

La Salle College



Year 8  
2020

Curriculum  
Handbook

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# YEAR 8 CURRICULUM

The Year 8 course comprises both Compulsory and Elective subjects. Details of these follow in the lists below as well as descriptions in the rest of this handbook.

## COMPULSORY

### **Religious Education**

*Touching Hearts*

### **English**

### **Health Education**

### **Humanities and Social Sciences**

### **Languages (Italian)**

### **Mathematics**

### **Physical Education**

### **Science**

All students must complete a course of study in each of the compulsory subjects. The placement of students into English, Mathematics, Science and Humanities and Social Sciences classes is based on their academic performance in Year 7.

Parents are notified of course allocation for Year 8, prior to the commencement of the academic year, by the Deputy Principal. In instances where there are changes made during the year parents will be notified by the relevant Learning Area Coordinator.

## ELECTIVES

It is compulsory for Year 8 students to have the opportunity to study subjects in the Technologies Learning Area - Digital Technologies and Design and Technologies. All Year 8 students must study Digital Technologies. All students will be able to choose from the following Design and Technologies contexts: Wood, Metal, Food, and Technical Graphics.

It is also compulsory for Year 8 students to study subjects in The Arts and Music Learning Areas – Performance and Visual Arts. All students must study at least one subject from Performance (Dance, Drama, Music) and Visual Arts. This is: Performance (Dance, Drama, Music) and Visual (Visual Arts, Media Arts Photography).

# PART I – COMPULSORY

## RELIGIOUS EDUCATION

### **Overview**

The Religious Education Learning Area is organised into five outcomes, which define the key learning processes, understandings and values all students should develop. Each outcome is mandated by the Archbishop of Western Australia as a key element in the religious knowledge and faith development of a Catholic school student.

The units of work are as follows:

### **Term One:**

#### **Belonging and Acceptance in Catholic Communities**

This unit focuses on the human person, and our desire for acceptance and belonging. All humans need to live in a community, which has characteristics of gathering, belonging and having rules. The family is also the foundation of society and demonstrates similar rules as a community.

### **Term Two:**

#### **The Universal Need for God**

The desire for happiness can often tempt people to try escaping unhappiness, and the search for happiness can only be satisfied completely by God. God as creator wants to relate personally with all people, and this can be achieved through prayer. Jesus not only taught His followers how to pray, but He also taught several forms of prayer.

### **Term Three:**

#### **Creation - God's Original Plan**

This unit examines that we are unique within creation and our creation is an expression of God's love for us. God teaches us about creation through the stories of the Bible. Catholics celebrate seven special liturgies or sacraments as a community, and through these activities, we can receive redemption and salvation.

### **Term Four:**

#### **Growing in the Image of God**

Students understand that the human body changes significantly from childhood to adulthood, yet some people fail to respect others because of physical appearance. God planned every human person as a unity of body and soul, and Jesus taught the purpose of the human body. The Sacraments of Baptism, Confirmation and Eucharist, as well as the origins and structure of the Mass, are taught.

### **Assessment**

Each student is expected to complete three formal tasks and an examination each semester.

# TOUCHING HEARTS

## Rationale

The La Salle College Christian Service Learning programme is called *Touching Hearts*. The programme aims at instilling into students a sense of social awareness and responsibility through the act of serving those in their communities. It encourages students to think about the needs of those around them and answer social injustices in the wider community.

## Requirements

In Year 8, students are required to complete ten hours of community service. The main focus of their service revolves around the family environment and the service students can provide at home to support their families. Service may also be carried out at school and in local parishes. The programme also involves a compulsory reflection where students are required to think deeply about how their service has impacted those around them. They also complete a self-reflection, focussing on how the service has made them feel.

## Outcomes

At the conclusion of the programme, students will be able to:

- Respond to the Lasallian ethos “touching hearts”.
- Respond to the Gospel value “a call to action”.
- Select appropriate service activities.
- Reflect on the value of service for those around them as well as the personal aspect of serving others.

## Materials

At the beginning of the program students will receive:

- A *Touching Hearts* booklet via their school email.
- An Activity Log.

# ENGLISH

## Course Outline

The English course in Year 8 is a common course for all students, based on the Australian Curriculum. The programme and assessments are constructed to align with the Australian Curriculum. Students gaining entry to the Allegro program will complete a modified extended programme.

