



**YEAR 7**

**2010**

**COURSE INFORMATION BOOKLET**

# CONTENTS

---

	<b>PAGE</b>
Introduction	3
Mission Statement & Statement of Affirmation	4
The Year 7 Timetable and Curriculum	5
Christian Studies	6
Drama	8
General Studies	9
German	12
Home Economics	14
Mathematics	16
Music	18
Physical Education	20
Science	22
Technology (Design Technology)	24
Visual Arts (Art and Graphics)	26

## INTRODUCTION

---

Welcome to Donvale Christian College. The years of secondary education are very important in a student's life and we endeavour to provide challenging, worthwhile and interesting courses of study for all students. We aim also, to be a caring community, a place where students experience support and acceptance as individuals who are unique and exceedingly precious - irrespective of gifts and talents. Above all, however, we want to encourage in them a strong commitment to the Christian faith.

May your involvement in the life of this community "equip you with everything good, that you may do His will..."

**ROSS GRACE**  
Principal

## MISSION STATEMENT

---

---

*Donvale Christian College is a Parent Controlled school, which serves the Christian community by providing Christ-centred education. Through high quality teaching and learning in a nurturing, stimulating and Biblically directed environment, students grow in their understanding of God's world and in their commitment to serving Christ in all areas of life.*

## STATEMENT OF AFFIRMATION

---

---

### WE AFFIRM

1. The Lordship of Jesus Christ in all areas of life.
2. The Scriptures of Old and New Testament as the divinely inspired Word of God.
3. The Scriptures as the only absolute rule for all faith and conduct.
4. The responsibility of parents to bring up their children in '**the discipline and instruction of the Lord**' (Eph. 6:4)

## **THE YEAR 7 CURRICULUM AND TIMETABLE**

The curriculum consists of a series of "core subjects" and "elective subjects".

The "core subjects" refer to all compulsory elements in the curriculum while the "elective subjects" refer to elements of the curriculum where students must choose one subject from a group of subjects.

### **YEARS 7 & 8**

In Years 7 and 8 the Core subjects are Visual Arts (Art & Visual Communication), Christian Studies, English, Studies of Society and Environment, German, Home Economics, Mathematics, Music, Physical Education, Science and Technology. No elective subjects are offered to students in Years 7 and 8. Year 8 students are also involved in an extension Mathematics programme and Sport.

### **GENERAL STUDIES**

In Years 7 and 8 English, Studies of Society and Environment (History and Geography), Health and Information and Communication Technologies are part of a General Studies course. This allows for extensive contact with a General Studies teacher and a more integrated approach to themes and topics.

### **SPORTING PROGRAM**

Year 7 students are involved in a PE programme throughout the year and a sporting competition in Term 4.

Students in Years 8 and 9 will combine for Thursday afternoon sport. They may choose to play in various team sports in the Central Independent Schools competition or school-based sports.

### **THE STRUCTURE OF THE TIMETABLE**

The timetable is built around a 10 day cycle. Each day is divided into three zones of 100 minutes each. Afternoon zones are divided into two lessons. Most subjects are allocated four zones per 10 day cycle.



**The purpose of the course:**

We study the Bible because it is God's revelation to mankind and because the Scriptures point us to Jesus Christ as our guide for life. We also need to be able to apply the Bible to everyday issues and our lives.

This subject aims to instil an interest in God's Word and to develop a saving knowledge of Christ and trust in God. The course seeks to help students to understand the progress of the God's story including creation through to consummation beginning with Genesis through to Revelation and the way that God continues to work throughout history and today. Students are made aware that the Bible is about real people who feel and act in similar ways to themselves, and that they too are part of salvation history, God's Story.

**The Christian perspectives developed in the course:**

- Students will come to appreciate the unity and diversity of the Bible; that although it is made up of many stories, books and literature it has one underlying theme.
- Students are introduced to Jesus as the focus of all history and life.
- Students will come to see that God continually provides for His people and His world.
- Students are encouraged to relate the Bible to their everyday lives and are challenged to see that God is active today and that they can serve him in many ways.

**The structure of the course:**

Year 7 classes have 2 zones of Christian Studies per cycle. The subject is divided into a series of units related to the theme of "The Kingdom of God", with a focus on the Old Testament.

