from the primary years to the secondary years.

This book contains information about Years 7 and 8 at Yarra Valley Grammar, where we promote a learning culture which fosters inquiry and nurtures a love of learning.

Our young people will learn:

- To experience a broad curriculum and build a strong academic foundation
- To work as part of a team
- To speak confidently and publicly
- To represent the School in sport and other co-curricular endeavours
- To take on leadership roles within the tutorial and the year level

All this and much more are part of the rich tapestry of the Middle School.

Years 7 and 8 are a wonderful journey of discovery and our students will learn much about themselves and others during this time. It is a journey of learning and thinking, of getting along with others and making friends. It offers students the opportunity to experience many different things and to learn how to be responsible, organised and prepared.

These are wonderfully challenging and fulfilling years at Yarra Valley Grammar.

Julie Hall
Deputy Principal – Head of Middle School
CONTENTS

A.R. Clarke Middle School ............................................................... 4

Overview of the Middle School ......................................................... 6

General Information ............................................................................ 9

Table of Key Learning Areas ............................................................... 12

Subjects Offered .................................................................................. 14
BACKGROUND

Mr A. Robin Clarke was instrumental in the founding of Yarra Valley Grammar. He was one of the driving forces behind the establishment of the School and left no stone unturned in his endeavours on the School's behalf.

Mr Clarke's son, Andrew, was enrolled to enter Trinity Grammar at Year 7 and it was at that time that Mr Clarke became convinced of the need for an independent school in this area.

He served as Secretary to the Council and then became President from 1975 until 1980. He retired from Council in 1991.

The A.R. Clarke Middle School comprises Years 7, 8 and 9 and since 1995 has been co-educational.

WELCOME TO THE MIDDLE SCHOOL

Pastoral Care

The Middle School provides students with a settled and structured entrance to secondary schooling. It is very important to us that each student feels connected to, and part of, the Yarra Valley Grammar community. Year Level Co-ordinators and Tutors form the foundation of the Pastoral Care Program. This is ably supported by all teachers, the school counsellors and the Head of Middle School.

Yarra Valley Grammar runs an extremely successful Transition Program for the vital start to Year 7. A separate Middle School Office ensures a point of personal contact for both students and parents.

Open communication is encouraged and staff are always available to offer support. An interview can be arranged by making an appointment through the Middle School Office on 9262 7761.

At each level the Year Level Co-ordinator meets with the Tutors at that level on a regular basis. The Year Level Co-ordinator meets formally with the Head of Middle School and other support staff, (including the Head of Student Welfare and Head of Individual Programs), once a cycle, although contact between the Head of Middle School and Year Level Co-ordinators is usually daily.

Year 7

Year 7 students share a dedicated Year 7 Centre with their Year Level Co-ordinators and tutors. This Centre houses the students' home rooms, lockers and community areas.

Students spend a large part of their time in a tutorial with a Tutorial Teacher. The students leave those rooms for subjects such as Art, Science, Physical Education (PE), Sport, Music and Drama, but the tutorial gives them a home base. The locker area is situated very close to the tutorial rooms, and pastoral staff are always available to assist students. Year 7 operates largely as an individual unit within the Middle School.

Year 8

In Year 8, students are expected to be more independent. They move about the School a little more, but meet with their Pastoral Care Tutor daily. The Pastoral Care Tutor monitors the progress of each student within his or her tutorial.
**Curriculum**

The Middle School curriculum is offered within Key Learning Areas. Each learning area is attuned to, and has established, appropriate learning outcomes pertinent to the School’s aims and the School’s unique cultural characteristics. The key competencies are acknowledged as essential ingredients across the curriculum for the vocational preparation of young people who will engage in new forms of work organisation.

From Year 6 to Year 9, a 1to1 iPad program allows all students to have access to the types of learning considered essential in 2014. In addition to their iPad, all classes have access to computer rooms that expand both the range of applications and the monitor size available to students. ICT is incorporated into all subjects in Years 7 and 8.

It is compulsory to study one of the languages offered at Middle School, which are Chinese, French and Indonesian.

The emphasis within the Middle School is on core curriculum, which is broad. The curriculum exposes students to a wide range of subjects, enabling them to make informed decisions about subject choices at Years 9 and 10.

At Years 7 and 8, well-structured programs promote aspects of personal development. These units incorporate elements of health, peer and family relationships, study skills, career education and drug education.

**GENERAL STATEMENT**

Students are expected to promote a caring and positive learning environment in which each student is treated fairly, has the opportunity to develop a feeling of self worth and belonging, and is able to learn.

It is each student’s responsibility to:

- Come to class on time and with the required books, equipment and work preparation
- Follow instructions from the teacher
- Be thoughtful, respectful and courteous to others
- Support the learning and achievement of others
- Participate positively and constructively in group discussions and activities
- Use the Student Electronic Planner and iPad to assist good organisation and study habits
- Use the Student Electronic Planner and iPad to assist communication between parents and teachers
- Keep books, equipment and classrooms tidy, clean and free of graffiti
- Be prepared to work to the best of their ability
OVERVIEW OF THE MIDDLE SCHOOL

STUDENT LEADERSHIP

A Middle School Student Representative Council comprised of students from each of the tutorials at Years 7, 8 and 9 operates within this part of the School. These representatives play a key role in areas such as Community Service and have an input into the planning for provision of resources at Years 7, 8 and 9. House Leaders and Captains of Art Design and Technology, Music, Drama and Community Links are also elected from the Middle School student body. Middle School Captains are nominated at Year 9 level. They are elected by Middle School staff and students.

THE HOUSE SYSTEM

In addition to Sport/PE as part of the core curriculum, there are separate Middle School competitions. The focus of these competitions is the House system. Students in Years 7, 8 and 9 take part in the House competitions in all areas of sport.

The four Houses are:

- **ANNELLS** (light blue)
- **ARNOTT** (maroon)
- **HUGHES** (yellow)
- **PLUMMER** (green)

HOUSE PERFORMING ARTS

Student leadership, innovation, creativity and house spirit is also fostered through the House Festival of Performing Arts. Students from Years 7 to 9 work in House teams to write, co-ordinate, practice and perform an ‘all in one’ performance experience where Houses compete for the Cup for Drama, the Cup for Music, the Cup for Dance and the overall Trophy for the Festival of Performing Arts winner.

