



# YEAR 9 ELECTIVE HANDBOOK

## 2024

**MILE END CAMPUS**

# Contents

---

<b>DANCE</b> .....	<b>2</b>
<b>DIGITAL TECHNOLOGIES</b> .....	<b>3</b>
<b>DESIGN and TECHNOLOGIES</b> .....	<b>4</b>
<b>DRAMA</b> .....	<b>5</b>
<b>GERMAN</b> .....	<b>6</b>
<b>FOOD AND TEXTILES</b> .....	<b>8</b>
<b>MEDIA ARTS</b> .....	<b>10</b>
<b>MUSIC</b> .....	<b>11</b>
<b>VISUAL ARTS &amp; DESIGN</b> .....	<b>12</b>

---

# Dance

**THIS IS A 2 SEMESTER COURSE**

## **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.

**NOTE: There are 2 main performances each year where students will have after school rehearsals on the 2 preceding days only.**

## **Units of Work**

- Contemporary Technique
- Funk Dance Technique & Repertoire
- Tap Dance Technique & Repertoire
- Ballet Technique
- Dance making processes
- Centre Stage Analysis.

## **Assessment**

- Reflective journaling on dance making processes and learnt dance repertoire.
- Topic tests on anatomy and safe dance practice.
- Review writing on live dance works.
- Dance Styles Project.
- Own dance choreography in small groups.
- Live dance performances.
- Technique.

# Digital Technologies

---

## YEAR 9

Year 9 Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 9, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

### Aims

Students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events.

They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

### Intended Outcomes

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

### Units of Work

- Digital Systems – Operating Systems comparison
- Representation of Data and compression techniques
- Creating Digital Solutions by designing using Robotics
- Creating and evaluation digital solutions (3D Printing / Resin Printing / LASER / CNC).

### Assessment

- Theoretical Texts
- Practical Tests
- Practical Processes
- Individual Projects
- Group Projects
- ICT Presentations
- Homework Assignments
- No Exam.

# Design and Technologies

## YEAR 9

### Units of Work

- Task 1 - Workshop Safety and Competency Assessment
- Task 2 - The Design and Realisation Process
- Task 3 - Design and create a wooden design using LASER cut inlay
- Task 4 - Design and create a box with a hinged lid
- Task 5 - Design and create a “free choice” project

Students build on their skills from the previous year. All work is completed using a range of technology from traditional woodworking through to the latest LASER technology. Students are taught how to correctly and safely operate a range of machinery, power tools and handtools as appropriate to the task. Students will also be able to develop solutions from a range of materials, including wood and plastic.

### Assessment

Each task is assessed independently and takes into account the four phases of a “solution”.

- Investigation
- Design
- Producing
- Evaluation

By the end of Year 9, students will have had the opportunity to design and produce at three ‘complex’ designed solutions from scratch. There is an open content “free choice” project description to provide flexibility and choice. Students should have opportunities to experience creating designed solutions for products, services and environments. Students use Design and Technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products. Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

# Drama

## THIS IS A 2 SEMESTER COURSE

### Aims

- Empower students to create reflective ART that honours the talents and gifts given by God.
- Foster and encourage a healthy sense of aesthetic appreciation, self-confidence, empathy, self-discipline, trust and accountability.
- Provide students with the opportunity to use their imagination, memory, concentration and physical fitness.
- Develop essential cooperation, collaboration, communication, problem solving and social awareness skills.
- Develop the student's stage presence, ensemble skills and ability to receive constructive feedback.
- Provide an opportunity for fun, relaxation and an emotional outlet.
- Encourage students to engage in new technologies as they interact with multi-media in several different formats.
- Develop and foster essential written and verbal communication skills as they critically examine live performance and film art and its context.

### Units of Work

- Theatre History
- Improvisation
- Voice and breathing
- Class Production and live performance on Drama Night
- Film Technique and Director based study – Steven Spielberg
- Group Performance Task based on stimulus images.
- Review Writing

### Assessment

- Group Production Performance
- Live Theatre Review
- Group Production Report
- Film Technique Analysis Assessment
- Group Presentation Performance

### Excursions & Performance Rehearsals

Each Semester students will attend a live production. The cost of this will be absorbed by the Drama Faculty. Students may occasionally be required for after school rehearsals leading up to a major performance.

# German

---

Middle School German gives students the possibility to develop a passion towards the German language and culture. As students' progress through the Middle School, they build upon their communicative skills in German in the domains of listening, speaking, reading, and writing, with a variety of learning opportunities to practice and extend their capabilities, while at the same time encouraging students to build on their confidence in speaking the language. Students will continue to build on their knowledge of vocabulary, while gaining a better understanding of German grammatical features.