Material is communicated in a variety of ways including group work, discussion, note taking, drama, video, project work, exercises, quizzes, puzzles, study and questions. Extensive use is made of information technology.

Each student will record the period's work in their display book and/or laptop computer. Any unfinished class work will be completed at home.

**The content of the course:**

The course provides an overview of the Bible from the perspective of "The Kingdom of God" (defined as God's people in God's place under God's rule). The main emphasis will be on the Old Testament. Bible characters and events will be related to the students' own lives and the situations they meet.

The story of God's Kingdom provides the framework for the course - (The King speaks - revelation, Kingdom beginnings - themes from Genesis, The Kingdom falls - sin enters the world...through to Kingdom messengers – the prophets and our work and witness for God today).

Through studying Biblical redemptive history and the way that God works through the lives of people students are encouraged to see God's provision, power and authority in all situations.

Students will be expected to read selected passages from the Old Testament and develop an understanding of Old Testament chronology.

**The assessment of the course:**

- Participation in class work and exercises.
- A neat record of work in their display book, and completion of all homework.
- Positive attitude to the subject and cooperation with other students.
- Regular written tests.
- Project work and class presentations.

**The purpose of the course:**

- To introduce students to performance skills including characterisation, use of body and gesture, use of voice and stage presence and energy.
- To encourage students to work collaboratively with their peers to reach attainable performance goals
- To encourage students in developing confidence and interpersonal skills that are relevant and transferable outside of school life
- To develop in students skills in creativity, originality and problem solving
- To encourage students to discover the world of theatre. Theatre provides students with an opportunity to experience things that are imagined or out of reach in a safe and creative manner through dramatic play.

**The Christian perspectives developed in the course:**

- To encourage students' individual gifts and abilities and to develop in them the interpersonal skills and boldness required not simply in performance, but in our Christian life too – opportunities always arise to share the gospel and to share our own story and it is important for students to develop the skills associated with these.
- To recognise and help develop the students God-given talents and ability and to encourage a sense of self-worth.

**The structure of the course:**

Four periods per week for 7 weeks. Classes are divided into a mixture of warmup activities, skill building tasks, performance tasks, theory, class discussion and reflection.

**The content of the course:**

Students begin by learning about the expectations of a performance space and of performers within it. In Drama, we aim to develop a safe and encouraging environment for students to share and participate and perform in.

Each week students focus on a different performance skill including improvisation, structuring a story, performance skills (voice, movement, mime, gesture), and use of stagecraft and technical elements (sound, lighting, costumes, props, and set). As the unit comes to a close, students devise a performance based on a combination of all of the skills that have been taught throughout the unit.

**The assessment in the course:**

- Journal entries (via blogging, eworkspace and/or email)
- Involvement in all class activities including performances
- Major performance (at conclusion of unit) that includes all skills learnt in the unit

**The purpose of the course:**

The General Studies course aims to foster awareness in students of the great diversity of human experience in both time and place. This course will help students to develop a comprehensive understanding of the social world and ensure that they are equipped to be informed and active participants in society.

As Christians, students should come to appreciate that social life also comes under God's rule and that people can live socially and culturally in a way that either reflects the Creator's design for life, or denies and compromises it.

**The Christian perspectives developed in the course:**

- Students are encouraged to develop their understanding of Christian truth in relation to all of life, but specifically in relation to themselves, their family and their community.
- Students will be able to experience the wonder of God's creation - its beauty, complexity and diversity. They will realise that they have a Christian responsibility to care for the world and its people. In addition to this students should appreciate some of the pressures, problems and conflicts that many of the world's peoples have to endure and show understanding and action in accordance with the message of the Gospel.
- Students will come to appreciate that social life is part of the Creator's design for the world and that although it is affected by sin it is God's desire that social and cultural life should also experience the transformation the Gospel brings.

**The structure of the course:**

General Studies offers an integrated approach to the study of English, History and Geography. Year 7 students have 10 zones of General Studies per cycle (20 periods) which will ideally be provided by one class teacher.