COMMUNITY LINKS

During the Middle School years, many activities are offered to students in addition to those located within the normal classroom program. There is a substantial social service program, parts of which encourage responses from the whole of Middle School as a unit, and parts of which offer the chance for individual tutorial groups to plan activities to help particular community groups. This work is co-ordinated by a Community Links Committee, comprised of students and staff from all parts of the School.

SUPPORT SERVICES

Counselling, testing and support for students with special needs are provided by the School Psychologist and Individual Learning Programs staff.

EXTENSION PROGRAMS

Students in Year 7 and Year 8 who exhibit high levels of academic achievement, rigour and endeavour may be invited to join the Gifted and Talented program.

The Gifted and Talented program is based in the Collaboratory learning space and endeavours to allow students to put digital technologies at the heart of their learning. Experiences and excursions have included tracking the Juno Space probe to Jupiter, visits...
to RSPCA, Denso Automotive, NICTA Exhibition, State Emergency Centre and learning to video scribe with an animator.

The School also offers creative writing as part of the extension program. Students meet with visiting authors and are involved in discussion and enhancement activities. In addition, throughout the year, ‘artists in residence’ and subject-specific competitions are held to enhance our programs.

REPORTING TO PARENTS

Detailed written reports are provided at mid-year and at the end of the school year. Progress Reports are provided to parents during Semesters 1 and 2, which provide information about current student progress. Parent/Teacher Interviews are scheduled twice a year. Should additional feedback or interviews be requested this can be arranged, usually through the student’s Tutorial Teacher. Parents also receive a report of co-curricular activities their child has been engaged in, e.g. sport, music etc. Students are provided with a student Achievement Portfolio into which they place their reports, awards and certificates.

DEBATING

Debating is offered as a House competition during lunchtimes for Year 7 and 8 students. At Year 9, teams participate in the Debaters’ Association of Victoria competition. Towards the end of Years 8 and 9, an attempt is made to identify students at that level who might form the nucleus of debating teams in the following year.

HOMEWORK

The School believes in the value of homework on a regular basis, since it is clearly impossible for students to achieve their potential if their school work is limited to school hours. Homework also encourages students to work independently in a self-motivated way.

Homework serves a number of purposes:

- Preparation for a future lesson (e.g. preliminary reading or research)
- Completion of tasks set in class
- Remediation, where a student completes extra work aimed at overcoming problems faced or clarifying concepts through further examples
- Extension activities for those students who need to be further challenged
- Revision for purposes of consolidation or preparation for exams and tests
- Reflection on learning experiences

Since the production of a workable school homework timetable is difficult, the School’s policy is to ask teachers to allow several days for extended tasks to be completed. This allows students to arrange their own program to suit – a worthwhile skill to develop in itself. It also takes into account evening commitments that students may have (e.g. clubs, family visits, etc). Tasks that take a short period of time (e.g. 10 – 15 minutes) may be required to be completed for the next day.

It is difficult to insist on particular lengths of time to be spent each evening, but the following provides a guide. There will, of course, be times when more than this will be required or there could be times when, due to other commitments, less would be appropriate.

- Year 7 1 hour
• Year 8  1 hour
• Year 9  1½ hours

These suggestions are for the five week nights. If shorter time is spent on homework during the week, compensation should be made at the weekend.

The reading of English set texts and additional novels as part of the wide reading program in English should, for the most part, be done in addition to the times set out above.

It is recognised that parents play an important role in relation to homework. This may be through encouragement, checking of folders for neatness and organisation, discussion of tasks, assistance with problems, listening to revision, testing of spelling, etc.

Particular departments may issue more detailed requirements.

LOCKERS

The Year Level Co-ordinators allocate lockers and should be approached with any questions regarding their use. It is regarded as a serious offence to interfere with another student’s locker or its contents. Any damage to a locker must be reported immediately to the Year Level Co-ordinators. Damage to lockers, apart from normal wear and tear, will be charged to the student responsible.

All students are allocated a locker. Locks will be given to the students at the beginning of the year and students are expected to have this lock for their entire schooling.

Valuables and large sums of money MUST NOT BE LEFT in lockers or change rooms. These may be left with the Year Level Co-ordinator at all times or, if attending PE, the PE staff.

Lockers MUST ALWAYS have a lock.

MUSIC LESSONS

An introductory evening early in Year 7 sets out the options for those who may wish to have instrumental lessons. Details of those lessons are provided along with advice on buying or hiring instruments. Lessons may be continued or started by students in Year 8.

WORSHIP

At Assemblies, the Chaplain and Chapel Wardens lead the School in worship. A reading, prayer and hymn are integral parts of those Assemblies. In addition to this, Chapel is offered on a regular basis. Many Middle School students are confirmed into the Anglican Church.

SUPERVISION

Senior staff members are in attendance at the School from 8.00am in the morning until 5.00pm in the evening. The grounds are supervised by staff on a roster basis and at any one time at least three members of staff are on duty within the grounds. This is in addition to senior staff who would be available from their offices.

SPORT

All students in Years 7, 8 and 9 are to make themselves available to play Saturday Sport for the School. Students participate in sport training during period 5 every Monday. These training sessions lead into the students’ involvement in the AGS/APS Saturday sport program. Specific details of students’ involvement in the co-curricular program will be provided during the school year.
Clear guidelines are set out in the Student Electronic Planner with regards to sport, and students and their parents should familiarise themselves with these. If selected for a Firsts team training is after school.

There is an after hours number on which the School can be contacted in an emergency. There is also a number to be used by parents requiring information about Saturday Sport. The Saturday Sport information service operates on each Saturday that there is A.G.S.V. competition. The number is 9262 7888.

CAMPS

All Year 7 students attend a week long camp with Year 7 and pastoral staff. This camp takes place in Term 1. Students establish a strong tutorial and year level bond on the camp and experience challenging adventures.

In Year 8, students attend a camp with the Tutors during Term 3. Students experience a myriad of activities, and team work is a specific outcome of this camp. The camp is attended by Year 8 and pastoral staff.