Students are encouraged to choose German as an elective subject in Year 9, should they wish to continue in the ensuing years, as this will give them the background and skill required for senior German.

It is noteworthy that in Year 10, students have the opportunity to participate in the South Australia Bavaria Exchange Program, where they will host a German Exchange partner at the beginning of Year 11, and then travel to Germany at the end of this same year to live in the country for 9 weeks; an amazing once in a lifetime opportunity that will allow students to improve their German and experience life in Germany.

## Aims

The aim of this subject is to develop in students:

- Their communicative potential to participate in interactions in German in a range of contexts.
- An appreciation for language as a system, thus contributing to literacy development.
- An understanding of cultures and identities, which contributes to a better understanding of themselves, their own heritage, values, culture, and identity.
- An awareness of cultural diversity.
- Strengthened intellectual, analytical, and reflective capabilities, and enhanced creative and critical thinking.
- Expanded general knowledge.
- Enhanced opportunities to participate meaningfully socially, culturally, and economically in communities both in Australia and overseas.
- Capacities to apply learning in languages to other learning areas, and life in the wider community.
- An appreciation for culture and the interrelationship between language and culture.
- The importance of learning another language in an increasingly interconnected world.

## Intended Outcomes

Well-structured and varied teaching and learning activities will provide opportunities for students to develop the capabilities within the following strands of the Australian Curriculum Framework:

- Literacy
- Numeracy
- Information and communication technology
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

# German

---

## Units of Work

- The importance of learning German
- Free time activities / hobbies (including likes, preferences, and timeframes)
- Birthdays, dates, and seasons
- Food (saying what you eat, party talk + ordering food)
- School and subjects (including likes / dislikes, teachers, and stationery items)
- Telling the time
- Body parts and talking about injuries and feeling unwell
- The history of German settlement in South Australia / Hahndorf (+ excursion)
- Famous people and products from Germany
- Karneval festival (and mask making)
- Easter and Christmas traditions (including vocabulary, crafts, and baking)
- Regular cultural aspects about life in Germany

## Assessment

- Vocabulary tests
- Topic and chapter tests (including vocabulary, listening, reading, and writing)
- Oral presentations / recorded speaking tasks
- Conversation in German
- Written tasks in German
- Cultural research tasks (Hahndorf + Karneval)
- Scavenger Hunt research assignment
- Famous person project and oral
- Cultural reading comprehensions in English

## Excursions

- Hahndorf
- German Day Out at Adelaide University
- German Film Day + Competition
- German Club for a German meal
- Central Markets
- German cooking practicals



# Food and Textiles

## THIS IS A 2 SEMESTER COURSE

The Food and Textiles courses at Middle School level all have two components, Food and Nutrition, and Textiles which are covered in the various units studied across the year.

### Aims

The Food and Nutrition course complies with aspects of the Australian Curriculum areas of study Technologies, and Health and Physical Education. It runs for 3 terms.

The Textiles course complies with aspects of the Australian Curriculum area of study Technologies. It runs for 1 term.

### FOOD AND WELLBEING

- Demonstrates the use of food preparation skills in various contexts.
- Develops the ability to effectively use available technology in the preparation of food.
- Develop skills for working effectively as an individual and collaboratively.
- Promote and establish healthy diet choices by introducing them to the 'Australian Guide to Healthy Eating' and the 'Australian Dietary Guidelines.'
- Analyse the health benefits of food education and food influences on their food habits.
- Explores the building blocks for a good understanding of nutritional principles.

### TEXTILES

- Learn, revise and extend skills related to the operation of the Bernina sewing machines.
- Demonstrate the use of materials and other relevant equipment in order to make textiles products.
- Work in a safe environment where the student is aware of their own needs and that of others.
- Promote analysis of textile products – manipulation of materials, function and creativity of design (in other words how, what, why of making).
- Understand the process involved in using a variety of fabrics.
- Discover the process of design, create and evaluate in relation to practical items.

### Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop the criteria in the Achievement Standards under the relevant strands in the Technologies, and Health and Physical Education areas of the Australian Curriculum.

All courses are 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 in some subjects.**

# Food and Textiles

---

## FOOD AND WELLBEING

Formative tasks to learn skills and knowledge includes a variety of practical's and written exercises will be undertaken:

### Summative tasks - Pastry

- Various pastries with a cultural influence.
- Designing a parcel to a design brief.
- Exploring Adelaide's food scene by a shopping trip to Central Market

### Summative tasks - Cereals

- Exploring grains and seeds and looking at their nutritional value.
- Preparing dishes with similar characteristics from a variety of countries that make up our "Australian Cuisine" today.
- Creating Healthy lunches.
- Seasonal produce.