Students will explore four thematic areas (as listed below) through a variety of learning experiences including:

- discussion
- research
- learning technologies
- on-line learning communities
- variety of text (oral/visual/written)
- creative writing
- co-operative learning groups
- worksheets

- graph, chart and poster making
- reading, comprehension
- interviewing and report writing
- drama/role playing/play reading/simulation games
- map making and labelling
- incursions/ excursions

### **The content of the course:**

The General Studies course has been divided into four thematic areas of study. These themes are closely linked to various subject disciplines so that skills traditionally learned within those disciplines are not compromised. Health issues appropriate to the developmental stages of Year 7 students will be addressed during two full-day workshops, one each semester.

#### **Term 1**      Belonging - Families and Friends

This thematic area of study will draw on the students' own experience of family life as a starting point. Through study of family life in history and in the present, incorporating analyses of factors affecting families today, students will be encouraged to explore changing patterns of family life. This forms a basis for a range of studies dealing with community and involving not only aspects of family but also friends and friendship. A literature study of the text *Two Hands Together* will be included and supplemented with a study of the film *Wondrous Oblivion*.

#### **Term 2**      Communities

Community life from the students' point of view will be the focus for the first few weeks of Term 2. A study of the students' local community will be undertaken emphasising services/facilities available, transport, planning, power and decision making. Students also have the opportunity of designing their own community. Part of this theme will concentrate on the problems and conflicts experienced in communities.

The first communities of ancient times will be explored with a focus on the Sumerian city states of the Mesopotamian region. Some other case studies in community life will be explored if time permits. Community mapping activities will also be undertaken.

*Goodnight Mister Tom*, the text chosen for this term, is the story of a young boy and his experiences living away from home with a kindly gentleman in the English countryside. The villagers of Little Weirwold offer an excellent model of community spirit and individual and collective generosity.

#### **Term 3**      Our Wonderful World

World geography is a major part of this area of study. Students will enjoy a term of discovering the physical features of our world including continents and oceans, natural wonders and natural disasters.

Students will have the opportunity to travel the world vicariously through planning and reporting on an 'Around the World' trip. Students will develop an awareness of global issues through media texts and a simulation exercise.

A study of Ancient Greece will be undertaken. A comparison with Ancient Sumerian civilisation will help students to understand the progressive development of community life, in particular the reasons for and nature of democracy.

The text study this term will be a selection of Greek myths and legends.

#### **Term 4**      Technology and the way we live

A study of the impact of technology on our lives will launch students into this area of study. They will research the Industrial Revolution and explore the function and purpose of technology and its effect on our work and leisure.

A study of the science fiction genre will be undertaken with the film *Back to the Future* as the focus.

Project work will allow students to explore and evaluate a recent technological innovation. Other research will result in students producing a time line of inventions and inventors from the Industrial Revolution to the present day. Discussion will focus on *why* certain technological inventions have taken place and its effect on society.

#### **The assessment in the course:**

Students must participate in class discussions and activities. Research work may be carried out in co-operative learning groups on an individual basis depending on the area of study.

- written work
- oral presentations
- posters
- project work
- book work/homework exercises
- test/quizzes
- Semester examinations
- proficiency in a number of software applications such as Microsoft word, PowerPoint, Publisher and Excel will be expected by the end of the year.

In addition to the above work requirements students will be encouraged to :

- be self starters
- co-operate with fellow students
- show a high degree of interest and endeavour in work

Both achievement and attitude will be assessed and commented upon in twice yearly reports.

**The purpose of the course:**

The study of German in the school aims to help the students understand another people and their way of life.

We seek to enable students to converse and write accurately and idiomatically in a number of set situations which they might encounter either here, (German is one of the largest community languages in Australia) or in a German speaking country.

Studying a foreign language leads to a better understanding of the student's own language and of how language works in life. It gives the student an appreciation of cultural diversity and it hopes to promote understanding of the problems faced by the many migrants in our community, who do not speak English, but are faced with life in an English-speaking environment.

**Christian perspectives developed in the course:**

Students are encouraged to realise that God requires us to develop our talents. An aptitude for language and/or experience with it can contribute to our usefulness in God's service.

Learning to understand and respect another culture and people through the study of the language is a strong way of forging Christian friendship across the nations.

Having experienced learning another language, students should have an appreciation of the discipline required to become proficient. Further to this, they should appreciate the difficulties of migrants in this country and offer them understanding, courtesy and dignity in accordance with the message of the Gospel.

