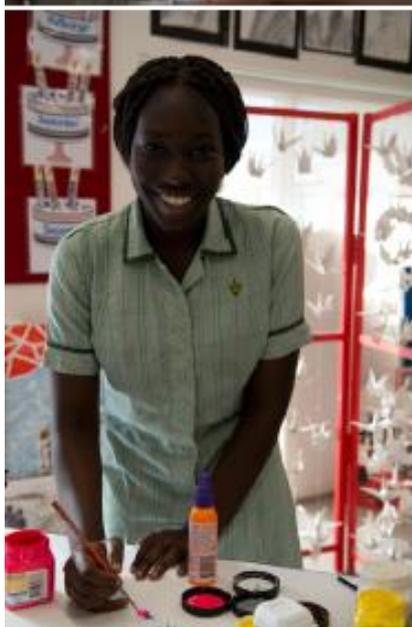




Temple Christian College

YEAR 10 ELECTIVE HANDBOOK 2018

Pursuing excellence for the glory of God



CHARACTER SERVICE INFLUENCE

ART

The ART elective is offered as a year long subject of two double lessons per week. There are two broad aspects of Art studied: ART and DESIGN:

VISUAL ARTS - ART

The course has an emphasis on the Art process and craft skill building.

Units of Work

- Acrylic Painting – skills and techniques development in tints, shades, colour modelling, impasto, sgraffito, broken colour, palette knife and pointillism.
- Self Portrait – studying and imitating various historical artists, style and techniques, to paint a self-portrait.
- Theory units / research assignments related to the practical.

VISUAL ARTS - DESIGN

The course is an introduction to Design as a distinct discipline working to set briefs and parameters.

Units of Work

Each unit incorporates the elements and principles of Design such as shape, form, line texture, composition, pattern, repetition, colour, layout, typography.

Each unit studied will have related practical tasks.

- What is Design? The three domains of Graphic, Product and Environmental.
- Industrial Revolution
- Arts and Crafts
- Art Nouveau
- Art Deco
- Bauhaus

The practical projects include design Illuminated Letter and Greeting Card design, paper bookmarks, designs painted onto the arm, postage stamp design.

Assessment

1. All practical work done in class is assessable for term grades.
2. Written tasks associated with the practical.
3. Some worksheets incorporating analysis of designers and their work.
4. Some worksheets supporting the excursions.
5. All homework tasks are assessable for term grades.

Excursions

There are two possible excursions to Art Galleries allowed for this subject. Each will cost the price of a return bus ticket on public transport.

AUDIO VISUAL STUDIES

The Year 9 and 10 Audio Visual Studies elective is an opportunity to experience the different technologies involved in photography, video and lighting. The focus is to give the opportunity for students to gain the appropriate skills and experience in order to be able to use a variety of technologies, and to lead into prospective careers in the industry.

Aims

- To develop skills in photography/video production and editing – including advanced photo/video editing software and effects.
- To develop skills in photo/video camera operation.
- To develop skills in analysing and critiquing media.
- To develop skills in studio lighting (continuous and strobe).

Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop key competencies within the following strands:

1. Critiquing
2. Designing
3. Making

Units of Work

- Software photo editing – using Adobe Photoshop.
- Software video editing – using iMovie and Final Cut Pro.
- Photo/Video Camera Operation – Techniques, shot types and shot composition
- Film Production techniques – TV commercials, short films, documentaries.
- Media Studies – Analysis of contemporary movies and their video/special effects and techniques.
- Lighting – Set up, and operation of studio lighting.

Assessment

1. Practical processes
2. Practical assessments
3. Written planning and evaluations

DANCE

Aims

- Develop kinaesthetic awareness and physical skills necessary for dance technique
- Understand and appreciate dance as an arts practise
- Consider and appreciate the diversity and place of dance in other cultures
- Learn and develop own movement vocabulary as an expressive language of communication and worship
- Develop creative thinking and problem-solving skills by manipulating the spatial organisation of movement sequences through various composition processes
- Gain confidence and self-esteem through dance practise and performance experiences
- Understand different dance styles according to various historical contexts

Please note: There are 2 main performances each year where students will have extra rehearsals leading up to the performance date.