GENERAL INFORMATION

COMMUNICATION BETWEEN HOME AND SCHOOL

There are various means by which communication between home and school is enhanced:

- **The Electronic Student Planner**
  The planner must be sighted weekly by parents.

- **Email/iPads**
  Students and Parents may contact teachers directly via email.

- **The School Magazine** “The Link” is issued twice a year. This is a pictorial magazine containing articles about student activities, parent functions and past student news.

- **“Levavi”** – This is the student annual and it is a record of events from the past year which includes articles and photos from every year level from ELC to Year 12. This magazine is published at the end of the School year.

- **The “Valley Voice”** provides specific information regarding events and other matters. The “Valley Voice” is emailed each week.

- **Interviews and Year Level Meetings**
  The Tutor is the initial point of contact between parents and the School at any time during term. Should the Tutor be unavailable, the Year Level Co-ordinators are always available to assist and offer support.

- **Parent/Subject Teacher Interviews**
  These may be arranged by the School after mid Semester 1 and by the Tutorial Teacher at any time throughout the year. Evening meetings are arranged, from time to time, to explain and discuss School programs.

- **School Records**
  Please notify the Middle School Secretary of any changes of address, telephone numbers (including mobile numbers), or family circumstances.
MOBILE TELEPHONES

- Mobile phones should be securely stored in student lockers.
- Mobile phones may not be used in Middle School at any time between 8.30am and 3.40pm. A public phone is available for student use.
- Parents who need to contact their son or daughter may do so via the Middle School Secretary. Mobile phones will be confiscated if this policy is breached.
- Mobile phones are BANNED on any school excursion or camp.

HARASSMENT POLICY

Being harassed means subjected to behaviour that is hurtful, threatening or frightening. In society, harassment may occur in relation to:

- intellectual ability
- social skills
- physical appearance
- sex
- belief / values / morals
- race
- emotional development

Harassment takes the following forms:

- **Physical** – includes fighting, pushing, shoving, kicking, spitting, punching, hitting, gestures or invasion of personal space.
- **Sexual** – includes unwanted touching, suggestive behaviour, offensive comments and display of offensive pictures or written material.
- **Verbal** – includes threats, name calling, offensive language, putting people down and rumour spreading.
- **Visual** – including offensive notes or material, or damaging other people’s possessions.
- **Victimisation** – includes intimidation and deliberate exclusion.

Harassment is considered a major offence and is specifically mentioned in the School Rules. No student has the right to harass another, and no student has to put up with being harassed. Watching another student being harassed is as bad as harassing the student yourself.

Therefore, if a student is being harassed, or knows of another student being harassed, it is in everyone’s best interests to report the harassment to a teacher.

The teacher will help the student to handle the situation. If the student just wants advice, the teacher will assist the student to decide on a course of action. If the student wants the teacher to act on behalf of the student, that will be done. The student may be asked to write down what has happened, and the harasser may have to write down his/her side of the story. The harasser will be given a strong message that his/her behaviour is wrong, and if the behaviour continues, very serious consequences will follow.

If we all refuse to tolerate harassment, everyone will feel happy and comfortable at School.
STRUCTURE OF THE SCHOOL DAY

Each student receives a personal timetable on the first day of each semester. Timetable details should be transferred to the appropriate places within the Student Planner.

The school day is divided into five 60 minute periods and operates on a two week cycle.

The five periods are organised as follows:

<table>
<thead>
<tr>
<th>MONDAY TO THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUTORIAL</td>
<td>8.35am – 9.05am</td>
</tr>
<tr>
<td>PERIOD 1</td>
<td>8.50am – 9.05am</td>
</tr>
<tr>
<td>PERIOD 2</td>
<td>9.05am – 10.05am</td>
</tr>
<tr>
<td>RECESS</td>
<td>10.05am – 11.05am</td>
</tr>
<tr>
<td>PERIOD 3</td>
<td>11.05am – 12.05am</td>
</tr>
<tr>
<td>PERIOD 4</td>
<td>12.05pm – 12.30pm</td>
</tr>
<tr>
<td>LUNCH</td>
<td>1.30pm – 2.20pm</td>
</tr>
<tr>
<td>Period 5</td>
<td>2.25pm – 3.25pm</td>
</tr>
</tbody>
</table>

An Assembly period is scheduled for period 4 on a Tuesday in Week A.
### TABLE OF KEY LEARNING AREAS – YEAR 7

<table>
<thead>
<tr>
<th>KEY LEARNING AREA</th>
<th>KEY COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Collecting, analysing and organising information</td>
</tr>
<tr>
<td>English</td>
<td>• The capacity to sift, sort and locate information</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Communicating ideas and information</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• The capacity to communicate effectively with others</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Planning and organising activities</td>
</tr>
<tr>
<td>Science</td>
<td>• The capacity to plan and organise one’s own work activities</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Working with others in teams</td>
</tr>
<tr>
<td>Geography</td>
<td>• The capacity to interact effectively with other people on a one-to-one basis</td>
</tr>
<tr>
<td>History</td>
<td>and in groups</td>
</tr>
<tr>
<td><strong>Languages Other Than English</strong></td>
<td>Using mathematical ideas and techniques</td>
</tr>
<tr>
<td>Chinese</td>
<td>• The capacity to use mathematical ideas such as numbers and space</td>
</tr>
<tr>
<td>French</td>
<td>Solving problems</td>
</tr>
<tr>
<td>Indonesian</td>
<td>• The capacity to apply problem solving strategies in purposeful ways</td>
</tr>
<tr>
<td><strong>Health and Physical Education (HPE)</strong></td>
<td>Using technology</td>
</tr>
<tr>
<td>Dramatic Development</td>
<td>• The capacity to apply technology combining both physical and sensory skills</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td></td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Art, Design &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>Dramatic Development</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>KEY LEARNING AREA</td>
<td>KEY COMPETENCIES</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>English</td>
<td>Collecting, analysing and organising information</td>
</tr>
<tr>
<td></td>
<td>- The capacity to sift, sort and locate information</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Communicating ideas and information</td>
</tr>
<tr>
<td></td>
<td>- The capacity to communicate effectively with others</td>
</tr>
<tr>
<td>Science</td>
<td>Planning and organising activities</td>
</tr>
<tr>
<td></td>
<td>- The capacity to plan and organise one's own work activities</td>
</tr>
<tr>
<td>Humanities</td>
<td>Working with others in teams</td>
</tr>
<tr>
<td></td>
<td>- The capacity to interact effectively with other people on a one-to-one basis and in groups</td>
</tr>
<tr>
<td>Languages Other Than English</td>
<td>Using mathematical ideas and techniques</td>
</tr>
<tr>
<td></td>
<td>- The capacity to use mathematical ideas such as numbers and space</td>
</tr>
<tr>
<td>Health and Physical Education (HPE)</td>
<td>Solving problems</td>
</tr>
<tr>
<td></td>
<td>- The capacity to apply problem solving strategies in purposeful ways</td>
</tr>
<tr>
<td>The Arts</td>
<td>Using technology</td>
</tr>
<tr>
<td></td>
<td>- The capacity to apply technology combining both physical and sensory skills</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
</tbody>
</table>