**The structure of the course:**

At Year 7, German is allocated 2 zones per cycle in the time-table. At least one, and usually several more, of the following activities will be undertaken in each lesson:

- learning basic language patterns (oral & written);
- partner-work;
- listening to native-speakers on tape;
- creating and presenting conversational situations;
- writing from some stimulus material (eg. pictures);
- songs, games;
- puzzle sheets;
- videos (both language and culturally orientated);
- short reading exercises in German;
- projects.

Computers are used where applicable to enhance the existing curriculum. German language CD-Roms will be integrated where relevant.

**The content of the course:**

Students will learn to converse and write in simple German on the following topics:

- Greetings
- Names
- Family
- Ages
- Numbers
- Countries
- Places of abode
- Days and months
- Weather
- School subjects
- The classroom

Cultural studies will form an important part of the course. Topics such as these will be taught alongside the German language itself.

- Geographical features
- Some famous festivals and national costumes
- Famous people
- Contributions to arts and literature.

**The assessment of the course:**

This subject is assessed half-yearly with an A, B, C, D or E grade. Students' assessment is based on the following:

- Class work
- Book work
- Assignments
- Tests
- Oral work

**The purpose of the course:**

The Home Economics course is designed so that students are encouraged to:

- appreciate and understand different foods and their nutritional value;
- enjoy learning basic cooking and food preparation skills;
- understand kitchen safety measures and cleanliness;
- be able to follow instructions and understand recipes;
- understand how the body works in relation to food as designed by God;
- manage time by working quickly and efficiently;
- look at family living and God's design for families.

**The Christian perspectives developed in the course:**

Home Economics is a study related to individuals in their everyday lives and walk with God. Its focus is on the management of the resources God has given us in creative and satisfying ways. In particular, the study is concerned with the physical, social, emotional and spiritual factors of personal development within the home and family.

Students learn to appreciate that God cares about our needs for food, clothing, shelter, rest and exercise and that in our eating and drinking we are to honour God.

In relation to nutrition, students come to recognise that the human body is a temple of the Holy Spirit, so care must be taken of the body. Students are encouraged to recognise that God created the body, that it is wonderfully made, and that God places high value on the body.

In relation to food distribution, the course acknowledges that because of human sin, not all peoples of the world enjoy the benefits of a balanced diet. Of those who experience an over abundance, it is seen that such a situation frequently leads to a high incidence of diet related diseases.

Through practical work, students are encouraged to share and show responsibility in caring for each other and the equipment they use, as well as develop a sense of wise stewardship of resources.

Students are encouraged to be tolerant of others who are different, eg. physically, socially, culturally, and seek to show love, and support to them through practical help whenever they are able. Overall, students are encouraged to acquire knowledge and skills to manage God's resources, to promote the well being of individuals and families.

**The structure of the course:**

Four periods per week for 7 weeks. Practical lessons (one double lesson per week) generally follow a pattern of introduction, demonstration, student food preparation and cooking. Theory is taught during the remaining lessons.

### **The content of the course:**

The integration of theory and practice is fundamental to learning in the Home Economics course.

#### **Theory**

- \* Kitchen facilities and safety/hygiene rules
- \* The dietary pyramid
- \* 5 food groups and food nutrients
- \* Why we need food
- \* 'How do I make wise food choices?'
- \* Meal planning
- \* Fibre and Breakfast Cereals
- \* Eggs

#### **Practical Work**

- Omelette and Side Salad
- Apple Crumble
- Minestrone Soup and Garlic Bread
- Macaroni Cheese and Side Salad
- Design your own Muffins
- Oriental chicken kebabs
- These may vary from year to year

### **The assessment of the course:**

Assessment is based on -

- One assignment- A family meal task (where the student plans and prepares a meal for the family and documents it)
- Theory test - one test at the end of the 7 weeks
- Homework - occasional worksheets and the family meal assignment.
- Written work - keeping their work book in order
- General kitchen competency –Individual skills and observation of group work

Approximately 50% of the assessment is on the practical skills and 50% on the balance.

**The purpose of the course:**

As with all academic studies, Mathematics stretches the students' ability to discover and understand.

