



YEAR 8

2010

COURSE INFORMATION BOOKLET

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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 8 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 & Graphics), 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.

GENERAL STUDIES

At Year 8 English and Studies of Society and Environment (History and Geography) are part of General Studies. This allows for extensive contact with a General Studies teacher and a more integrated approach to themes and topics.

SPORTING PROGRAM

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. Year 7 students are involved in a sporting competition for one term.

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:

- 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:

Two 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 revise the Yr 7 emphasis on the drama classroom environment – we want to create a safe and encouraging environment for students to share and perform in.

Students explore the theatre of 'The Circus' and each week learn about different aspects of performance and performance within the theatrical styles of the circus. At the conclusion of the course, students perform and 'run' their own circus for their peers. This circus includes elements selected by the students following the research and experiences of circus performance they have had in classes each week. Elements of circus that are focused on each week include: juggling, performance skills, presence and energy, clowning, exaggerated movement, characterisation, and stagecraft elements (props, costumes, set, lighting, sound).

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:

Year 8 General Studies incorporates the areas of knowledge and skills explored and developed in English, Geography, History and Christian Studies. It provides a transition from the more integrated approach to subject areas in the Primary school to the more specialist disciplines approach in the senior years. It continues the practice, established in of Year 7, of extended student contact with a General Studies teacher. The course helps students to continue the development of students understanding of their own identity, their place in the physical world and as an Australian citizen, and their place in the story of God's people, the church.

The Christian perspective developed in the course:

Competence in language, both written and oral, is of vital importance if students are to be stewards in God's world, use their talents to serve God and others, and become effective communicators of the gospel. Christian students need to develop the basic skills necessary to communicate and discern the truth. Students must be able to comprehend and analyse what they are reading; to critically evaluate and sift the true and good from the dishonest and manipulative.

Through the study of literature, the media, students' own writing, and drama, many of society's values are examined from a Biblical perspective.

Through a study of Geography, students come to understand that:

- God created the Earth and everything in it according to His plan and purpose.
- God controls His creation; he continues to sustain it allowing it to change through natural processes.
- land is polluted and over-exploited as a result of sin; our plundering of the earth's surface, causes land degradation, depletion of resources and extinction of some species.
- natural resources belong to God but our mandate is to tend and to keep the creation; we are stewards of the land, given responsibility to care for it.
- God requires us to love our neighbours; to do so we need to come to know and understand them.

Through a study of History, students come to appreciate that:

- God has been working to bring about his purposes for human beings in all times and in all places.
- God has cared for and provided for his people, the church.
- some social, political and cultural responses in history honour God and others dishonour his intentions for the world.

Through a study of the New Testament, students are encouraged to:

- view the Scriptures as a whole
- understand the what it means to live in the kingdom of God

The content of the course:

The content of General Studies is summarised in the scope and sequence diagram.

The **English** component is based on six areas of study:

Writing

Includes drafting, conferencing, proof-reading, correcting and polishing work; writing in a variety of genres, such as informative, reflective, creative, explanatory, expository,

Language Study

Includes sentence and word analysis, vocabulary extension, paragraph development, punctuation, spelling.

Oral Language

Includes discussion, planned speeches, listening skills, drama, role plays, monologues, debating, interviews.

Literature Study

Includes reading of both prescribed and non-prescribed texts in a range of genres, such as novels, myths, short stories, poetry, news articles, film; formal and informal text responses through discussion, reflection, reviews, text analyses.

Current issues

Includes the reading and discussion items in newspapers and other forms of mass media; students summarise, analyse and form opinions and will be required to present an argument in essay form and as a class oral.

Reading Skills

Are developed with all written material including novels, short stories and newspaper articles, as well as any sources used in the study of History or Geography.

The **Geography** component focuses on an understanding of the physical world, disasters, threats to the physical world and aspects of Australia's geography, government, legal system and how students participate as citizens of this country.

The **History** and **Christian Studies** component provides an overview of European history from Roman times and the story of the Church from early Christian times to the Renaissance.

The structure of the course:

The course is structured into the themes outlined in the scope and sequence diagramme.

Topics may be explored from various perspectives and there is integration between the subject areas, requiring flexibility as to the amount of time allocated to each discipline from week to week.