Collecting, analysing and organising information
- The capacity to sift, sort and locate information

Communicating ideas and information
- The capacity to communicate effectively with others

Planning and organising activities
- The capacity to plan and organise one’s own work activities

Working with others in teams
- The capacity to interact effectively with other people on a one-to-one basis and in groups

Using mathematical ideas and techniques
- The capacity to use mathematical ideas such as numbers and space

Solving problems
- The capacity to apply problem solving strategies in purposeful ways

Using technology
- The capacity to apply technology combining both physical and sensory skills
## SUMMARY OF SUBJECTS OFFERED

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Year Level</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>7 &amp; 8</td>
<td>15, 16</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>7 &amp; 8</td>
<td>17, 18</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>7 &amp; 8</td>
<td>19, 20</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities</td>
<td>7 &amp; 8</td>
<td>21, 22</td>
</tr>
<tr>
<td>Languages</td>
<td>Chinese</td>
<td>7 &amp; 8</td>
<td>23, 24</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>7 &amp; 8</td>
<td>25, 26</td>
</tr>
<tr>
<td></td>
<td>Indonesian</td>
<td>7 &amp; 8</td>
<td>27, 28</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Dramatic Development</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Personal Development</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>7 &amp; 8</td>
<td>31, 32</td>
</tr>
<tr>
<td>Sport</td>
<td>Sport</td>
<td>7 &amp; 8</td>
<td>33, 34</td>
</tr>
<tr>
<td>Art, Design &amp; Technology</td>
<td>Art</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Visual Communication and Design</td>
<td>8</td>
<td>37</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>7 &amp; 8</td>
<td>39,40</td>
</tr>
</tbody>
</table>
Outline of Aims

- To provide cognitive challenges for students, that require them to receive and remember information in order to generate concepts and ideas, particularly as they relate the set texts.
- To develop confidence and competence in writing for a range of purposes and audiences
- To encourage students to read widely beyond the set text list
- To extend students’ capacity to listen and to communicate orally

Content

- **Reading** – A range of texts is introduced in the classroom. Three texts are studied formally during the course. One of these is a non print text (usually a film). Students are encouraged to read widely outside the formal program and to engage in reading for pleasure as well as for text-related analysis. Print and electronic media texts are also studied, as are poetry texts.

- **Writing** – Writing is presented as a process involving a number of steps. Personal writing will explore the craft of poetry and a range of prose styles including narrative, persuasive, informative and descriptive. Responses to literature will be both persuasive and creative. Planning is explicitly taught in order that students might develop a reliable method of interpreting essay questions and structuring their responses.

- **Speaking and listening** – Students participate in whole class and small group discussions. Opportunities are also provided for all students to give speeches, formal and impromptu, and engage in debates. Activities are aimed at helping students grow both more familiar and more comfortable with public speaking in its various forms. Oral presentations will take place both as small group presentations as well as individual presentations to the whole class.

Assessment

- Text responses (including to media texts)
- Oral communication
- Craft of writing – writing for specific audiences and purposes
ENGLISH – YEAR 8

Outline of Aims

- To consolidate skills and concepts introduced in Year 7
- To extend student inquiry
- To expand the students’ repertoire of strategies for dealing with text, whether spoken, written or visual
- To encourage students to read widely beyond the set text list
- To extend students’ capacity to listen and to communicate orally

Content

- **Reading** – A range of texts is introduced in the classroom. Three texts are studied formally during the course. One of these is a non print text (usually a film). Students are encouraged to read widely outside the formal program and to engage in reading for pleasure as well as for text-related analysis. Print and electronic media texts are also studied.

- **Writing** – Writing is presented as a process involving a number of steps. Personal writing will explore the craft of poetry and a range of prose styles including narrative, persuasive, informative and descriptive. Responses to literature will be both persuasive and creative. At Year 8 level writing should exhibit greater sophistication, both in terms of expression and content. The concept of planning extended responses, introduced in Year 7, is refined.

- **Speaking and listening** – students participate in whole class and small group discussion. Opportunities are also provided for all students to give speeches, formal and impromptu, and engage in debates. As in Year 7, the emphasis is on encouraging students to become more comfortable with public speaking. Oral presentations will take place both as small group presentations as well as individual presentations to the whole class.

Assessment

- Text responses (including to media texts)
- Oral communication
- Craft of writing – writing for specific audiences and purposes
MATHEMATICS IS A CORE SUBJECT. THE SCHOOL WILL ALLOCATE STUDENTS TO THE MOST APPROPRIATE MATHEMATICS CLASS ACCORDING TO THEIR ABILITY AND RECENT ASSESSMENT RESULTS.

Outline of Aims

- To consolidate and extend mathematical skills and concepts in the three content strands of the Australian Curriculum: number and algebra, measurement and geometry, statistics and probability.
- To develop mathematical communication both orally and in written form.
- To apply students’ mathematical knowledge to the solution of mathematical problems in unfamiliar situations.
- To use calculators and computers appropriately and effectively.
- To encourage students to contribute positively to co-operative group work.
- To provide the opportunity for students to test their abilities in mathematics competitions and in further extension activities.