The study of Mathematics is unique however, in the degree to which it is concerned with

- logical precision
- rigorous attention to detail
- abstract thought, and
- the discovery and articulation of pattern and order

These demanding thinking skills are useful in explaining and understanding God's world and in many types of work. In particular, the Year 7 mathematics course is intended to consolidate skills from primary school and introduce students to new concepts using every day examples.

**The Christian perspectives developed in the course:**

Mathematics provides us with some wonderful insights into the order of God's creation and the processes of learning mathematics provide many opportunities to develop Christian attitudes.

There are many mathematical patterns in nature and these point to the created order of the universe. Explaining the systematic nature of numbers, and the predictability of the physical world helps students to appreciate the complexity of creation and the providence of God.

Learning mathematics gives students the opportunity to develop Christian attitudes. Some students find maths easy and fun to learn, others find it difficult and, at times, arduous. God has created us all differently, with varying gifts and abilities. Strong maths students need to learn to respond with care and compassion to those who have less mathematical ability. It is very important that all students are respected for the individuality of their God given gifts. Our worth is not dependent on mathematical ability or any other single ability. Group work is undertaken in problem solving activities, and projects, to encourage this mutual respect and servanthood.

In order to live a life of useful service to God, it is often helpful to have an understanding of mathematics. Thus we aim to equip students with an understanding of mathematics, so that they can go out into society and serve God in the area He has called them to. Students need to be prepared for life academically, as well as spiritually, so they can have an effective Christian influence in the world.

**The structure of the course:**

At Year 7 students study mathematics for 6 periods per week. During this time students will -

- Review and consolidate skills learned in previous years.

- Learn and practise new skills learned as a basis for further studies.
- Engage in problem solving tasks.
- Complete some project work.
- Develop their understanding of mathematics through the use of a variety of ICT tools

**The contents of the course:**

The topics studied in Year 7 mathematics include:

- Whole number arithmetic
- Number patterns
- Fractions
- Decimals
- Measurement
- Angles
- Introduction to Algebra
- Equations
- Geometry
- Chance and data

Students will make use of a variety of computer software; eg, Excel Spreadsheets, Word, the internet and Geometer's Sketchpad.

**The assessment in the course:**

Assessment of students in Year 7 mathematics includes:

- Topic tests
- Homework
- Problem solving tasks
- Project work
- Application in class
- Organisation

**The purpose of the course**

The Music course aims to provide students with the opportunity to experience, perform and create music within a variety of styles, contexts and performance mediums. Through these opportunities, the development of specific skills in each of these areas is encouraged and an appreciation for the living and constantly evolving art of music is developed.

**The Christian perspectives developed in the course:**

Music is an integral part of worship and fellowship within the body of Christ and in regard to our relationship with God, the Music course, therefore, aims to:

- (a) Instil and develop an attitude of **excellence** in presenting our best to God
- (b) Raise an awareness of the **creativity** of our God and of the potential for creativity that he has placed within each of us, to be used for his glory and for the building up of others

**The structure of the course**

Four periods per week for 7 weeks. The subject is organised into four areas of study:

- Performance (using voice, keyboard and auxiliary percussion instruments)
- Creative Organisation (Composition, arranging and improvisation)
- Listening (Aural Skills)
- Musicology (History and Theory)

**The content of the course****Performance**

Group and individual performances will take place involving simple melodies and rhythms using traditional and non-traditional notation.

Although practical skills are encouraged and performance on instruments takes place, the class room music course at year 7 is not an instrumental music course.

*Instrumental music tuition is currently available throughout the school.*

**Creative organisation**

Informal improvisation, group composition using non-traditional notation, rhythmic and melodic composition will be used to introduce students to the component of creative organisation.

**Listening**

Through the keeping of a listening diary, we aim for each student to develop the ability to distinguish between sounds of differing: qualities (timbre), quantities (texture), dynamic ranges (volume), pitch, time.

To respond with ideas and feelings to varying styles of music and to begin to develop critical evaluation from a Christian perspective.

## **Musicology**

Primary and secondary theory concepts will be revised, taught and used throughout the year including the basic physics of sound, the voice, traditional and non-traditional notation.

### **The assessment in the course:**

- Co-operative participation and contribution in class activities
- To keep an organised and complete workbook.
- A complete theory folio.

