

YEAR 9

SUBJECT SELECTIONS

2022



**MACLEAN**  
HIGH SCHOOL



## INDEX

ORGANISATION OF COURSES FOR YEAR 9	2
PRINCIPAL'S MESSAGE	3
ABORIGINAL STUDIES	4
AGRICULTURE	5
CHILD STUDIES	6
COMMERCE	7
COMPUTER STUDIES	8
DANCE	9
DRAMA	10
FOOD TECHNOLOGY	11
INDUSTRIAL TECHNOLOGY	
(YOU MAY ONLY CHOOSE TWO FROM THIS CATEGORY)	
- ENGINEERING	12
- METAL	13
- TIMBER	14
LANGUAGES	15
MARINE AND AQUACULTURE TECHNOLOGY MUSIC	16
PHOTOGRAPHY & DIGITAL MEDIA	17
PHYSICAL ACTIVITY AND SPORTS ACTIVITY (PASS)	18
TEXTILE TECHNOLOGY	19
VISUAL ARTS	20

Some subjects have compulsory course fees. They are listed at the top of these subjects. They are for consumables that are necessary to participate in that subject. There are a wide variety of subjects to choose which do not incur a subject fee.

## ORGANISATION OF COURSES FOR YEAR 9

Each student must study the following CORE subjects for the number of 50 minute periods indicated per fortnight

English (9)  
Mathematics (9)  
Science (9)  
History and Geography (7)  
Personal Development, Health and Physical Education (4)  
Sport (4)

Three Elective Subjects are then chosen to cater for individual needs and talents of students. Each elective subject has six periods (6) allocated to it per fortnight.

X Elective (6)  
Y Elective (6)  
Z Elective (6)

Some restrictions apply.  
You can only choose a maximum of two (2) from the Industrial Technology grouping.

## PRINCIPAL'S MESSAGE

The next 2 years of secondary education, or Stage 5, provides the students with choices that have not existed up to this point. The abolition of the school certificate and the raising of the school leaving age to 17 years are additional changes that have significantly altered the educational landscape.

All students now must remain at school until they are 17, unless they have genuine permanent employment to transition into. If they leave at any time before completing their Higher School Certificate, they are eligible for a Record of School Achievement or R.O.S.A. Students at the end of Year 10 will have to attain the relevant course outcomes to progress into Year 11.

The Year 9 and 10 curriculum provides students with the opportunity to study both mandatory (compulsory) and high interest (elective) courses of study. Students will be asked to choose 3 electives from a wide variety of courses that we are able to offer.

In addition to the advice on subject choice supplied by Ms Fisher, the Careers Adviser, students and parents are reminded that some elective subjects attract a compulsory subject fee to cover the associated course costs.

This marks a new and significant stage of your secondary schoollife. It should also be an enjoyable and rewarding period of time.

Mr Greg Court  
**Principal**

**Course Fee: Nil**

### **COURSE DESCRIPTION**

Aboriginal Studies is for both Aboriginal and non-Aboriginal students. Through the recognition and valuing of Aboriginal peoples and cultures it will encourage an awareness and acceptance of the diversity of Australian society and a better understanding of Australia's heritage. For all students it provides an understanding of cultural heritage and develops pride in a history of Australian civilization since the beginning of the Dreaming.

The course has its emphasis on the Aboriginal communities in the Lower Clarence and places a priority on field work, excursions, guest speakers and similar activities.

Aboriginal Studies integrates the study of Geography, History, Government, Commerce, Heritage and the Environment to gain an understanding of human experience in Australia.

Aboriginal Studies includes the study of some of these elective themes:

1. Aboriginal Languages: The importance of Aboriginal languages, written and oral in traditional, colonial and contemporary Aboriginal societies.
2. Aboriginal Literature: The writing of Aboriginal people.
3. Aboriginal Biographies: The life stories of Aboriginal people.
4. Aboriginal Organisations: The development, structure and the role of Aboriginal organisations and how they cater for community needs.
5. Aboriginal Families and Communities: The role and importance of family and community to Aboriginal people and identity.
6. Media Representation and Participation: The role played by media in the construction and determination of the public view of Aboriginality.
7. Aboriginal Visual and Performing Arts: The role of visual and performing arts in the expression and reflection of Aboriginal society and identity.
8. Aboriginal Technology and Environment: The relationship between Aboriginal technologies and a changing Australian environment.
9. Business and Industry: The links between Aboriginal business and the achievement of self-determination.
10. Aboriginal Participation in Sport: The role and impact of sport in Aboriginal communities and the achievement of Aboriginal people in sport.