Content

- Whole numbers
- Geometry
- Number properties and patterns
- Fractions and percentages
- Algebra
- Decimals
- Statistics and probability
- Equations
- Polygons
- Measurement
- Negative numbers

Assessment

- Topic tests assess students’ proficiency in understanding, fluency, problem solving and reasoning.
- An end of semester test is conducted in second semester.
MATHEMATICS IS A CORE SUBJECT. THE SCHOOL WILL ALLOCATE STUDENTS TO THE MOST APPROPRIATE MATHEMATICS CLASS ACCORDING TO THEIR ABILITY AND RECENT ASSESSMENT RESULTS.

Outline of Aims

- To consolidate and extend mathematical skills and concepts in the three content strands of the Australian Curriculum: number and algebra, measurement and geometry, statistics and probability.
- To develop mathematical communication both orally and in written form.
- To apply students’ mathematical knowledge to the solution of mathematical problems in unfamiliar situations.
- To use calculators and computers appropriately and effectively.
- To encourage students to contribute positively to cooperative group work.
- To provide the opportunity for students to test their abilities in mathematics competitions and in further extension activities.

Content

- Integers
- Lines, shapes and solids
- Percentages
- Measurement
- Algebra
- Equations and inequalities
- Linear functions
- Ratio
- Probability and statistics
- Transformation and congruence

Assessment

- Topic tests assess students’ proficiency in understanding, fluency, problem solving and reasoning.
- An end of semester test is conducted in second semester.
Science

SCIENCE – YEAR 7

Outline of Aims

In their first secondary year of science, it is important that students are allowed to be creative, and inquisitive about the world in which they live. Their first year of secondary science includes a variety of practical activities which can be used to help build deep understanding of scientific principles. The course is designed for students to:

• develop curiosity about the natural world
• develop an appreciation of scientific methodology including observing the world around them and forming inferences about these observations.
• develop the practical and analytical skills which are necessary to investigate phenomena both inside and outside the laboratory
• further build a base of factual and conceptual knowledge of the physical, chemical and biological world which helps them better understand their observations.
• Develop science literacy skills to help build capacity to communicate their knowledge of science effectively.
• Incorporate information technology in the teaching and learning of science which allows for the collaboration of new ideas, new skills and the sharing of knowledge and applications of scientific principles

Content

• Being a Scientist
• Separating Mixtures
• Classification
• Renewable and non-renewable resources – Precious Resources
• Forces in action
• A world of machines

Practical Component

Practical experiments and learning activities form an integral part of the course. Students use a variety of practical skills to collect and analyse data which is used to help formulate conclusions. The development of practical skills is sequential and an essential part of the study of science. Students use a variety of analytical skills, including tabulation and graphical representation of data, using both traditional manual methods and computerised technology assisted graphs, tables and other forms of data collection and display.

Assessment

• Project work
• Secondary data analysis tasks and application tasks
• Practical reports
• Unit tests
Outline of Aims

The year 8 science course allows students to make connections from their work in year 7 and to continue to develop a deeper understanding of concepts and skills that are unique to the study of science. It allows students the opportunity to:

- continue to develop curiosity about the natural world
- continue to build on scientific methodology as a unique way of observing the world around them and to deepen their understanding of their observations using science
- continue to develop the practical and analytical skills which are necessary to investigate natural phenomena both inside and outside the laboratory
- continue the pursuit of scientific knowledge of the physical, chemical and biological world to assist with understanding observations.
- further develop the students’ science literacy skills to help build capacity to communicate their knowledge of science effectively.
- Build on the use of information technology in learning of science which allows for the collaboration of new ideas, new skills and the sharing of knowledge and applications of scientific principles.

Content

- Science skills and methodology
- Matter
- Chemical Change – including acids and bases
- Cells
- Body Systems
- Sedimentary, Igneous and Metamorphic Rocks
- Energy

Practical Component

Practical experiments and learning activities form an integral part of the course. Students use a variety of practical skills to collect and analyse data which is used to help formulate conclusions. The development of practical skills is sequential and an essential part of the study of science. Students use a variety of analytical skills, including tabulation and graphical representation of data, using both traditional manual methods and computerised technology assisted graphs, tables and other forms of data collection and display.

Assessment

- Project work
- Secondary data analysis tasks and application tasks
- Practical reports
- Unit tests
Humanities

HUMANITIES – YEAR 7

Outline of Aims

- To develop geographical skills that students will need in later years
- To examine some environmental issues
- To encourage desirable attitudes and values in students
- To introduce students to a range of information resources and provide practice at using these resources
- To develop historical literacy
- To learn how to evaluate evidence and to arrive at valid judgments
- To provide an awareness of how archaeologists, geographers and historians seek understanding of human activity
- To identify how present and past societies function(ed) and how they shape(d) the lives of individuals and impact upon our world today
- To introduce students to a range of ICT skills using iPads

Content

Year 7 Humanities students focus on the study of History and Geography.

The following topics are covered:

- Family & School History
- Mapping
- Human Interaction & Use of the Natural Environment
- Archaeology
- Ancient civilisations: Egypt, Greece, Rome & China

Assessment

- Tests
- Research assignments
- Group projects
- Analytical exercises
- Written activities
- iPad based tasks
Outline of Aims

- To develop an empathy for the study of other peoples and their cultures
- To develop an appreciation of the diversity of Asian cultures and societies
- To identify common interests and common values between Australian and Asian people in the past and today
- To clarify personal values in relation to the study of societies within our region, particularly counteracting typical stereotypes of different religions and cultures
- To develop analytical, research, written, oral and presentation skills
- To develop competencies in the use of ICT as part of Humanities study, using both PC Microsoft Office and iPad applications
- To develop historical literary focussing on cause and effect as well as change and continuity.

Content

Year 8 Humanities students focus on Medieval History in Europe and Asia.