The completion of work requirements

- (a) Skill tests and contribution to all performance activities.
- (b) Participation, completion and presentation of all Creative Organisation requirements.
- (c) An organised Listening Diary displaying a development in their ability to respond to music
- (d) History, Theory and Listening tests on each unit of study

**The purpose of the course:**

A well balanced, comprehensive physical education program contributes to students becoming self-confident, disciplined, healthy, happy and fit.

Physical education gives the opportunity to:

- To develop respect for our bodies as a unique gift of God's creation, and to develop respect for the performance of ourselves and others as we impose demands on them.
- To develop physically, with regards to skill proficiency, agility, flexibility, strength, speed and endurance.
- To develop a Christian perspective toward competition, in that the activity is for the enjoyment of "all", and to develop respect for the efforts of others regardless of their ability.
- To develop social skills within sport.
- To increase knowledge of body processes, basic anatomy and physiology, and the relationships of physical fitness to healthy living, as well as knowledge of fundamental rules and strategies associated with games and activities.

**The Christian perspectives developed in the course:**

Our bodies are the temple of the Holy Spirit - a vessel given to us by God. We therefore have a responsibility to look after our physical well being with regular exercise, a well balanced diet, cleanliness and by avoiding hazards that may affect our health in a detrimental way.

Many of the principles needed to develop as a successful athlete or sports person are in reflection of principles necessary in the Christian life - rules and guidelines are to be acknowledged; cooperation and team work is necessary to be effective; commitment is essential.

**The structure of the course:**

Physical education consists of 2 zones per cycle. Students will participate in a variety of motor skill activities throughout the year. The major areas of focus include Stick, Hand, Foot and Racquet sports.

Three sporting activities are covered each term. There are four terms in the year. Students also participate in:

- House Sports
  - Swimming
  - Cross country
  - Athletics
- Eastern Independent Schools
  - Cross country
  - Athletics
  - Swimming
  - Term 4 Competitions
- Swimming Squad Training (Optional)

**The content of the course:**

**PRACTICAL**

***TERM 1***

Fitness Testing  
Athletics  
Minor Games  
Girls Cricket

***TERM 3***

Cross Country  
Dance

**Sport Development**

Volleyball/Soccer  
Tennis/Volleyball

***TERM 2***

AFL Football  
Netball  
Cricket/Basketball

***TERM 4***

Badminton/Tabletennis  
Gymnastics  
Girls Soccer  
Boys Volleyball

**The assessment in the course:**

Students will be assessed on the following criteria:

- Uniform
- Cooperation
- Sportsmanship
- Effort
- Skills test
- Extra Curriculum involvement
- Dance Presentation (group)
- Gymnastics Presentation (individual)

**The purpose of the course:**

Science enables us to develop a sense of wonder in God's creation. The students learn scientific concepts, and develop inquiry and research skills to explore and describe the physical and natural world.

The study of science allows students to develop useful skills and attitudes and helps to equip them for life in a complex society.

**The Christian perspectives developed in the course:**

This course should assist the Christian growth of the students by :

- helping them to have a sense of wonder at the creation and a balanced view of man's place in the universe;
- giving an understanding of both the usefulness and limitations of scientific models in their ability to describe the created order;
- encouraging a responsible and obedient response to our mandate to tend and keep the creation;
- preparing them for a life, in which they can be of service to God and their community, contributing skills and ideas with a desire to be servants in Christ.

**The structure of the course:**

Year 7 Science operates at level 5 of the Victorian Curriculum and Standards Framework. The four main areas of the Science framework, correspond to the four terms of the school year.

- Chemical science (Natural and Processed Materials)
- Physical science (The Physical World)
- Biological science (Life and Living)
- Earth and space sciences (Technology, society and Environment)

**The content of the course:**

The four main areas are subdivided into related focal topics.

- Safety and Skills in Science
- Science and Scientists

- Matter, Models and Reactions
- Movement, Electricity, Light and Sound
- Cells, Classification and Environment
- Earth Science and Solar System

**The assessment of the course:**

Students are required to enter fully into every aspect of this course, developing their potential to the fullest possible extent. This expectation is reflected in the range of work requirements and assessment tasks. Students are assessed for understanding, experimental and research skills. Each term, students have topic tests and one assignment or investigation.