**For More Information Contact:** Ms Hamilton or Mrs Jurd

## AGRICULTURE

**A compulsory Course Fee of \$20.00 applies for both Year 9 and Year 10.**

### COURSE DESCRIPTION

Through the study of Agriculture, students develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia. The course provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

The course assists students to develop their knowledge and understanding of agricultural enterprises and the practices and skills required in producing plant and animal products. Students will develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible.

The essential course content brings together the study of interactions, management and sustainability within the context of agricultural enterprises. Students will also undertake a range of related practical activities. Practical experiences will occupy around 50 percent of allocated course time. Students will engage in experiences relevant to all aspects of the enterprises studied. These experiences may include fieldwork, small plot activities, some laboratory work, plant and animal husbandry activities, and visits to commercial farms and other parts of the production and marketing chain.

Students learn to work safely and independently and apply appropriate WH&S practices whenever engaged in practical activities. Students learn to appreciate the value of working cooperatively with others on a common task.

The Agriculture course at Maclean High School is designed for all students interested in learning about the production of plants and animals. No prior experience or knowledge is necessary.

Units of Work:

YEAR 9	YEAR 10
Term 1 Vegetables	Term 1 Beef
Term 2 Farm Animals	Term 2 Sugar Cane
Term 3 Poultry	Term 3 Pastures/Tractors
Term 4 Soybeans	Term 4 Orchard Crops

**For Further Information Contact:** Mr Kirkland



## CHILD STUDIES

**Course Fee: NIL**

### COURSE DESCRIPTION

The Child Studies course focuses on many of the aspects that are involved in caring for children, from conception through to school age. Students develop skills and knowledge and are provided with practical experiences in which to demonstrate their understanding of the physical, social, emotional, intellectual and spiritual growth and development of children. The needs of children at the various stages of development are explored, along with health, safety and first aid. Current and topical issues involving children and parenting are discussed in order for students to gain an insight into caring for children.

### Areas of Study

- \* Preparing for Parenthood.
- \* Family Interactions.
- \* Growth and Development.
- \* Health and Safety in Childhood.
- \* Children and Culture.
- \* Aboriginal Cultures and Childhood.
- \* Childcare Services and Career Opportunities.
- \* Conception to Birth.
- \* Newborn Care.
- \* Play and the Developing Child.
- \* Food and Nutrition in Childhood.
- \* Media and Technology in Childhood.
- \* The Diverse needs of Children.

Throughout Child Studies, students will develop skills that enhance their ability to:

- **Support a child's development** from pre-conception through to and including the early years.
- **Positively influence** the growth, development and wellbeing of children.
- **Consider the external factors** that support the growth, development and wellbeing of children.
- **Research, communicate and evaluate** issues related to child development.

### Assessment

Assessment will include both formal and informal tasks comprising some of the following:

- Written Journals.
- Practical Tasks.
- Research Assignments.
- Inquiry Based Learning.

### Who might be interested in Child Studies?

Child Studies is for students who enjoy working in a practical setting and learning about children. The course is beneficial for those students who think they may wish to pursue further study through Community and Family Studies in Years 11 and 12 or a VET childcare course. It is also a good introduction to various post-school courses in sociology, psychology, child studies, working with children, as well as a foundation for careers in nursing, early childhood teaching, social work or childcare.

### What do you need for this subject?

Students who enjoy working with young children, who display leadership abilities and are willing to plan and participate in activities involving young children would enjoy this subject.

**For More Information Contact:** Mrs Smith or Mrs Turner

**Course Fee: Nil**

## COURSE DESCRIPTION

The new elective Commerce syllabus provides students with the knowledge, skills, understanding and values that form the foundation on which young people will make sound decisions on consumer, financial, business, legal and employment issues throughout their lives. It develops in students an understanding of commercial and legal processes as well as competencies for personal financial management. Further, Commerce students will develop financial literacy, which will enable them to participate in the financial system in an informed way. A study of this subject clearly has meaning well beyond a student's formal school years.