Term One: THIS LAND CALLED AUSTRALIA

<p>What does it mean to be Australian?</p> <ul style="list-style-type: none"> • Perceptions: ‘Australia Day’ • Study of physical features • Research of history and culture, including multiculturalism and indigenous Australians 	<p>Text study:</p> <ul style="list-style-type: none"> • <i>The Barrumbi Kids</i>, Leonie Norrington (novel) – the story of a friendship between an indigenous boy and an Anglo-Saxon boy 	<p>Christian Studies:</p> <ul style="list-style-type: none"> • Preparing the way for Jesus: review of OT and study of the Intertestamental period
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Term Two: WHO WANTS TO BE BOSS? (Dictators and kings)

<p>What is the nature of leadership? What are the challenges for rulers?</p> <ul style="list-style-type: none"> • Rise and fall of Rome: republic vs monarchy • Middle Ages: lost knowledge; law & order • Renaissance: found knowledge; rise of humanism 	<p>Text study:</p> <ul style="list-style-type: none"> • ‘The Wanderings of Aeneas’, Virgil (Roman myths) – the story of Aeneas’ journey to the founding of Rome • <i>Ever After</i> (film) – a reworking of the Cinderella story exploring the notion of inheritance and privilege amongst the ruling class 	<p>Christian Studies:</p> <ul style="list-style-type: none"> • Death & resurrection of Jesus • Lifestyle & teachings of Jesus
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Term Three: MEETING THE NEIGHBOURS

<p>How can we be a good regional neighbour?</p> <ul style="list-style-type: none"> • Vanuatu: a case study • East Timor • Papua New Guinea • New Zealand • Tonga 	<p>Text study:</p> <ul style="list-style-type: none"> • <i>The Giver</i>, Lois Lowry (novel) - the story of a community that has chosen sameness & peace over difference & conflict • Newspaper and other media items exploring the theme of conflict and harmony within & between communities 	<p>Christian Studies:</p> <ul style="list-style-type: none"> • Lifestyle & teachings of Jesus • Reformation (Luther & Henry VIII)
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Term Four: I LOVE A SUNBURNT COUNTRY

<p>How can we be good stewards of our desert land?</p> <ul style="list-style-type: none"> • Rainforests • Bushfires 	<p>Text study:</p> <ul style="list-style-type: none"> • Selected poetry, focussing on Australian poetry • Selected biography (‘Night of the Notables’) 	<p>Christian Studies:</p> <ul style="list-style-type: none"> • Coming of the Holy Spirit • Early Church
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The assessment of the course:

The student is required to keep an orderly workbook and computer file of work done in class and for homework. Assessment will be both cumulative and sequential.

For English, assessment will be based on:

- Reading and responding to texts
- Speaking and listening
- Writing
- Mechanics of language

For Geography, assessment will be based on:

- Mapping and other geo-spatial skills
- Field work, including reports
- Research and analysis of information about the culture and society of Australia and its near neighbours

For History, assessment will be based on:

- Research and analysis using primary and secondary sources
- Constructing hypotheses based on evidence gathered
- Recording information in reports, tables and on timelines
- Applying lessons from the past to present situations

For Christian Studies, assessment will be based on:

- Close analysis of the biblical text
- Understanding the metanarrative of the biblical text

Assessment tasks may take the form of class work and homework exercises, unit and semester tests, research assignments, field trip reports, oral presentations including interviews and debates.

The purpose of the course:

Studying a foreign language aims for a greater understanding of the student's own language and creating an awareness of how languages function. Students develop an appreciation of cultural diversity and gain valuable insights into other traditions.

The study of German in the school thus aims to encourage students to develop an understanding of another people and their way of life, and provides the pleasure of beginning to master another language.

The Christian perspectives developed in the course:

Learning a second language allows students to develop their God given talents and provides opportunities for understanding and participating in another culture. It helps to address stereotyping and encourages students to appreciate and honour people from a different background and ways of life different from their own. This promotes friendship, communication and community.

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 this level, German is allocated 4 periods per cycle in the timetable. 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 (e.g. pictures);
- writing about themselves in a variety of situations;
- songs, games;
- puzzle sheets;
- videos (both language and culturally orientated);
- short reading exercises in German;
- projects.

Computers will be used where applicable to enhance the existing curriculum.

The content of the course:

The major topics dealt with at this level include :

- day-to-day situations
- family relationships
- hobbies
- sports (the world cup in Germany)
- colours
- birthdays/dates
- telling the time
- food
- in the city/directions
- telephone conversations/making arrangements
- music

Students produce a small book about themselves, friends, family, interests etc, entirely in German. They work on this over the year and present it in the best possible way.