This is a two semester course.

Units of Work

- Contemporary technique tuition – (approx. \$50-60 per Term added to school fees)
- Cultural dance repertoire
- Jazz dance repertoire
- Dance analysis
- Modern dance pioneers
- Human Physiology
- Dance making process
- History and Development of Musical Theatre

Assessment

1. Reflective journaling on dance making processes and learnt dance repertoire
2. Topic tests on Human Physiology and choreographic devices
3. Dance Injury and injury prevention Assignment
4. Research assignment on the Beginnings of Modern Dance
5. Oral presentation on cultural dance
6. Small Group and Solo Dance Composition
7. Live Dance Performances
8. Technique

DESIGN & TECHNOLOGY (Advanced Manufacturing)

This course has evolved from an ongoing partnership with industry and tertiary education in the Northern suburbs. Changes in industry have required a more up-to-date approach to studies in Industrial Arts. Students use a range of advanced manufacturing technologies to design and make creative and innovative products. Students utilise the design process to investigate, plan and manufacture their own products.

Year 10 Design & Technology is offered as an elective subject for 4 lessons per week. Students develop skills in the following areas:

- Work Health and Safety
- Prototyping circuitry using a breadboard
- Microcontroller circuitry and programming
- Computer Aided Design (CAD)
- Computer Aided Manufacture (Laser cutting, 3D Printing, CNC milling)
- Project management and team work
- Costing and ordering of materials and components
- Teamwork and collaboration
- Presentation for a public exhibition

Intended Outcomes

Students undertake a 20 hour Work Health and Safety competency, including a basic first aid course, before developing a deeper level of understanding and skill in CAD, CAM and microcontroller electronics. Students then undertake a specialised project in partnership with an industry partner, where the following deliverables are required:

- Project orientation day with industry partner
- Interim report to provide progress with project management and design planning
- Compete in the engineering challenge
- Full technical report
- Oral presentation to industry representatives
- Presentation of project at public exhibition

Students enrolling in this subject should have studied Design and Technology in Year 9.

DRAMA

Aims

- Build a deeper sense of self-confidence and self-esteem.
- Project-based learning opportunities.
- Develop a deeper awareness and understanding of theory and practical performance through the lens of a Christian Worldview.
- Further develop, understand, and integrate modern age skills with a greater level of awareness – resilience, leadership, decision-making with confidence, working with and understanding group dynamics, social skills for the 21st Century, critical and creative thinking, consistent use of higher order thinking skills, design.

Units of Work

- Theoretical application – Brecht
- Tim Burton - Film
- Filming – documentary, raising awareness of a relevant modern-day problem, example ‘Living on a dollar a day’
- The Oscars
- Absurdism - Stage play

Assessment

Assessment in the Arts exists in two categories within the Australian Curriculum:

Making – Performance and design

Responding – Reviewing, evaluating, critiquing

NOTE: Students will attend between 1-2 live theatre performances throughout the year. These may incur a \$15-20 fee per performance.

Students may occasionally be required for after school rehearsals leading up to a major performance, however, they will receive a schedule outlining the times/dates required well beforehand.

HOME ECONOMICS

The Home Economics course complies with aspects of the Australian Curriculum Achievement Standard documents which are Design & Technology and Health and Physical Education. This course runs for a full year with students completing a semester of both Food and Hospitality and Child Studies preparing a pathway for the SACE in Year 11. Depending on the student group, a variation of below topics will be covered.

FOOD AND HOSPITALITY

Students move into the commercial kitchen and begin to hone skills in relation to the expectations of the Food and Hospitality Industry. Consolidation of previously learned skills throughout the domestic cookery experience into a VET unit "Prepare Simple Dishes" will gain the students valuable experience for the future.