The subject content over the two years is organised into essential (core) and additional (option) topics. Core content must be undertaken by all students and is made up

of units of work on Consumer and Financial decisions (Year 9), and Law, Society and Political involvement, The Economic and Business Environment and Employment and Work Futures (Year 10). Added to the core topics are the option topics.

These option topics are determined according to interest and include:

- \* Investing.
- \* Promoting and Selling.
- \* Towards Independence.
- \* Global Links.
- \* Law in Action.
- \* Travel.
- \* Running a Business.
- \* Our Economy.
- \* School-Developed Option.

The options provide scope for the study of contemporary issues occurring within society throughout the year. An example could include government elections.

It should be noted that Commerce is an excellent grounding for the HSC courses of Business Studies, Legal Studies and Economics, as many of the issues outlined in the summary above are taken up in greater depth and detail in Years 11 and 12.

Commerce will assist students in understanding many issues that will face student's post school years in order to function competently in our democratic society.

**For More Information Contact:** Mrs Bramwell or Mrs Dehnert



## COMPUTER STUDIES

**A compulsory Course Fee of \$20.00 applies for both Year 9 and 10**

### **COURSE DESCRIPTION**

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies. Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course. Projects include: Game design, Web design, Robotics and using software such as Photoshop.

**For Further Information Contact:** Mr Innes

# DANCE

**Course Fee: Nil**

## **COURSE DESCRIPTION**

The course is aimed at those students who have an interest in dance and desire to improve their skill base in dance. Dance explores human experiences, emotions and situations, through movement and performance. Students will showcase their talents on performance nights, in eisteddfods and through local competition.

The course is divided into three core areas:

1. Performance
2. Composition
3. Appreciation

These areas have a strong practical component as is evident in their names with two of the cores being practical in nature. Performance is just that - performing for your group and class. Composition is dance making - that means you will create dance for yourself and groups. Appreciation is acknowledging what is positive about dance in various contexts.

This course caters for a wide range of abilities and interests. You do not have to be a dancer outside of school to complete the dance course. It is a course which will explore movement possibilities in a safe environment, for positive classroom experiences.

Dance is a form of individual and group expression and communication world-wide. Experience in dance helps to increase students' confidence, tolerance of others and a better understanding of people's emotions.

**For More Information Contact:** Mrs Stanford

## DRAMA

**A compulsory Course Fee of \$10.00 applies for both Year 9 and Year 10.**

### **COURSE DESCRIPTION**

Drama explores human experiences and situations through performance.

In Drama courses, students learn about themselves and others by creating characters and situations. Through Drama, they explore the ways people react and respond to different situations, issues and ideas. Drama students participate in many practical activities, such as improvisation, characterisation, ritual, play building and the technical aspects of producing dramatic presentations. They read and write scripts for performance, and experience live and recorded drama.

Drama is an important form of expression and communication throughout the world, and experience in Drama helps to increase students' self-confidence, communication and social skills.

**For More Information Contact:** Ms O'Neill

## FOOD TECHNOLOGY

**A compulsory Course Fee of \$30.00 (plus \$12.00 for an Apron—if required) applies for both Year 9 and 10 to cover the cost of all ingredients used. Chefs caps are \$10.00 or 20 cents for a Hair Net.**

### COURSE DESCRIPTION

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

#### Core:

- Food Preparation and processing.
- Nutrition and consumption.

#### Focus Areas:

- Food in Australia.
- Food Selection and Health.
- Foods for Special Occasions.
- Food Service and Catering.
- Food Product Development.
- Food for Special Needs.

#### Practical Experiences:

Design, produce and evaluate quality food.

Development of food preparation and food presentation skills.

#### Information and Communication Technologies (ICT):

Students will engage a variety of ICTs through activities such as researching, evaluating and communicating issues and ideas related to food. ICTs that students may use will include: word processing, graphics, spreadsheets, electronic communication and databases.