Through the close study of various genres, students learn about the English language: how it works and how to use it effectively in a variety of forms and situations. A reading programme exists to encourage students to read a variety of texts, not only for enjoyment but also to support their studies. The Year 8 course aims to:

- (a) Build on and extend the student's ability to use and control the conventions of Standard Australian English.
- (b) Develop understandings about genres and language features through engagement with and study of a range of texts.
- (c) Encourage students to employ a range of processes and strategies to facilitate learning.
- (d) Invite students to reflect on and analyse their own use of language and the language of others in projecting beliefs and values.
- (e) Develop the creation of texts of their own by employing language for a range of purposes, audiences and contexts.
- (f) Develop a student's capacity to listen with purpose, understanding and critical awareness.
- (g) Encourage students to speak with purpose and effect in a range of contexts.
- (h) Explore how visual texts are created for a range of purposes and audiences.
- (i) Foster a love of reading.
- (j) Extend an understanding and use of Information Technology.

## Assessment

All students will follow a common assessment outline, although the task details and approaches to them may vary between teachers. *Allegro* students will complete some common tasks and common exams. Students are required to maintain their work in a portfolio.

A number of tasks per year will be consensus marked by all English teachers of this year group. This process takes place to ensure equity and consistency.

# HEALTH EDUCATION

## Course Outline

Year 8 Health Education is aimed at broadening students' understanding of a series of personal and societal issues. Safety, Lifestyle Awareness, Growth and Development, Social and Emotional Health, Drug Education, Life Skills and fitness are some areas covered in Year 8. They are encouraged to reflect on these as they come to terms with their personal growth and socialisation.

Knowledge, understanding and skills in the *Personal, social and community health* strand recognise that health comprises physical, social, emotional, mental and spiritual dimensions and that health status varies across these dimensions and across time and contexts.

Students:

- Will learn that personal and contextual factors, and individual and group actions, shape health, wellbeing, safety and participation in physical activity.
- Will develop, value and reflect upon their own and others' strengths to promote healthy, active living for all.

The health-related aspects of this curriculum are informed by areas of study such as medicine, population health, sociology of health, nutrition, health psychology and health promotion.

Many of these issues are taught in conjunction with Religious Education and Catholic Education Office guidelines.

## Assessment

Written assignments and reflections are based on the Health and Physical Education Learning Area Outcomes, specified in the Australian Curriculum and WA Curriculum Framework.

# HUMANITIES AND SOCIAL SCIENCES

## Course Outline

This Learning Area enables students to understand how individuals and groups live together and interact with and within their environment. The Humanities and Social Sciences Area is organised into four specialty areas/units which are term-based.

<b>Area of Study</b>	<b>Unit</b>
Geography	Landforms and Landscapes / Changing Nations
History	The Ancient to Modern World
Economics and Business	Economic Markets
Civics and Citizenship	Participation within a Democracy

In addition, students will study a 2-week intensive program on Career Development formerly known as iConnect.

## Assessment

Throughout the units of work students will be required to complete two assessments per term. The assessments will be varying in nature, from research tasks, written reports, oral presentations or tests just to name a few. Revision activities are produced for all tests and assessments and students are encouraged to attend the Homework Help classes when assessments are coming up.



# LANGUAGES

*The Australian Curriculum: Languages* is designed to enable all students to engage in learning a language in addition to English. The design of the *Australian Curriculum: Languages* recognises the features that languages share as well as the distinctiveness of specific languages.

## **Rationale**

The study of Languages contributes to the general education of all students. It operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The study of Languages builds upon students' intercultural understanding and sense of identity, as they are encouraged to explore and recognise their own linguistic, social and cultural practices and identities, as well as those associated with speakers of the language being learnt. Learning Languages also develops students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

## **ITALIAN**

### **Course Outline**

This course is a consolidation and extension of what the students have learnt in Year 7. The emphasis in Year 8 Italian continues to be on developing the students' ability to communicate in Italian through a variety of activities, which incorporate listening, speaking, reading, viewing and writing skills. This course will encourage the students to communicate in the Italian language in real and practical situations. Students will also develop an appreciation and understanding of the Italian culture.

### **Assessment**

Continuous assessment of the students' ability to use the Italian language in various situations, incorporating listening, speaking, reading, viewing, writing and cultural/intercultural awareness tasks. Students are required to maintain all their assessments in a Portfolio.

# MATHEMATICS

## Course Outline

The Australian Mathematics Curriculum aims to ensure that students:

- are confident, creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*
- Recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

The Australian Curriculum is organised around the interaction of three content strands and four proficiency strands.

The content strands are ***Number and Algebra***, ***Measurement and Geometry***, and ***Statistics and Probability***.

The proficiency strands are ***Understanding***, ***Fluency***, ***Problem Solving***, and ***Reasoning***.

They describe how content is explored or developed; that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

## Year 8 Achievement Standard

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages.