The following topics are covered:

- Medieval History in Europe & Great Britain
- Medieval Japan
- The Black Death and Cross Cultural Reaction
- The Renaissance

Assessment

- Computer based projects using Inspiration, Word, PowerPoint and the online resources
- National History Challenge entry
- Comprehension and analytical tasks
- Tests
- Assignments
- Oral Presentations

Assessment tasks are both individual and group based.
Languages

CHINESE – YEAR 7

Outline of Aims
Students will be assisted to:

- Acquire and extend basic speaking, reading, listening and writing skills in Chinese
- Increase their understanding of Chinese speaking people and their way of life
- Develop awareness of how language functions and assists communication in our lives
- Increase their appreciation of cultural diversity and plurality

Content
The emphasis of the course is on oral communication but students will also develop an ability to read and write Chinese characters.

The following topics will be studied in Year 7:

- Greetings
- Introductions
- Family and pets
- Personal interests
- Sports
- Telling the time and date
- School life

Assessment
All four language skills will be formally assessed and students will be provided with a report outlining their progress.

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Cultural assignments and vocabulary tests
CHINESE – YEAR 8

Outline of Aims

- To help students develop a proficiency with the communication skills of a language Other Than English
- To develop a better understanding of Chinese speaking people and their way of life
- To help students gain a better understanding of their own language and of how language works in life
- To develop in students an appreciation of cultural diversity and plurality

Content

The course continues the communicative approach. While listening and speaking continue to be the main focus, reading and writing are increasingly important as aids to learning.

Topics studied in Year 8 include:

- Food and drink
- Eating out
- Shopping at a market
- Weather and seasons
- Sports and leisure interests
- Travel and transport
- Chinese currency

Assessment

All four language skills will be assessed by:

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks
Outline of Aims

- Acquire and extend basic speaking, reading, listening and writing skills in French
- Develop awareness of how language functions and assists communication in our lives
- Increase students’ understanding of French speaking people and their way of life
- Increase students’ appreciation of cultural diversity and plurality

Content

The main emphasis is on oral communication.

Language games, songs and role play activities are an essential part of the course.

The following topics are studied in Year 7:

- Personal identification
- Family and pets
- Housing
- School life, times and dates
- Birthdays and special occasions
- Directions and places
- Cultural aspects of France and French speaking countries

Assessment

All four language skills will be assessed by:

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks
Outline of Aims

- To help students develop a proficiency with the communication skills of a Language Other Than English
- To develop a better understanding of French speaking people and their way of life
- To help students gain a better understanding of their own language and of how language works in life
- To develop in students an appreciation of cultural diversity and plurality

Content

The course continues the communicative approach. While listening and speaking continue to be the main focus, reading and writing are increasingly important as aids to learning.

Topics studied in Year 8 include:

- Body Parts and Sickness
- Weather and seasons
- Sports and leisure interests
- Food and Eating Out
- Travel and transport
- French currency
- French regions

Assessment

All four language skills will be assessed by :

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks
Outline of Aims

Students will be assisted to:

- Acquire and extend basic speaking, reading, listening and writing skills in Indonesian
- Increase their understanding of Indonesian speakers and their way of life
- Develop awareness of how language functions and assists communication in our lives
- Increase their appreciation of cultural diversity and plurality

Content

There is equal emphasis on the development of the four language skills of listening, speaking, reading and writing. Language games, songs and role play activities are an essential part of the course.

The following topics are presented:

- Greetings
- Introducing yourself and others
- Daily activities
- Numbers
- Days of the week, months
- Telling of time
- Family
- Indonesian facts and culture
- Housing
- Body parts
- Clothing

Assessment Tasks

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Cultural assignments and vocabulary tests
Outline of Aims

- To help students develop a proficiency with the communication skills of a second language
- To develop a better understanding of Indonesian speaking people and their way of life
- To help students gain a better understanding of their own language and of how language works in life
- To develop in students an appreciation of cultural diversity and plurality

Content

The course continues the communicative approach of Year 7. There is equal emphasis on the development of the four language skills of listening, speaking, reading and writing.

The topics presented include:

- Food
- Shopping
- Giving directions
- Animals and their environment
- School and subjects
- Transport

Assessment Tasks

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks
Dramatic Development is an innovative program that combines drama skills with personal development issues. Dramatic Development addresses issues in the class as they arise, and rewards students that take measured and considered risks.

**Outline of Aims**

- To promote attitudes and behaviours which contribute to personal and community wellbeing
- To develop in students the ability to make decisions about personal and community health matters
- To provide accurate information about health and health related matters
- To develop an understanding of factors that influence the quality of life enjoyed by an individual or a community
- To develop a range of skills associated with the following Year 7 youth issues: friendships, optimistic thinking, accepting difference, measured risk taking, coping strategies, inclusiveness, and effective communication
- To examine issues using drama skills such as: collaboration, devising new scenes through physical associates and mime

**Content**

- **Optimistic thinking** – positive self talk, optimism as a means for managing life’s challenges
- **Accepting difference / inclusiveness** – exploring every day ways of being community minded
- **Measured risk taking** – personal growth and challenge based on values and reliable information
- **Coping strategies** – surviving and thriving when aspects of every day life are difficult
- **Nutrition** – balanced diet, weight control, healthy meal choices
- **Personal relationships** – communication skills, self confidence, peer and family relationships, critical thinking, setting goals and personal resilience
- **Body image/sexuality** - involves looking at the shape of our individual body and how this impacts on self esteem and issues related to sexuality
- **Drug education** - in depth investigation of the health risks associated with tobacco use
- **Bullying** – identifying bullying, creating strategies, cyber bullying
- **Active lifestyles** - examines the reasons for maintaining an active lifestyle and methods that can be employed
- **Skin care and protection** - understanding the danger of the excesses of sun. Investigating healthy skin care habits.

**Assessment**

Students complete assignments, short pieces of written work, personal reflections, and dramatic performances. There will be subjective observations of students’ participation in and contribution to class and small group activities including discussion sessions.

Students will be required to use iPad applications to record performances or self-assessments. Any research tasks will utilise iPad and internet resources.
PERSONAL DEVELOPMENT – YEAR 8

Personal Development promotes class discussion around important health and wellbeing issues facing teenagers. Students learn concepts related to their own and others’ health and safety and about how to operate as an independent, respectful and community minded citizen.