Semester 1:	Dietary Issues	Assessment Tasks:	Various Summative Worksheets Dietary Needs Presentation Dietary Case Study Practical Assessment Prepare Sandwiches Assessment
Semester 2:	Dinner Party	Assessment Tasks:	Various Summative Worksheets Food and Hospitality Career Investigation Dinner Party Assessment Prepare Sandwiches Assessment

CHILD STUDIES

Child Studies is introduced to the students at this year level. Students learn about conception, development and other issues that affect children. This unit introduces students to the terminology associated with future studies in education or the health pathways.

Semester 1:	Introduction to Child Development	Assessment Tasks:	Various Summative Worksheets Support Agencies Investigation Baby Food Practical Assessment
Semester 2:	All they do is play	Assessment Tasks:	Various Summative Worksheets Child Labor Investigation Operation Christmas Child Project

Assessment criteria for both Areas of Study:

- Research
- Selection and application of relevant information
- Safe work practices
- Teamwork and class participation
- Time and resource management
- Evaluation of processes and outcomes
- Effective literacy and numeracy skills

This course is subject to change depending on student's interests and needs, as well as the need to include any further developments in curriculum content.

Note: Some extra requirements may need to be purchased by each student.

MUSIC

Aims

- To develop an appreciation of music including an understanding of music as a form of worship
- To develop an understanding of the role music plays in society
- To develop a body of musical knowledge.
- To be able to read/write music.
- To encourage discerning and informed listening through the study of several works.
- To develop practical skills.
- To participate in class ensemble and develop ensemble skills.
- Demonstrate through performance the ability to control basic expressive qualities of sound and an understanding of simple musical structure.
- Plan and present performances to groups within the school community, choosing works suitable for the occasion and audience.
- An understanding of Theory and Aural relative to each Year Level.
- The ability to identify music from the various music eras aurally.
- An appreciation and understanding of the history of music.
- The confidence to perform and be assessed in front of their peers.
- The ability to identify music from various cultures aurally.
- An appreciation and understanding of world music.

This is a two semester course.

Units of Work

- Grade Two/Three Theory
- Aural
- Composing and Arranging
- The Blues
- Score Reading
- Class Ensemble
- Solo Performance

Assessment

1. Regular tests are given to assess students' theory and aural development.
2. Composition Tasks
3. Project Tasks
4. Solo Performance Assessment. Students are assessed formally once a term on their instrument(s) of study – a two minute (minimum) performance is required
5. Self-appraisal on their assessment solo performance
6. Evaluation of student involvement in class ensemble and individual part testing of Ensemble material in relation to technical proficiency and musicianship once per term or Semester.
7. Public performances including Open Evening and Twilight Concerts. All students perform as a member of the class ensemble. Selected students are invited to perform publicly as soloists.

MUSIC TECHNOLOGY

Aims

This subject focuses on aspects of live sound production, recording and editing. The curriculum covers units selected from the nationally recognised Certificate II in Music. Students receive an official transcript outlining which units they have completed by the end of Year 10, and Stage 1 SACE credits can be awarded for these units.

Students who undertake the full two-year course (Year 9 and 10 Music Technology) have the opportunity to complete the whole Certificate II qualification.

VET Units of Competency delivered:

1. Assist with Sound Recordings
2. Incorporate Technology into Performance
3. Operate Computing Packages

Assessment

Students are assessed on whether they meet competency in each of the units listed above.

The number of units completed successfully throughout the year will determine the number of Stage 1 SACE credits the student is eligible for.

This course is offered to students under the auspices of the College of Sound and Music Production.

Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.

Phone: (03) 9592 4801

Email: enquiries@cosamp.com.au

Website: cosamp.com.au.

