



2022

Year 9 Elective Handbook

PARALOWIE



Temple Christian College

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Summary of Electives

In Year 9, students choose two of their preferred electives to study. Information about each of these electives can be found in this digital Year 9 Elective Handbook.

The table below contains information about each of the electives, including which subjects they lead to in Year 10-12.

Students may decide after Semester 1 to try a new elective for Semester 2, but there may be some conditions on making this change (these are also outlined in the table below).

Please also keep in mind that the timetable does not usually change for Semester 2 and so new selections would need to fit within the same timetable structure as Semester 1.

If students need any guidance in making these changes during the year, they can contact the Head of Middle School Curriculum in person or via email.

Year 9 Elective Subject	Year 10	Year 11	Year 12	Other Information for Year 9
Art & Design	Art & Design	Visual Art/Design	Visual Art/Design	
Audio Visual Studies	Audio Visual Studies	Digital Communications	Digital Communications	
Design & Technology	Design & Technology	Industry & Entrepreneurial Solutions	Industry & Entrepreneurial Solutions	Due to the 'hands on technical nature and safety considerations' it is recommended to stick with the course for the full year, entry at any other time will require induction and additional preparation work to ensure success and safety.
Drama	Drama	Creative Arts/Drama	Creative Arts/Drama	
Food & Textiles	Food & Hospitality and/or Child Studies	Food & Hospitality and/or Child Studies	Food & Hospitality and/or Child Studies	
Music	Music	Music Advanced and/or Music Experience	Music Studies and/or Music Explorations	Students are encouraged to undertake private instrumental lessons.
Music Technology (starting Cert II)	Music Technology (completing Cert II)	Music Technology (Cert III)	Music Technology (SACE Integrated Learning)	Students may request to move into this course after the start of Year 9 but may not be able to complete their Cert II.
Spanish	Spanish	Spanish Continuers or Beginners	Spanish Continuers or Beginners	If studying Spanish in Year 9 or 10 students would study the 'Continuers' course in Year 11 & 12.

Art & Design

The Art elective is offered year-long with two double lessons per week. Each semester has a different focus and can be studied as two stand-alone semester courses. There are three broad aspects of Arts studied: Art, Crafts and Design.

SEMESTER ONE: ART, CRAFT AND DESIGN

Aims

- Develop awareness and understanding of the visual qualities of the natural and constructed environments
- Obtain skills and the knowledge of materials, processes and resources required to develop an idea from conception through to planning and completion
- Discussion: We were made in the image of God in order to use our creativity to develop the potential of the creation around us
- Art and design elements and principles

Units of Work

All practical work done in class is assessable for term grades.

- Observational drawing: Seashells
- Painting: 4 Abstract Compositions influenced by nature
- Drawing: Self Portrait

Written tasks, theoretical components of the subject, including folio of backup materials with documentation of ideas development are assessable for term grades.

SEMESTER TWO: Narrative, Visual Storytelling.

Aims

- Understand the nature of visual symbols in work of art and visual culture
- Learn to use visual language to communicate visual story
- Comprehend the relationship between text and image
- Understanding the visual arts from a range of social and cultural perspectives
- Learning of printmaking techniques: Collagraph and Chine-collé

Units of Work

All practical work done in class is assessable for term grades

- Visual Narrative based on a set of Collagraph and Chine-collé

Written tasks, theoretical components of the subject, including folio of backup materials with documentation of ideas development are 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 Australian Curriculum.

Units of Work

- Software photo editing – using Adobe Photoshop
- Software video editing – using Adobe Premier 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

Design & Technology

The Year 9 Design and Technology elective is designed to develop some of the skills that are used in the advanced manufacturing industry. The content of this course has developed over many years of partnership with local industry. This course is well suited for students who enjoy designing and making things with their hands. It provides an opportunity for students to work individually and in teams to design and produce products that are creative and innovative. Student use computer software to design printed circuit boards, write code for microcontrollers and design parts for their projects. The manufacturing of most components is done using CNC technology, such as laser cutting, CNC engraving and 3D printing.