Outline of Aims

- To promote attitudes and behaviours which contribute to personal and community wellbeing
- To develop in students the ability to make decisions about personal and community health matters, and to encourage students to take responsibility for such decisions
- To provide accurate information about health and health related matters
- To develop an understanding of factors that influence the quality of life enjoyed by an individual or a community

Content

- Public speaking skills – students develop an understanding of the communication skills that enable people to feel confident when speaking in a public forum. The research themes are youth issues
- Nutrition – students complete a major assignment that investigates risks associated with poor nutrition, how to maximise nutritional health and the links between health and an active lifestyle
- Sexual Education – basis of healthy and respectful relationships, adolescent and puberty changes and challenges, reproductive systems, conception, pregnancy
- Role models – choosing and rationalising suitable role models in the community
- Problem solving – students investigate various methods of dealing with emotional and personal issues. Investigation includes growth mindset, anger management, power and relationships, safe partying
- Cyber safety – students discuss the issues surrounding the internet and being an adolescent as well as the types of risks and how to maximise cyber safety

Assessment

Students complete assignments, performances, tests, research tasks and short pieces of written work. There will be subjective observation of students’ participation in and contribution to class and small group activities including discussion sessions.

Students will be required to use iPad applications to record performances or self-assessments. Any research tasks will utilise iPad and internet resources.
The Year 7 Physical Education aims to provide students with the opportunity to explore their learning through a kinesthetic means. The program combines a number of different sports and activities with the purpose of improving tactical concepts and skills whilst working individually and in a team based setting. Students will use their iPads throughout the course to complete formative and peer assessments.

**Outline of Aims**
- To develop knowledge and skills to make decisions with regards to participation in physical activity
- To be actively involved in a variety of sports, games and activities
- For students to develop their motor skills based to their personal potential
- To develop skills, knowledge and attitudes related to qualities such as self discipline, leadership, fairness and cooperation, self esteem and personal appearance

**Content**
The following units and activities will be used to meet the aims and objectives of the course:
- Fundamental motor skills including athletics based activities
- Swimming and gymnastic units
- Striking sports that may include baseball/softball, cricket, tennis
- Games Sense approach that may include basketball, softcrosse, ultimate Frisbee, netball, Australian rules football
- Minor games and fitness challenges

**Assessment**
Students will be observed, timed for personal best performances, and asked to complete and compete in all activities applying skills and strategy. They will receive a report at the completion of each semester.

Students will have the opportunity to create self and peer-assessment models through iPad usage. Video feedback and recording of results will require the use of student iPad applications specific to class activities.
The Year 8 Physical Education aims to provide students with the opportunity to explore their learning through a kinesthetic means. The program combines a number of different sports and activities with the purpose of improving and extending tactical concepts and skills from Year 7 whilst working individually and in a team based setting. Students will use their iPads throughout the course to complete formative and peer assessments.

Outline of Aims

- To develop knowledge and skills to be able to make decisions with regards to participation in physical activity
- To be actively involved in a variety of sports, games and activities
- For students to develop their motor skill base to their personal potential
- To develop skills, knowledge and attitudes related to qualities such as self discipline, leadership, fairness and cooperation, self esteem and personal appearance

Content

The following units and activities will be used to meet the aims and objectives of the course:

- Athletics based activities
- Swimming/water safety and gymnastic units
- Striking sports that may include badminton, cricket, tennis, volleyball
- Games Sense approach that may include basketball, softcrosse, ultimate Frisbee, European handball, tchoukball, soccer
- Minor games
- fitness challenges including completing a ‘Tough Yarra’ course

Assessment

Students will be observed, timed for personal best performances, complete the Yarra Valley Grammar Fitness Challenge Program, and receive a report at the completion of each term.

Students will have the opportunity to create self and peer-assessment models through iPad usage. Video feedback and recording of results will require the use of student iPad applications specific to class activities.
# Sport

## SPORT – YEAR 7

### Outline of Aims

- That all students will be actively involved and enjoy a summer sport, winter sport or both seasons of sport. All students will be involved in or have access to a comprehensive athletics, swimming and cross country program.

- That all students will have the chance to develop both team and individual skills in multiple areas.

- That all students will have the opportunity to develop the necessary fitness levels to be an active and healthy contributor to their sport.

- To expose students to qualities such as fairness and cooperation in sport, determination and self-confidence.

- To develop socialisation skills by being involved in competition with other schools.

### Content

#### Inter-school program

**Summer sports**
- Boys: badminton, cricket, tennis, basketball, table tennis, volleyball
- Girls: volleyball, softball, tennis, touch football

**Winter sports**
- Boys: Australian Rules football, soccer, hockey, cross country
- Girls: netball, hockey, basketball, soccer, aerobics

**Swimming**
- Boys: Term 1
- Girls: Term 1

**Athletics**
- Boys: Term 3
- Girls: Term 3

**Cross country**
- Girls: Term 3

In addition to the above, opportunities also exist for students to represent the School in snow sports, golf, kayak and canoeing, and equestrian competitions.

#### Inter-house program

Inter house competitions are held in swimming, athletics, cross country, and a range of sporting activities to be decided by the Sports Co-ordinators.

### Assessment

Students receive a co-curricular report for every team they participate in.
SPORT – YEAR 8

Outline of Aims

- That all students will be actively involved and enjoy a summer sport and winter sport. All students will be involved in or have access to a comprehensive athletics, swimming and cross country program
- That all students will have the chance to develop both team and individual skills in two or three specific areas
- That all students will have the opportunity to develop the necessary fitness levels to be an active and healthy contributor to their sport
- To expose students to qualities such as fairness and cooperation in sport, determination and self confidence
- To develop socialisation skills by being involved in competition with other schools

Content

Inter-school program

**Summer sports**

Boys: badminton, cricket, tennis, basketball, table tennis, volleyball
Girls: volleyball, softball, tennis, touch football

**Winter sports**

Boys: Australian Rules football, soccer, hockey, cross country
Girls: netball, hockey, basketball, soccer, aerobics

**Swimming**

Boys: Term 1
Girls: Term 1

**Athletics**

Boys: Term 3
Girls: Term 3

**Cross country**

Girls: Term 3

In addition to the above, opportunities also exist for students to represent the School in snow sports, golf, kayak and canoeing and equestrian competitions.

