



Temple Christian College

YEAR 9 ELECTIVE HANDBOOK 2018

Pursuing excellence for the glory of God



CHARACTER SERVICE INFLUENCE

ART AND DESIGN

Aims

- Awareness and understanding of the visual qualities of the natural and constructed environments.
- Skills and the knowledge of materials, processes and resources required to develop an idea from conception through to planning and completion.
- Understanding the visual arts from a range of social and cultural perspectives
- The role of God in creative inspiration

Intended Outcomes

Well structured teaching and learning activities will provide opportunities for the students to develop the Key Competencies within the following Strands of the SACSA Framework:

1. Arts practice
2. Arts analysis
3. Arts in context
4. Critiquing
5. Designing
6. Making

The course is offered as **two, one semester elective subject** of two double lessons per week. First semester focuses on the key areas of Art, Craft and Design as distinct disciplines. Second semester is an Art Design and Technology focus.

Units of Work

Semester One: Art, Craft and Design

- Drawing skills - self-portraits working from a photograph, incorporating tonal rendering in graphite pencil, hatching and stippling techniques.
- Tempera Painting - colour theory with a design focus. Exploring skills and techniques of observation drawings into repetitive designs, balance in composition, creating patterns using shell motifs.
- Investigations into the Archibald Portraiture Prize
- Written worksheets on colour theory

Semester Two: Art and Design Technology

- Computer generated Graphic Design – incorporating skills in digital photography, design vocabulary, computer processes and program tools of Adobe Photoshop.
- Exploring the design elements of symmetry, balance, negative space, composition and repetition.
- Working from student taken photographs to created digital compositions on a variety of themes such as self-portrait and school scape.
- Study the style and imagery of a range of artists such as Andy Warhol, Howard Arkley, and Pablo Picasso.

Assessment

1. All practical work done in class is assessable for term grades.
2. Written tasks / theory journal associated with the practical.
3. All homework is assessable for term grades.

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 of the SACSA framework.

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.

This is a two semester course

Units of Work

- Contemporary Technique. (approx. \$50-60 per Term added to school fees)
- Funk Dance Technique & Repertoire.
- Tap Dance Technique & Repertoire.
- Ballet Technique
- Dance making processes.
- Centre Stage Analysis

Assessment

1. Reflective journaling on dance making processes and learnt dance repertoire.
2. Topic tests on anatomy and safe dance practice.
3. Review writing on live dance works.
4. Dance Styles Project
5. Own dance choreography in small groups.
6. Live dance performances.
7. Technique

DESIGN AND TECHNOLOGY

Aims

Design & Technology is offered as an elective subject for 4 lessons per week.

Students develop skills in the following areas:

- Basic workshop safety
- Identification and use of electronic hand tools
- Identification and use of electronic components
- Reading component values (resistors, etc.)
- Populating and soldering Printed Circuit Boards
- De-soldering and fault diagnosis
- Prototyping circuitry using breadboards
- Use of a multimeter to measure voltage, resistance and continuity checking
- Microcontroller circuitry and programming
- Use of the design process to develop an electronic device from concept stage to manufacturing stage
- Drawing circuit diagrams
- Developing a design brief
- Costing and ordering of materials and components
- Teamwork and collaboration
- Presentation for a public exhibition

Intended Outcomes

After completion of a number of formative tasks to develop basic skills, students are given the opportunity to use their knowledge and skill to design and build the following projects:

Programmable robot

Students use Computer Aided Design (CAD) to design a chassis, wheels and auxiliary parts as required for the robot. The chassis is machined using a CNC milling machine and spray painted. Electronic control circuitry is constructed using a breadboard and the microcontroller is programmed to allow for autonomous movement as specified in a number of given tasks.

Concept 2 Creation (C2C) Project

Students follow the design process to design a unique electronic device from concept through to manufacture, for presentation at the C2C Exhibition.

DRAMA

Aims

- Build self-confidence and self-esteem.
- Project-based learning opportunities.
- Understand theoretical and practical performance through the lens of a Christian Worldview.
- Develop modern age skills – 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 – theatre skills
- Slapstick Comedy
- Duologues
- Realism – Stage play
- Monologues – Identity

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 and Technologies and Health and Physical Education. This course runs for a full year with students completing a semester of both Food and Hospitality and Textiles. The topics may vary depending on the student group, a variation of these topics will be covered.

FOOD AND HOSPITALITY

Students focus on clarifying terminology used within the kitchen environment and developing skills for food service. Previously gained knowledge is used to achieve greater understanding of the Food and Hospitality Industry. Students will solidify their knowledge learn throughout the Home Economics subject by introduction to basic cookery concepts.

Semester 1	Prepare Sandwiches 1	Assessment Tasks:	Various Summative Worksheets Designer Hamburger Assessment Part 1 - Prepare Sandwiches Quiz
Semester 2	Prepare Sandwiches 2	Assessment Tasks:	Various Summative Worksheets Catering Practice Assessment Part 2 – Prepare Sandwiches Assessment

TEXTILES

In the Textiles unit students focus on more global issues that are facing the fashion industry in the present economy. Students are introduced to the issues involved in sustainable fashion and ethical fashion trade through summative multimedia activities.

Semester 1	Natural Fibres/Sustainable Textiles	Assessment Tasks:	Various Summative Worksheets Hoodie Design Folio
Semester 2	Ethical Fashion	Assessment Tasks:	Various Summative Worksheets Boxer Shorts Folio

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

MUSIC

Aims

- Understanding music as a form of worship.
- To develop an appreciation of music.
- 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 develop practical skills.
- To participate in class ensemble and develop ensemble skills.
- Plan and present performances to groups within the school community, choosing works suitable for the occasion and audience.
- The ability to identify music from the various music eras aurally.
- The confidence to perform and be assessed in front of their peers.
- The ability to identify music from various cultures aurally.

Units of Work

- Class Ensemble
- Solo Performance
- Musical Styles
- Aural
- Music Theory (approx Grade 1-2 standard)

Assessment

1. Theory and Aural Tests
2. Composition/Arranging/Musical Styles
3. Class participation
4. Solo performance – one piece per term.
5. Evaluation of student involvement in class ensemble

Excursions

Parents will be notified in writing of any excursions applicable to this subject.

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 9, 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. OHS in the Music Industry
2. Be a Member of a Team
3. Set up a PA System
4. Music Industry Research
5. Sound Editing

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.*

SPANISH

As the students progress through the Middle School into Year 9, they build upon their communicative skills in Spanish in the domains: listening, writing, speaking and reading. Spanish is delivered as a compulsory subject until the end of Year 9, however students who are considering continuing with Spanish beyond Year 9 should choose **Elective Spanish**, as it will give them the background they need to prepare for senior Spanish.

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
- 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.

ELECTIVE SPANISH

In order to have developed the appropriate level of skill required in language learning, students need to have completed this course to be ready for Year 10 Spanish.

Units of Work

- My school life
- Birthdays and Parties
- Food in the Hispanic world – cooking session
- Spanish Film Festival (Excursion)
- Student Conference at Flinders University (Excursion)
- Festivals in Latin America
- Famous Spanish people
- Christmas in a Spanish-speaking country

Assessment

1. Vocabulary quizzes
2. Topic tasks – listening, reading, writing
3. Oral presentations
4. Cultural assessments – Traditions/festivals in Latin America
5. Topic and Chapter tests
6. Reflections about own learning