**The purpose of the course:**

- To introduce students to the skills of working with wood and experience the pleasure of completing a practical project.
- To prepare students for their future in society and be equipped for work and recreation with some practical skills.
- To teach and encourage a balanced outlook and willingness to accept our own and others weaknesses but also see ours and others strengths and to respect our own and others property.
- To learn to discipline ourselves to achieve high standards and to demonstrate this by explaining that some times hard work and time will produce the standard necessary and then one has a sense of achievement.
- To encourage creativity, positiveness and a desire to do ones best and enjoy the job in hand.

**The Christian perspectives developed in the course:**

- To encourage student's appreciation and knowledge of God as the God of Creation and to have an appreciation of His creation, helping them to see our responsibility as his children to preserve and take care of it as best we can.
- To recognise and help develop the students God-given talents and ability and to encourage a sense of self-worth.

**The structure of the course:**

Four periods per week for 7 weeks. Approximately one period in six is used for woodwork technology and theory, while the remaining periods are used for practical work.

**The content of the course:**

Students begin by appreciating the need for a safe environment, and then learn about hand tools, their use and the skills related to them.

The students are also introduced to simple design and problem solving. They complete several small projects such as a spatula and a storage unit.

Because the students are involved in the design process they tend to be more motivated and interested in their work.

**The assessment in the course:**

- To keep an exercise book with given written work in a well presented fashion;
- To draw up plans and sketches of projects;
- To work on projects, looking at design and how the projects can be redesigned for personal appreciation;
- To sit tests, approximately one per course with satisfactory results, showing that a satisfactory understanding of this course has been reached.

**The purpose of the course**

Visual Arts incorporates the subjects of Art and Visual Communication together. This study allows students to express their feelings and ideas through art works and graphics. They develop a heightened sense of perception of the world around them, whilst learning to recognise and value cultural diversity in past and present contexts. They learn to communicate to a specific audience while integrating skills, knowledge and imagination in a range of media.

**The Christian perspectives developed in the course:**

Art and Visual Communication is concerned with visual aesthetics, expressed through various types of creativity. Students are encouraged to reflect on God as the author and source of creativity and express their own creativity, as humans made in the image of God, in various ways.

The course aims to:

- \* Help students discover their God-given talents and recognise their uniqueness through personal expression.
- \* Help students develop the confidence to express thoughts, feelings and ideas in a creative way and to encourage mutual respect and recognition of each other's self-worth.
- \* Encourage discernment in the areas of aesthetic appreciation and awareness of the work and the orderliness and beauty of God's creation.
- \* Help students appreciate that art and other forms of visual communication reflect beliefs and values and ways of viewing the world which are expressive of both human sinfulness and the capacity for redemption and renewal.

**The structure of the course**

The visual arts are explored for 4 zones per 10 day cycle for 7 weeks. Year 7s are grouped in Alphabetical order for this subject.

**Arts practice – ideas, skills, techniques and processes**

Students will use direct observation and experience to generate and develop ideas for artworks. They will be encouraged to take artistic risks, select from alternative solutions and develop their skills, techniques and processes in a range of two dimensional art forms. Students will plan and present art works for specific audiences.

**Responding to the arts – criticism, aesthetics and contexts**

Students develop skills in arts criticism as they describe, analyse, research and evaluate their own art works and those from different cultural and historical contexts. They learn how art works communicate meanings, ideas and feelings.

### **The content of the course:**

Students are introduced to the basics of art and visual communication.

The content of this short program will demonstrate a range of skills, techniques and processes in organising art elements, principles and concepts to structure art works. Students will explore ideas and images through different themes, such as self-discovery, portraiture and symbolism. In developing subject matter for art works, they explore personal beliefs and opinions about social and cultural issues. All practical work will be based on themes and relevant study of artists/art periods including ancient and contemporary art periods. Students will develop ideas in their workbooks and complete final art works exploring the use of their art kits. Students will create two-dimensional work using a range of art forms such as drawing, painting, printmaking, and mixed-media.

### **The assessment in the course**

Students are required to complete all set tasks and show an understanding of basic art and visual communication concepts. Assessment will relate to class participation and the completion of a workbook and folio of work.

- **Workbook**  
A project book that contains all exercises, homework, conceptual explorations, handouts and theoretical work
- **Folio**  
Presented final art works, which may include drawings, paintings and prints.