Inter-house program

Inter house competitions are held in swimming, athletics, cross country, and a range of sporting activities to be decided by the Sports Co-ordinators.

Assessment

Students receive a co-curricular report for every team they participate in.
Art, Design & Technology

ART – YEAR 7

The Year 7 program is project-based and integrates a variety of disciplines and themes from within the Art, Design and Technology fields. Students realise artworks based on a series of set Briefs that deliver key knowledge and skills in the fundamentals:

- Design Process
- Elements and principles of Design
- Drawing, Painting and other media
- Three dimensional form and function
- Cultural and historical context

Outline of Aims

- To enable students to understand and enjoy the images they and others make, through workshops and gallery visits that focus on various cultural and historical contexts
- To enable students to acquire, through experience, an understanding of a diverse range of two and three dimensional media
- To develop students’ capacity to create visual and tactile works through the application of appropriate skills and techniques
- To develop students’ understanding and appreciation of the elements and principles of Design
- To enable students to communicate, through the images they make, their thoughts and feelings
- To integrate aspects of Australian and Asian Indigenous studies in Arts production
- To foster an awareness of sustainable Arts practice
- To integrate and apply Technology in the creative process
- To develop students’ awareness of Occupational Health and Safety

Year 7 Project Briefs

- Fauvist Portrait
- Animal Figurine
- Asian Printmaking
- Australian Indigenous Mural
Content

Practical
Activities are structured to encourage the development of a range of skills, and imaginative and creative expression of ideas articulating the following knowledge and skills

- **Drawing systems** – manual, instrumental, observational, visualisations with annotation and Computer Aided
- **Materials** – clay and other modelling media, fabric, paper, paint and assorted media
- **Skills** – drawing, painting, sewing, modelling, moulding, sculpture, construction, accuracy
- **Technology** - tools, machines, digital devices, OHS

Theory

- **Art elements and design principles**
- **Investigating artists and styles** – Students refer to past and present art, artists and cultures as a source of ideas and inspiration, within the context of a historical time-line. These include Pre Columbian Art, Asian and Australian Indigenous cultures and Post-Impressionist Art.
- **Appraisal** – Self-Reflection, Identity, Meaning and Message, Sustainability

Assessment Tasks

- **FAUVISM**
  - Producing an oil pastel portrait
- **SOUTH AMERICAN ANIMAL**
  - Creating a terracotta figurine
- **WRITTEN RESPONSES**
  - Interpreting and responding to Art
- **ASIAN PRINTMAKING**
  - Producing a lino art
- **AUSTRALIAN INDIGENOUS MURAL**
  - Producing a collaborative mural
The Year 8 program is project-based and integrates a variety of disciplines and themes from within the Art, Design and Technology fields. Students realise artworks based on a series of set Briefs that deliver key knowledge and skills in the fundamentals:

- Design Process
- Elements and principles of Design
- Drawing, Painting and other media
- Three dimensional form and function
- Cultural and historical context

**Outline of Aims**

- To enable students to understand and enjoy the images they and others make, through workshops and gallery visits that focus on various cultural and historical contexts
- To enable students to acquire, through experience, an understanding of a diverse range of two and three dimensional media
- To develop students’ capacity to create visual and tactile works through the application of appropriate skills and techniques
- To develop students' understanding and appreciation of the elements and principles of Design
- To enable students to communicate, through the images they make, their thoughts and feelings
- To integrate aspects of Australian and Asian Indigenous studies in Arts production
- To foster an awareness of sustainable Arts practice
- To integrate and apply Technology in the creative process
- To develop students’ awareness of Occupational Health and Safety

**Year 8 Project Briefs**

- Rendering & technical drawing
- Element & Principles stop motion Animation
- Australian landscape
- Figure Drawing

**Content**

**Practical**

Activities are structured to encourage the development of a range of skills, and imaginative and creative expression of ideas articulating the following knowledge and skills

- **Drawing systems** – manual, instrumental, observational, visualisations with annotation and Computer Aided
- **Materials** – timber, polymer, paper, paint and assorted media
- **Skills** – drawing, painting, shaping, construction, accuracy
- **Technology** - tools, machines, digital devices, OHS

**Theory**
- **Art elements and design principles**
- **Investigating artists and styles** – Students refer to past and present art, artists and cultures as a source of ideas and inspiration, within the context of an historical time-line. These include the Renaissance, Modern and Post-Modern periods.
- **Appraisal** – Self-Reflection, Identity, Meaning and Message, Sustainability

**Assessment Tasks**

Students’ work, their application and skill development will be observed and a competency based appraisal provided in the following areas:

- **DRAWING FOLIO**
  - Rendering and 3D drawing systems
- **STOP MOTION ANIMNATIONS**
  - Producing a stop motion animation based on the art elements and principles
- **AUSTRALIAN LANDSCAPES**
  - Producing a landscape painting
- **FIGURE DRAWING**
  - Exploring drawing techniques
Music

MUSIC – YEAR 7

Outline of Aims

- To provide an opportunity for all students to play a musical instrument
- To provide a valued and enjoyable musical experience
- To develop the ability to recognise and demonstrate the elements of music
- To develop the skills of music reading

Content

Students experience music through playing, performing, composing and analysing.

Areas covered include:

- Every student learns to play a woodwind, brass or string instrument of their choice
- Every student sings in every class
- Group performance
- Music listening skills

Assessment

- Practical work
- Skill development
- Class participation
MUSIC – YEAR 8

Outline of Aims

- To provide a valued and enjoyable musical experience
- To provide an experience of playing in a musical ensemble
- To experience working and creating in a self-directed small group
- To use iPads to learn the basics of song writing

Content

- Students experience music through rehearsal and performance in a mixed ensemble of wind, brass, string and tuned percussion instruments
- Students will work in self-directed small groups to compose percussion based pieces for performance
- Students will use their iPads to compose their own original song

Assessment

- Practical performance
- 12 Bar Blues song composition
- Written work
- Class participation