Cultural topics will form an important part of the course. Topics covered will be taught alongside the language itself. They include :

- People, lifestyles and customs (eg. Easter)
- An overview of recent history (E.W. Berlin - fall of the wall)
- Planning a visit to a German speaking country

(Students will choose a particular area and research it from a variety of perspectives).

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 class work, book work, assignments, tests and 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 how God wants families to be.

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 for that 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.

The structure of the course:

Lessons generally follow a pattern of Introduction, demonstration, student food preparation and cooking.

Theory is normally taught whilst food is cooking and has the Healthy Diet Pyramid as its general theme.

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
- Fruit and Vegetables
- Cereals

- The Food Target. 5 food groups and food nutrients
- Food Models
- Australian Dietary Guidelines
- Milk and milk products
- Eggs
- Legumes and nuts
- ‘How do I make wise food choices?’
- Meat
- Fish & Poultry
- Fats and oil
- Sugar
- Salt
- Snack foods

Practical Work

- Jacket Potatoes
- Baked Custards
- Apple Crumble
- Vegetable Stir Fry
- Quiche
- Gado Gado
- Sausage Rolls
- Pull apart Pizza bread
- Cup cakes
- Pumpkin Soup
- Carrot cake
- Vegetable Tacos
- Gingerbread/Shortbread
- Sponge Cake

The assessment of the course:

Assessment is based on -

- assignments
- theory tests
- homework
- written work
- general kitchen competency
- generally 2 per semester
- approximately two held during the semester;
- students are required to complete some form of homework each week whether it be written or practical
- keeping their work book in order;
- including observation of group work

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 discover and articulation of pattern and order

These demanding thinking skills are useful in trying to understand God and the universe, and as a preparation for a range of vocations.

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. The systematic nature of numbers, and the predictability of the physical world speak of the designing activity and 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 mathematics 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 the year eight level, students have the opportunity of pursuing their mathematical studies for four zones per cycle.

During this time students will :-

- review and practise skills they have already been introduced to;
- be introduced to new topics and skills;

- develop their skills in problem solving and modelling;
- participate in project work.

The content of the course:

The following topics are studied in the course during the year:

- Number patterns
- Positive and negative numbers
- Percentages
- Ratio
- Measurement
- Algebra
- Equations
- Cartesian graphs
- Geometry
- Chance and data

The assessment of the course:

Assessment of student participation and progress in this subject will be made by:

- observation of each student's attitude and effort
- topic tests
- homework
- problem solving activities
- project work

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 we want to encourage the development of specific skills in each of these areas and to see developed in each student an appreciation for the living and constantly evolving art of music.

The Christian perspectives developed in the course:

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

Instill and develop an attitude of **excellence** in presenting our best to God.

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:

The subject is organised into four areas of study:

- Performance (from a selection of voice, keyboard, and auxiliary percussion)
- Creative Organisation (Composition, Arranging and Improvisation)
- Listening (Aural Skills)
- Musicology (History and theory)

Because these components are so often intertwined, our aim is to present an overall course in which all of these regularly occur.

The content of the course:**Performance**

Group and individual performances will take place involving simple parts of the music of other cultures and will be a major part of this component. This will involve using traditional and non-traditional notation. Performance will involve using a range of string, wind and percussion instruments, and voice. **Although practical skills are encouraged and performance on instruments takes place, the class room music course at year 8 is not an instrumental music course.** Instrumental music tuition is currently available throughout the school.

Creative Organisation

Guided improvisation, formal and informal group composition using traditional and non-traditional notation, will be used to develop students skills in the area of creative organisation.

Listening

Through the keeping of a listening diary, we aim for each student to further develop the ability established in year 7, to distinguish between sounds of differing:

qualities (timbre)	pitch
quantities (texture)	time
dynamic ranges (volume)	style

To respond with ideas and feelings to music including styles from a variety of cultures.

Musicology

Primary fundamental theory concepts will be revised, taught and used throughout the year. History studies will be related to the various cultural groups studied.

The assessment of the course:

- Co-operative participation and contribution in class activities.
- An organised and complete workbook.
- A complete theory folio
- Skill tests and contribution to all performance activities.
- Participation, completion and presentation of all Creative Organisation requirements.
- An organised Listening diary displaying a development in their ability to respond to music.
- History/Theory tests on each unit of study.
- A major assignment on the music of another culture.