#### Assessment:

Food Technology particularly lends itself to the following assessment techniques: practical experiences, portfolios, research projects and written reports, presentations, written and practical tests, peer assessment and self-assessment.

**For Further Information Contact:** Mr Innes and Mrs Ellis

## INDUSTRIAL TECHNOLOGY - ENGINEERING

**A compulsory Course Fee of \$20.00 applies for both Year 9 and Year 10. Full leather shoes must be worn in ALL practical lessons.**

### **COURSE DESCRIPTION**

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering in the fields of structural design, mechanics, aeronautics, solar power and recycling.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules in:

- Control Systems
- Alternative Energy

Practical projects should reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- Civil Structures
- Power
- Generation
- Graphics
- Propulsion
- Systems

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course. Students undertake studies on the engineering principles surrounding the functionality and construction of all projects.

This course is suited to students eager to explore the principles of physics and mathematics while applying them within a practical subject.

**For Further Information Contact:** Mr Innes

## INDUSTRIAL TECHNOLOGY - METAL

**A compulsory Course Fee of \$25.00 applies for both Year 9 and Year 10 (includes Safety Glasses). Full leather shoes must be worn at all times.**

### **COURSE DESCRIPTION**

The metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal OR art metal which is enhanced and further developed through the study of specialist modules in:

- Metal Machining.
- Fabrication.

Practical projects should reflect the nature of the metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies.

These may include:

- Sheet metal products.
- Metal machining projects.
- Fabricated projects.
- Welding

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

**For Further Information Contact:** Mr Innes

## INDUSTRIAL TECHNOLOGY - TIMBER

**A compulsory Course Fee of \$25.00 applies for both Year 9 and Year 10 (payment includes Safety Glasses). Full leather shoes must be worn at all times.**

### COURSE DESCRIPTION

The timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinet work.
- Wood Machining.

Practical projects undertaken should reflect the nature of the timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

- Furniture items.
- Decorative timber products.
- Storage and transportation products.
- Small stepladders or similar.
- Storage and display units.

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

**For Further Information Contact:** Mr Innes or Mr Patch



## LANGUAGES

**Course Fee: NIL**

### **LANGUAGES AVAILABLE French and Italian**

#### **COURSE DESCRIPTION**

This is a beginner's course and no previous study of the language is necessary.

The syllabus in Languages Other Than English aims at developing the awareness and understanding of other people through language and culture.

Through the study of a Languages Other Than English the students will learn to communicate in a language that is not their mother-tongue and broaden their general education through this experience. Students will develop skills and acquire intellectual discipline which can be transferred to other learning areas. They also gain satisfaction and a sense of accomplishment in mastering a valued skill.

Students of Languages Other Than English will learn to listen, speak, read and write in the particular language of study through real or simulated situations. The course also aims at students' capacity to understand radio and television programs, films, newspapers and magazines, stories, poems and songs.

The course aims at increasing awareness of the nature of language and culture through, song, dance, films, cooking, excursions and camps. Inter school visits and excursions are planned to enable students to experience broader contact with other students who are currently studying Languages Other Than English.

In addition, the ability to communicate in a language other than English provides avenues for personal expression, access to an extended range of recreational activities and enhances employment prospects.

#### **CAREER OPTIONS:**

Knowledge of a second language can lead to employment opportunities in hospitality, tourism, trade, diplomatic corps, translating, airlines, banking, economics, foreign affairs, law, medicine, nursing, public service, teaching, travel, welfare, finance and retailing in major cities.

**For Further Information Contact:** Ms Doma

## MARINE AND AQUACULTURE TECHNOLOGY

**A compulsory Course Fee of \$25.00 applies for both Year 9 and Year 10.**

### **COURSE DESCRIPTION**

Marine and Aquaculture Technology in Years 9 and 10 fits into an emerging field of study relating to sustainability of marine and related environments. At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricula. Australians must be aware of and understand this fragile environment and consider how to effectively manage 69,630 kilometres of coastline, 14.8 million square kilometres of continental shelf, 12,000 islands, 783 major estuaries and the life they contain.

Marine and Aquaculture Technology provides an educational context linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this subject brings a wide range of marine-based leisure experiences to students in a safe setting. Marine and Aquaculture Technology Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real-life problems.