They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and

calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Mathematics, more than most subjects, is sequential in nature. Thorough understanding of one level is necessary before success can be expected at the next level. Students who attempt to move too quickly, before having consolidated their understanding of key concepts, will finish up with less achievement, rather than more.

When allocating students to a mathematics class, we will take into consideration information gained from a range of assessment items, as indicated above. Students will be placed in a class which best suits the level of mathematics which they have demonstrated. During the course of the year, outcomes relating to all strands will be addressed, at an appropriate level. Students will be placed into three courses – Allegro, General and Focus, based upon their results in Year 7.

### ***Extension***

In this course, students will be studying the same content as the general course but will be working at a faster pace. They will also be given the chance to look at more challenging topics.

This is the most demanding course and it provides a good grounding in the essentials of Algebra, Number, Measurement, Space and Chance and Data whilst preparing students for the study of upper school courses and Mathematics beyond school.

### **General**

This course covers all the essential elements of the **Number, Algebra, Measurement Geometry, Statistics and Probability** strands and is aimed at a level suited to the majority of Year 8 students.

### **Focus**

Those students who are identified as requiring additional support in their Mathematics studies will be placed in a smaller Focus Mathematics class. Whilst focusing on the similar content to the General course, extra attention will be given to Number skills.

### **Assessment**

Assessment will vary through the courses including a selection of projects, investigations, problem-solving activities, tests and examinations.

# PHYSICAL EDUCATION

## Course Outline

Movement is central to Health and Physical Education not only for acquiring the skills, concepts and strategic awareness required for participation and enhanced performance in physical activity and as a means for optimising wellbeing, but also as a medium for learning across this curriculum area.

Students will:

- develop movement competence and confidence in a range of physical activities in a variety of contexts and environments by building upon the important foundations of play and movement skills.
- develop and refine their communication, decision-making and self-management skills, and learn to manage risk and take responsibility for their own and other students' safety.
- build essential knowledge, understanding and skills by experiencing a range of physical activities that are performed individually and in groups.
- learn to appraise their own and other students' performances and develop an understanding of, and skills to address, the factors that facilitate or inhibit participation and performance.
- understand the place and meaning of physical activity and sport in their own lives.

The College Physical Education uniform, including tracksuit, the College hat (to be worn ALL year) College bathers and College sports bag. It is expected that **all** students will wear appropriate running shoes. Converse and canvas shoes are not permitted, due to the student's safety.

Students will participate in but is not limited to Fitness, Athletics, Swimming, Netball, Australian Rules Football, Sof-crosse and Ultimate Frisbee. Students are encouraged to maximise their opportunities and participate in all the College offers in terms of co-curricular sport. This includes the following:

- Inter-House Swimming
- Inter-House Athletics
- Inter-House Cross Country
- ACC Inter-School Swimming, Cross Country, Athletics
- NEAS Inter-School sport
- SSWA (School Sport WA) competition

## Assessment

Students are assessed on common outcome based criteria, reflecting the Australian Curriculum Health and Physical Education and WA Curriculum Framework Outcomes. Assessment may be in the form of written tasks and practical evaluations.

# SCIENCE

## Course Outline

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

The Science Department places students who are the top performers based on final Year 7 Science results into the Allegro class. These classes, although covering similar content and assessments, cover more in-depth concepts and are designed to challenge brighter minds. These classes are an advantage to students who wish to study ATAR Science courses in Year 11 and 12 and as such more is expected from these students in regards to class work and assessment results. Students who miss out on a placement into Allegro may still have an opportunity to move should they achieve consistently high results in their General class. Students who find Allegro too difficult can also move to general.

## Biological Sciences

- Cells are the basic units of living things; they have specialised structures and functions.
- Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce.

## Chemical Sciences

- Properties of the different states of matter can be explained in terms of the motion and arrangement of particles.
- Differences between elements, compounds and mixtures can be described at a particle level
- Chemical change involves substances reacting to form new substances.

## Physical Sciences

- Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems.

## Earth and Space Sciences

- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

## Assessment

Tests, research topics, laboratory reports, practical test, scientific article comprehension, model construction, examinations.

## **PART II – ELECTIVES**

**Dance**  
**Dance/Drama**  
**Digital Technologies (Compulsory)**  
**Drama**  
**Food Technologies**  
**Photography**  
**Metalwork**  
**Music Allegro / Music in Media**  
**Music General**  
**Technical Graphics**  
**Visual Arts**  
**Woodwork**

**Students will study 3 plus Digital Technologies of the above electives (2 electives in Semester I and 2 electives in Semester II), with the exception of Music Allegro and Music in Media which is a year long course.**

A description of each course can be found in the following pages. Each student is to indicate their selection in order of preference choosing four electives and two alternatives, should one of their preferences not be available. Every effort will be made to place students in their first four preferences, however this is not always possible if:

- two of the selections are timetabled at the same time
- a subject is over-subscribed
- a subject is not timetabled due to low student numbers

Students will be notified of their electives during Term 4.