PLEASE NOTE: *There is no requirement for students in Music Technology to read or write Music notation or play an instrument.*

PHYSICAL EDUCATION

Aims

This subject provides many opportunities for students to develop personal, practical and social skills in a variety of contexts. This subject leads students through exciting and challenging experiences developing the following:

Personal and Social skills - The programme emphasizes and enhances leadership development, increases confidence, develops problem solving and decision making skills, promotes a sense of achievement, identifies students' strengths and growth areas and interdependence through group work.

Practical skills and Physical benefits- Students embark on a number of activities throughout the year including: A variety of team sports and individual sports. Through these activities students will acquire and develop new skills using equipment specific to each of these activities. As part of this subject students will be encouraged to maintain a healthy lifestyle through developing fitness, healthy eating and increased time spent in nature and motor skills.

PHYSICAL EDUCATION THEORY & HEALTH LESSONS

In Year 10 Physical Education, there are two double theory lessons every three weeks, or about seven doubles within a ten week term. This is so that students understand the link between physical activity and the important role their bodies have.

We look at the best ways to remain physically, mentally, spiritually and emotionally healthy whilst working in a social environment.

Both courses are designed to help students look at how their bodies function as well as decide upon issues that they are likely to face as young adults. There are also topics that help lead students into Year 11 and 12 Physical Education.

The Bible is used as the guide for every aspect of the course.

Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to work toward the appropriate standards found within the Australian Curriculum:

1. Physical activity and participation.
2. Personal and social development.
3. Health of individuals and communities.

Units of Work - Practical

- SASI Talent Search
- Athletics (includes running Bethany Primary's athletics day)
- Basketball/Wheelchair Basketball
- Netball
- Soccer/Futsal
- Squash
- Touch
- Volleyball

Units of Work - Theory

- Coaching
- Energy Systems
- Fitness Programs
- Key Areas of Fitness
- Biomechanics
- Skill Learning and Acquisition
- Introduction to Sports Psychology

Assessment - Practical

1. Performance Checklists
2. Attitude/Effort
3. Team work
4. Skill/Technique
5. Participation/Behaviour

Assessment - Theory

1. Topic tests
2. Research papers
3. Practical sessions e.g. creating fitness programs, fitness tests for energy systems
4. Oral

Excursions

- Athletics – running Bethany's athletics day
- Netball Umpiring
- Squash
- Volleyball

SPANISH

This elective subject will give students the background they need to prepare for senior Spanish. The main focus of this subject is to help the students develop their communication ability, written and spoken, as well as their understanding of the Hispanic culture and their own.

Aims

The aim of this course is to develop in students:

- their communicative potential in Spanish in a range of contexts
- an appreciation for language as a system, which contributes to their literacy development
- an understanding of cultures and identities, which contributes to a better understanding of themselves
- an awareness of cultural diversity, and that cultural values and practices may be shared or may vary within and across cultures
- enhanced social and cognitive capabilities
- expanded general knowledge
- enhanced opportunities to participate meaningfully in voluntary, community paid/unpaid work and further education and training both in Australia and Overseas.
- capacities to apply learning in languages to other Learning areas, to life in the wider community
- an appreciation for culture and the interrelationship between language and culture

Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop their language skills within the following Strands of the Australian Curriculum:

1. **Communicating:** socialising, informing, creating, translating and reflecting.
2. **Understanding:** systems of language, language variation and change, role of language and culture.

Units of Work

- My world: family, school and friends
- The Hispanic world
- I'm a journalist – interviewing people in Spanish
- Let's write a book
- The present and the past
- Free-time and hobbies
- Multiculturalism in Adelaide - Excursion
- Spanish food – Cooking session
- Meet my friends from Barcelona – summary

Assessment

1. Vocabulary quizzes
2. Topic tasks – listening, reading, writing. Topic assignments
3. Topic & Chapter tests
4. Oral presentations
5. Multiculturalism – Excursion reflection + recount
6. Spanish Festivals research task
7. Children's book task

Excursion

- Spanish Film Festival
- City Excursion