By studying Marine and Aquaculture Technology students develop technological and scientific literacy. They increase their capacity to think critically by calling upon a wide range of knowledge, procedures and approaches to analyse issues and develop solutions. They are required to examine the impact of technology and human activity on the marine environment.

### **PHYSICAL REQUIREMENTS:**

**Due to the practical nature of this course (which involves working in and around water) students must attend and pass various skills, fitness and safety tests throughout both years. Students, who fail to attend, pass and behave safely during any of the set tests will be excluded from field trips.**

**Examples of some of the physical requirements include:**

- **Swim 200m in a time under 6 minutes;**
- **Swim underwater a distance of 10m;**
- **Tread water for 15 minutes.**

### **Units of Work:**

<b>YEAR 9</b>	<b>YEAR 10</b>
<b>Term 1:</b> Marine Studies—Core Skills	<b>Term 1:</b> Aquaculture
<b>Term 2:</b> Marine Biology	<b>Term 2:</b> Marine Careers
<b>Term 3:</b> Marine Ecology	<b>Term 3:</b> Coastal Management
<b>Term 4:</b> Marine Leisure Activities—Snorkeling	<b>Term 4:</b> Marine Leisure Activities—Fishing

**For Further Information Contact:** Mr Ford

## MUSIC

**A compulsory Course Fee of \$20.00 applies for both Year 9 and Year 10.**

### **COURSE DESCRIPTION**

The Elective Music Course is performance based. It involves experiences in playing jazz, rock, pop, ethnic and classical music. Listening and composition are also included along with arranging and sequencing accompaniment patterns on keyboards, guitars and many other instruments.

The course is designed for those students who already learn an instrument as well as for those who wish to start a new instrument.

The course caters for many instruments including: Drum kit, Guitar, Keyboard, Strings (violin etc.), Brass (trumpets etc.) and Woodwind (clarinets, flutes etc.)

It is not essential that students own their own instrument as we have many at school. The classroom is fitted with many guitars, both acoustic and electric as well as keyboards. The string, brass and woodwind instruments are available for hire from the school.

It is an expectation that every elective student participates in at least 1 extracurricular music activity. Participation in these activities will count 10% towards their final assessment.

**For More Information Contact:** Mr Fisher, Ms Woodhouse or Mrs Bowie.

## PHOTOGRAPHY & DIGITAL MEDIA

**A compulsory Course Fee of \$50.00 (which includes kit) applies for Year 9.**

**PLUS students own USB and A4 Clear Sleeve Folder.**

**A compulsory Course Fee of \$20.00 applies for Year 10.**

**PLUS student's own USB and A4 Clear Sleeve Folder.**

### COURSE DESCRIPTION

The aim of the Photographic and Digital Media Years 9 and 10 elective course, is to enable students to develop ideas and experiences using Photographic and Digital Media.

Year 9 students will make their own camera and take pictures, then develop the prints using traditional darkroom practice. Year 10 students will create a digital portfolio of their images to take with them. It is not necessary for students to have their own camera.

The course provides students with many opportunities to develop their practical and conceptual understanding of photographic images.

Students learn about photography by studying the development of the early cameras and the way these have changed over time. Students also learn about Work Health & Safety in the darkroom setting and in the classroom. Research tasks and assignments will target specific photographers and their work to inform students about photographic, contemporary and historical practice.

Students use analogue and digital photography to represent ideas, create and present portfolios to showcase their work. These portfolios explore analogue photographic methods using the darkroom as well as digital photography and the many tools available for manipulation of images.

Students are encouraged to submit photographic work into a range of competitions, local and online.

The course culminates in an exhibition of student work in Year 10. Course fees cover the costs of darkroom, digital and camera resources.

**For More Information Contact:** Mrs Stanford

## PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

**Course Fee: NIL**

### **COURSE DESCRIPTION**

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students study and engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

#### **AREAS OF STUDY:**

- Foundations of Physical Activity.
- Physical Activity and Sport in Society.
- Enhancing Participation and Performance.

#### **Movement applications include:**

- Resistance training and fitness development.
- Circus skills e.g. juggling, stilt walking, unicycle riding.
- Outdoor education.
- Recreational pursuits including archery and golf.
- Modified and inclusive sports.
- Sports coaching practice.