Career focus:

This subject provides opportunities to develop excellent skills related to numerous career options, such as:

- Engineering (Mechanical, electronic, electric, production, computer, software, etc.)
- Industrial design
- Apprenticeships (Electrical, electronic, mechanical, etc.)
- Entrepreneurship

Course duration:

Full year (4 lessons per week) preferred

Skills:

Students develop skills in some of the following areas:

- Basic workshop safety
- Electronics
 - 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
- Coding
- Use of the design process to develop electronic devices (from concept to creation)
 - Drawing circuit diagrams
 - Developing a design brief
 - Costing and ordering of materials and components
 - Teamwork and collaboration
 - Project management

Intended Outcomes

In the second semester, students work in groups using skills they have developed to design and create a final product for the Concept 2 Creation Challenge.

Drama

Year 9 Drama provides a variety of opportunities for students to develop creative strengths. Focus is placed on enjoyment of new experiences, exploration of artistic processes and development of specific skills. Students work in a positive and supportive environment where they explore individuality and finding new ways of seeing and interpreting their worlds, as they are challenged to achieve excellence in the context of a rigorously academic curriculum.

Aims

- Build self-confidence and self-esteem
- Project-based learning opportunities with real world applications
- Understand theoretical and practical performance
- Develop entrepreneurial character skills – resilience, leadership, confident decision-making, working with and understanding group dynamics, critical and creative thinking, consistent use of higher order thinking skills, and design
- Develop stage presence and acting skills

Units of Work

- Devising Drama
- Performance Poetry
- Issue-based Drama
- Improvisation/Theatre Sports

Assessment

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

- **Making** – Performance and Design
- **Responding** – Reviewing, evaluating, critiquing

Students will attend between 1-2 live theatre performances throughout the year. This subject can be taken for a semester or a full year.

Food & Textiles

The Home Economics course complies with aspects of the Australian Curriculum Achievement Standard documents which come under the Design and Technologies strand. This course runs for a full year with students completing three terms of Food and Nutrition and one term of 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 relating to nutrition, menu development and food preparation. Previously gained knowledge is used to achieve greater understanding of the world of food and nutrition and starts to make links to the industry and service. Students will solidify knowledge learn throughout the Home Economics subject by introduction to basic cookery concepts.

Term 1	Units of Work: Cereals and Food Safety Assessment Tasks: Pizza Assignment, Food Safety
Term 2	Units of Work: Pastry and Seasonal Produce Assessment Tasks: Master Chef, Nutrition Foundations
Term 4	Units of Work: Desserts Assessment Tasks: Christmas Biscuits

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.

Term 3	Units of Work: Sustainable Textiles Assessment Tasks: Boxer Shorts, Tie Dye, Clothing Upcycle, Sustainable Shopping
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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

Engagement in music has been scientifically proven to enhance student learning; in other words, it makes you smarter! It is the only activity proven to engage the entire brain simultaneously. Musicians regularly achieve higher test scores, and succeed in management and high-level jobs, including the medical field. Students learn and understand the power of music and its potential for influencing the worlds in which they live.

Aims

- Explore music in the practical and written form developing creativity and innovation
- Experiencing the joy and richness of diversity in music and culture
- Working on a more in-depth level of composition building on year 8 music experience
- Gain insight into the historical and social contexts of contrasting musical genres
- Develop confidence as a musician, composer and performer

Units of Work

Practical

- Developing as a soloist and performer and exploring a wide range of repertoire
- Participating in class ensemble to grow in performance skills with others
- Performance skill development including opportunities to perform at a variety of events
- Composition and arranging using digital programs

Appreciation

- Exploring the history of rock and roll, notable musicians, and their impact on modern music
- Analysing music through listening, discussion, and critiquing using musical language

Theory

- Developing aural skills in rhythmic and melodic activities
- Written theory tasks, including music reading and writing

Assessment

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

- **Making** – Performance, Composition and Arranging
- **Responding** – Analysing, Interpreting, Evaluating and Critiquing

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
6. Incorporate Technology into Performance

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.

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 8, however students who are considering continuing with Spanish should choose **Elective Spanish** in Year 9, 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.

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

Temple Christian College

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