## DANCE

### Course Outline

In Year 8, Dance students continue to use improvisation skills to build on their movement vocabulary. They choreograph dances using the elements of dance (BEST) and choreographic devices for a purpose. They further develop their dance skills to explore the technical aspects of different dance styles. Students are given opportunities to present dance to an audience, further developing their performance skills of retention and clarity of movement, projection, focus and expression. They discuss how dance can communicate meaning and how dance genres/styles differ.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

### Assessment

Working is assessed primarily through practical work; *Making* which focuses on choreographic processes, skills and techniques and performance. Theoretical work; *Responding*, which focuses on dance reflecting and analysis and dance context, underpins the practical work and is assessable.

## DANCE/DRAMA

### Course Outline

The focus of this course is musical theatre. Students will spend equal time exploring the theory, skills and techniques of both Dance and Drama.

For the Dance component students continue to use improvisation skills to build on their movement vocabulary. They choreograph dances using the elements of dance (BEST) and choreographic devices for a purpose. They further develop their dance skills to explore the technical aspects of different musical theatre dance styles. Students are given opportunities to present dance as part of the audition process as well as for an audience to further developing their performance skills of retention and clarity of movement, projection, focus and expression. They discuss how dance can communicate meaning and how dance styles differ.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

For the Drama component students will be given opportunities to present drama as part of the audition process as well as the opportunity to plan, refine and present a performance to peers by safely using processes, techniques and conventions of musical theatre. Drama will take from appropriate, published script excerpts. Student work in scripted drama is the focus of informal reflective processes using more detailed drama terminology.

### Assessment

Students will be marked and reported on separately for the Dance and Drama components of the course.

For the Dance component working is assessed primarily through practical work; *Making* which focuses on choreographic processes, skills and techniques and performance. Theoretical work; *Responding* which focuses on dance reflecting and analysis and dance context.

For the Drama component Working is assessed primarily through practical work; Making which focuses on voice and movement, drama processes and the elements of drama, drama forms and styles, drama conventions, spaces of performance, design and technology, and self-management and group management skills and processes. Theoretical work; Responding which focuses on drama reflections.

## DIGITAL TECHNOLOGIES (COMPULSORY)

### Course Outline

In Year 8, learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as decomposing problems, and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Students have opportunities to create a range of solutions, such as interactive website applications, robotics and image manipulation

### Assessment

A variety of practical production and processing tasks; and, knowledge and understanding tests.

## DRAMA

### Course Outline

In Year 8, Drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles. Student work in devised and/or scripted drama is the focus of informal reflective processes using more detailed drama terminology.

### Assessment

Working is assessed primarily through practical work; *Making* which focuses on voice and movement, drama processes and the elements of drama, drama forms and styles, drama conventions, spaces of performance, design and technology, and self-management and group management skills and processes. Theoretical work; *Responding*, which focuses on drama reflections, underpins the practical work and is assessable.



## FOOD TECHNOLOGIES

### Course Outline

Year 8 Food Technology provides students with the skills to make healthy food choices and develop food preparation techniques to prepare food products. Students will gain an elementary knowledge of nutrition and explore the Australian Dietary Guidelines and the Healthy Eating Pyramid in relation to nutritional needs and making healthy food choices. Students will use the technology design process as it applies to developing simple food products in the Food Technology class.

### Assessment

Knowledge and Understanding task work including the sensory properties of food to create healthy eating solutions; and, process and production skills including: designing, producing, implementing and evaluating.

## MEDIA ARTS (PHOTOGRAPHY)

### Course Outline

Students will use photography as their primary media source to produce junk mail, advertising posters, calendars, specialist magazine covers and journalistic photographs. As part of their course, students will learn and apply a design process to solve problems and produce practical pieces for intended audiences. Along with learning about compact digital cameras and other media tools, students will also manipulate photos with the aid of Photoshop.

### Assessment

Working is assessed primarily through practical work, or *Making*. There is also a theoretical component, *Responding*, requires analyses and reflection.

## METALWORK

### Course Outline

Year 8 Metalwork introduces students to skills associated with metal. Techniques and processes taught include marking out, filing, cutting and bending of metals. Students will complete a number of interesting projects with the emphasis being on safe working procedures.