### Summative tasks - Celebrations

- Researching and building on knowledge about countries and their various traditions, celebrations and the role of food.
- Make biscuits and demonstrate use of basic cake decorating skills with a Christmas theme.

## TEXTILES

Formative tasks to learn skills and knowledge includes a variety of practical's and written exercises.

### Summative tasks - Clothing industry:

- Impact of technological advancement on clothing
- Design and construct boxer shorts and designing clothes and patterns in conjunction with the laser printer.

### Assessment criteria for both areas of study

- Research
- Selection and application of relevant information
- Design briefs
- Safety
- Teamwork and class participation
- Recipe adaptations and interpretation
- Time and resource management
- Evaluation of processes and outcomes
- Effective literacy and numeracy skills
- Design and produce a food product that demonstrates Australian food fusion with a culture of each student's heritage.

# Media Arts

---

## THIS IS A 2 SEMESTER COURSE

The Year 9 Elective is an opportunity to experience the different technologies involved in sound, 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 in their respective youth groups and churches, and to lead into prospective careers in the industry.

### Aims

- To develop skills in video production and editing – including advanced video editing software and effects.
- To develop skills in video camera operation
- To develop skills in analysing and critiquing media.
- To develop skills in working with live sound mixing and reinforcement.
- To develop skills in working with theatre and studio lighting.

### Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop the competencies within the Australian Curriculum.

- Critiquing
- Designing
- Making
- Evaluating
- Analysing
- Investigating

### Units of Work

- Software video editing – using Adobe Premiere.
- Video Camera Operation – Techniques, shot types and shot composition.
- Film Production techniques – Interviews using a green screen, sports action scenes, short films.
- Live Sound Mixing – Set up, mixing and fault finding of live sound.
- Media Studies – Analysis of contemporary movies and their video/special effects and techniques.
- Lighting – Set up, and operation of the lighting desk and a studio lighting setup.

### Assessment

- Practical processes
- Practical assessments
- Participation in School event/s
- Written evaluations

# Music

---

## THIS IS A 2 SEMESTER COURSE

### Aims

- Understanding music as a form of worship.
- Empowering students to create music reflective of their heart for worship.
- To develop an understanding of the role music plays in society.
- To be able to read/write music.
- To encourage discerning and informed listening through the study of several works.
- 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.
- An appreciation and understanding of world music.

### Units of Work

- The History of popular music from 1950's – 1980's
- Aural
- Music Theory Grade 1 -2 standard
- Class Ensemble

### Assessment

- Tests are given to assess student's Theory and Aural development.
- Class participation
- Homework/Projects tasks
- Solo performance – 2-3 minutes, Terms 2, 3, 4.
- Ensemble Performance (class band)
- 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.
- Simple composition/arranging exercises based on the blues scale and the 12-bar blues chord progression.
- Self- appraisal on their solo performance.
- Music History research tasks.

# Visual Arts & Design

## THIS IS A 2 SEMESTER COURSE

The course is offered as two, one semester elective subjects of two double lessons per week.

### Aims

Through a wide range of artists, mediums, styles and techniques, Visual Art aims to develop the following:

- **Creativity**, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence.
- **Arts knowledge and skills** to communicate ideas; they value and share their arts and life experiences by representing, expressing, and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways.
- **Use of innovative arts practices** with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints.
- **Understanding** of Australia's histories and traditions through the Arts, engaging with artworks and practices, both traditional and contemporary.
- **Understanding** of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.
- **Evaluating** using critical feedback through the planning, development and refinement of the creative process.

### Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop capabilities and achievement standards that are consistent with the Australian Curriculum which include:

- Arts practice; making, representation, exploring visual conventions, practicing.
- Arts analysis; develop, refine, and understand viewpoints, critiquing.
- Arts in context; responding, using art vocabulary.
- Knowledge and understanding.
- Develop, experience, and refine skills, techniques and processes.

### Units of Work

Throughout Year 9 Art, you will complete a combination of the following:

- Analysis of a past or contemporary artist, their life, style, and influence on the world.
- Acrylic painting practical including skill development and experimentation.
- Ceramics unit including skill development and experimentation.
- Character design practical including skill development and experimentation.
- Face painting designs and application including skill development and experimentation.
- An exploration into a series of art and design mediums, styles, artists, and movements.



## **MILE END CAMPUS**

2 Henley Beach Road  
Mile End, South Australia, 5031  
Ph: 08 8405 0900