The purpose of the course:

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

Physical education gives the opportunity to:

- 1 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.
- 2 To develop physically, with regards to skill proficiency, agility, flexibility, strength, speed and endurance.
- 3 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.
- 4 To develop social skills within sport i.e. Good team work, sportsmanship and co-operation.
- 5 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 maintain 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 a successful athlete or sports person are in reflection of principles necessary in the Christian life. Rules and guide lines to be acknowledged. Cooperation and team work is necessary to be effective. Commitment is essential.

The structure of the course:

Physical education consists of 4 lessons per cycle plus Thursday afternoon sport. Students will participate in a variety of motor skill activities throughout the year. The major area of focus include Stick, Hand, Foot and Racquet sports.

Three sporting activities are covered each term. There are four terms in the year.

Students will also participate in:

- House Sports
 - Swimming
 - Cross country
 - Athletics
- Eastern Independent Schools
 - Cross country
 - Athletics
 - Swimming
 - Summer and Winter Competitions

The content of the course:

PRACTICAL

TERM 1

Fitness Testing
Athletics
Minor Games

TERM 2

Cricket
SEPEP (Basketball)
Equal Opportunity

TERM 3

Cross Country
Lacrosse
Volleyball
Fitness Testing

TERM 4

Tennis
Touch
Hocket/Uni Hoc

The assessment of the course:

- Uniform
- Co-operation
- Sportsmanship
- Effort
- Skills test
- Extra Curriculum involvement

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 skills and attitudes that equip them for life in a complex and technological society.

The Christian perspectives developed in the course:

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

- helping them to have a fear of God, 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 8 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. Science is studied for four zones per cycle.

- 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:

- Chemical Reactions
- Acids & Bases
- Machines and Energy
- Light, Sound and Magnetism
- Food, Digestion and Nutrition
- Reproduction, Hygiene and Disease

- Transport Systems in Plants and Animals
- Earth, Space and Astronomy
- Earth, Environment and Conservation

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 other materials 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, positive attitude 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:

Two 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 revise the Yr 7 emphasis on the need for a safe environment and extend learning on hand tools, their use and the skills related to them.

The students also do further work in simple design and problem solving following the design process of investigating, designing, producing, analysing and evaluation. They complete several small projects, such as laminated chopping board and a metal / plastic product. Students are encouraged to be as creative as possible.

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 complete tests, approximately one per course with results, showing that a satisfactory understanding of this course has been reached.

The purpose of the course:

The study of Art allows students to express their feelings and ideas in a unique manner. They learn to integrate skills, knowledge and imagination to produce creative artworks in a range of media.

The Arts develops aesthetic awareness enabling students to have a heightened perception of the world around them. They learn to recognise and value cultural diversity in past and present contexts.

Students are challenged to think in imaginative, critical and reflective ways through the production and appreciation of art.

The Christian perspectives developed in the course:

The Art study is aimed:

- To help students discover God given talents and to recognise their uniqueness through personal expression.
- To help students develop the confidence to express thoughts, feelings and ideas in a creative way and to encourage mutual respect and recognition of each others self-worth.
- To encourage discernment in the areas of aesthetic appreciation and awareness of the work and the orderliness and beauty of God's creation.

The Christian perspectives developed in the course:

The Art study is aimed:

- To help students discover God given talents and to recognise their uniqueness through personal expression.
- To help students develop the confidence to express thoughts, feelings and ideas in a creative way and to encourage mutual respect and recognition of each others self-worth.
- To encourage discernment in the areas of aesthetic appreciation and awareness of the work and the orderliness and beauty of God's creation.

The structure of the course:

The components of Art education are organised under the following substrands.

- **Creating, making and presenting**

Students explore and develop ideas, learning to take artistic risks and select from alternative solutions. They will use a range of skills, techniques and processes to complete their artwork and present it for assessment.

- **Arts criticism and aesthetics**

Students engage in arts criticism as they describe, analyse, interpret, evaluate, develop preferences and an ability to respond to their own artworks and those of others.

- **Past and present contexts**

Students develop skills in analysing, researching, interpreting and questioning as they study about artists and their work from different social, cultural and historical contexts.

Art is a component of visual arts for 1 semester of the year.

The content of the course:

Students are introduced to the basic art elements ie., line, tone, colour, shape, texture, dot and form.

Art production will relate to the study of past and present artists who produced self portraits and images directly related to their life and culture.

The assessment in the course:

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

- **Workbook**

A project book that contains all exercises, conceptual explorations, handouts and theoretical work.

- **Folio**

Presented final artworks, which may include paintings, drawings, prints, clay sculptures.