#### **Key Competencies**

Throughout Physical Activity and Sport Studies, students develop knowledge, understanding and skills that develop their ability to:

- **Collect, analyse and organise information** in a range of exercise and sports contexts, including current views on the development of physical fitness, nutritional strategies to enhance performance, the use of technology in sport, and performance analysis.
- **Communicate** ideas and information in different settings. This can involve providing instruction, strategies and tactics as a coach, managing others in the operation of a sporting event, and presenting ideas in discussion on topical issues such as violence and drugs in sport.
- **Display management and planning skills** to achieve personal and group goals in physical activity and sport. This includes planning for physical conditioning and nutritional purposes, injury rehabilitation, sports events and outdoor expeditions.
- **Work with others and in teams** as they plan and manage sports events, perform in team/group contexts and meet the challenges of outdoor expeditions and activities.
- **Work mathematically** as they interpret data and use analytical methods to measure and evaluate movement performance
- **Solve problems** that may hinder the preparation and performance of an athlete and which may arise in the planning and management of sport event.
- **Work with, and learn about, a range of technologies** utilised in exercise and sport for preparing, analysing and enhancing performance.

#### **What are the advantages of Physical Activity and Sports Studies?**

Physical Activity and Sports Studies will provide students with the opportunity to learn how the body works and can function. Students will develop detailed knowledge and skills about the importance of sport and physical activity in our society. It is proposed that students will be given as much practical experience as possible. The balance between theory and practical work is two theory lessons and four practical lessons over the 10 day cycle. Parts of this elective also provides an introductory study to some elements of the Stage 6 PDHPE course.

**For More Information Contact:** Mr Stewart, Mrs Smith, Mr Whitside, Mrs Lowe,  
Mr Obst or Mrs Turner

## TEXTILE TECHNOLOGY

**A compulsory Course Fee of \$26.00 (includes Kit) applies to cover resources such as machine needles, bobbins, sample fabrics and cottons.**

**In addition students are required to purchase their own fabrics for garments and crafts. For safety reasons full leather shoes must be worn.**

### COURSE DESCRIPTION

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, coloration, yarns and fibers are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgments about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

#### What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

#### Focus Areas:

- \* Apparel.
- \* Costume.
- \* Non-apparel.
- \* Furnishings.
- \* Textile arts.

#### Project Work:

Design, Produce, Evaluate.  
Development of practical skills.  
Documentation of student work.

#### Areas of Study:

- \* Design.
- \* Properties and Performance of Textiles.
- \* Textiles and Society.

**Information and Communication Technologies (ICT):** Students engage with a variety of ICT applications when developing design ideas and researching information to support project work. In project work, students may use: word processing, multimedia, graphics and electronic communication.

**Assessment:** Textiles Technology particularly lends itself to the following assessment techniques: practical experiences, research projects, written reports, presentations, journals, written and practical tests, peer assessment and self-assessment.

**For Further Information Contact:** Mrs Goodwin, Mrs Ellis or Mr Innes

## VISUAL ARTS

**A compulsory Course Fee of \$30.00 applies for both Year 9 and Year 10. Students will also need an 8G USB drive. Visual Art Diary \$13.00**

### COURSE DESCRIPTION

The elective Visual Arts course is a dynamic course filled with a wide variety of experiences in many different aspects of art making.

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the Visual Arts and the world around them, including the different kinds of creative works they, and others, make.

Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in art making and in critical and historical studies of art.

Visual Arts plays an important role in the social, cultural and spiritual lives of students and the wider community. We offer a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

The course covers a wide range of options including:

- Exhibition Experience.
- Mixed Media.
- 3-Dimensional Sculpture using a wide range of materials.
- Ceramics using clay, glazes & etc.
- 2-Dimensional Art Works including Printmaking.
- Drawing, Painting and Design.

Students will experience the use of a wide range of art materials and subject matter, enter competitions, visit galleries and local areas and attend workshops which relate to the areas of study. Students will also have an exhibition of their work in Year 10.

**For More Information Contact:** Mrs Stanford





■ CREATING OPPORTUNITIES, ACHIEVING SUCCESS