### Assessment

Knowledge and Understanding tasks involving materials, components, tools and equipment; and, process and production skills including: designing, producing, implementing and evaluating.

## MUSIC ALLEGRO

***NB: Year 8 Music Allegro is a prerequisite for later entry into the College Concert Band. Music scholarship students must select MUSIC ALLEGRO/MUSIC IN MEDIA.***

### **Course Outline**

This course is designed for students who have already obtained and completed a year-long position in the Year 7 Band and Vocal Scholarships program only. Students who may still wish to apply to join the course must request an interview with the Director of Music, with entry based upon practical experience. Students will have further opportunity to develop their practical skills in a rehearsal setting. Students will also be introduced to some intermediate elements of musicianship through written work, singing, composing and performing. A variety of musical styles will be covered and assignments/compositions will be multi-levelled so that students with varying experience will be able to work together. Students are also required to perform with at least one of the College ensembles.

### **Assessment**

Assessment will predominantly be based upon performance, theory skills and research. Performance is assessed via rehearsal preparation, solo performance and ensemble performance. The assessment includes preparation throughout the semester and involvement in producing and presenting the performance. Students will also be exposed to theory, aural and research knowledge.

## MUSIC IN MEDIA

***NB: Year 8 Music in Media is a prerequisite for later entry into the College Concert Band.***

### **Course Outline**

This course is designed for students who have already obtained and completed a year-long position in the Year 7 Band and Vocal Scholarships program only. Students who may still wish to apply to join the course must request an interview with the Director of Music, with entry based upon practical experience.

This companion course to Music Allegro will see students explore and reflect on the art of music in the media in replicating and aiding the visual context (film, tv, advertisements etc). Students will research artists, explore the different forms of music utilised by the media, in addition to composing and perform music for media purposes.

### **Assessment**

Assessment will predominantly be based upon exploration of the role of music in the media via performance, composition, theory skills and research. Composition and knowledge will be assessed via creativity, suitability, reflection and application of theory. Composition will occur via both computer programming combined with manipulation of samples and live acoustic instrument. Practical skills will be assessed via rehearsal preparation, solo performance and ensemble performance.

## MUSIC GENERAL

### Course Outline

This course allows students to experience and develop new skills in the art form of Music.

Students will further their skills gained from Year 7 Music, with all having the opportunity to perform on guitar, bass, piano and drums. Largely based on contemporary music, students will also be exposed to ensemble skills in preparation for performances occurring throughout the course.

Students will gain knowledge of basic Music theory to assist with their performance skills and compositional techniques using a digital interface (computer programme).

No prior instrumental tuition experience is required, though it would be highly beneficial if a student has previously received or is currently receiving tuition on one of the following instruments: guitar, bass guitar, drums, piano or vocals. All instruments will, however, be covered in class time.

### Assessment

Assessment will predominantly be based upon performance, theory skills, composition and research. Performance is assessed via rehearsal preparation, solo performance and ensemble performance. The assessment includes preparation throughout the semester and an involvement in producing and presenting the performance.

## TECHNICAL GRAPHICS

### Course Outline

This is an introductory course in Technical Graphics designed to give students an understanding of different drawing types and to develop a technique of successfully expressing three-dimensional objects in a graphic manner. Different drawing styles will include both 2D and 3D sketching and rendering, as well as computer aided drafting (CAD) techniques that develop pictorial understanding, scale and presentation. Students will learn how to read, interpret and present drawings to a high standard. All skills will lead to a design project that will be printed using an alternative printer such as laser cutter, vinyl cutter or 3D printer.

### Assessment

Knowledge and understanding including tools and equipment; and, Folio work that will include process and production skills including designing, producing, implementing and evaluating.

## VISUAL ARTS

### Course Outline

In Year 8, students have opportunities to use and apply visual art language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artwork with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artwork for display.

Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artwork. Students apply knowledge of techniques used by other artists and consider audience interpretation in the production of their own artwork.

Students are provided with critical analysis frameworks to analyse artwork and use visual art terminology when responding.

### Assessment

Working is assessed primarily through practical work; Making which focuses on inquiry, art practice and presentation. Theoretical work; Responding which focuses on analysis, social, cultural and historical contexts and interpretation/response, underpins the practical work and is assessable.

## WOODWORK

### Course Outline

This course allows students to experience and develop new skills associated with woodworking.

Techniques and processes associated with marking out, sawing, chiselling, planning and drilling are all covered in the course. Students will complete small skill-based projects and will be given the opportunity to complete a design task. The emphasis is on safe work habits and design.

### Assessment

Knowledge and Understanding tasks involving materials, tools and equipment; and, process and production skills including: designing, producing, implementing and evaluating.