St Eugene College

Dare to grow in faith, hope and love

YEAR 7 and Year 8

CURRICULUM HANDBOOK

Where I Belong...

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COLLEGE VISION, MISSON & VALUES

College Vision
Enter to Learn, Dare to Grow, Leave to Serve

College Mission
Each student is welcomed into our Prep to Year 12 family as they journey through an engaging environment of deep learning, authentic continuity of curriculum, Christian values and Oblate charism from early childhood to young adulthood.

College Values
Our College Values of **Dignity, Community, Excellence, Hope and Service in Action** are our touchstones.

COLLEGE SENIOR LEADERSHIP

PRINCIPAL
Louise Olley

P-12 HEAD OF CAMPUS
Tony Hytch

ASSISTANT PRINCIPAL – STUDENT WELLBEING
Tim Clark

ASSISTANT PRINCIPAL – TEACHING AND LEARNING
Sara Wasson

ASSISTANT PRINCIPAL – MISSION AND IDENTITY
Cameela Phipps

ASSISTANT PRINCIPAL – TRANSFORMATION AND STRATEGIC OPERATIONS
Andrew Huggett

CURRICULUM, HOUSE AND PROGRAM LEADERS

Curriculum Leaders	Curriculum Area
Bradman Wilson	Religious Education
Tegan Parry	English and Languages
Greg Millican	Mathematics
Suzie Gort	Science
Nicky Harre	The Arts/College Culture
Luke Holmes	HPE
Cassie McCosker	Technologies
Shelley Birch	Humanities
Sharron Wood	Learning and Pedagogy
Donna Sheehan	Future Pathways

House Leaders	House of Responsibility
Damian Toombs	Mitchell
Sian Nathan	Ryan
Danielle Kelly	Carroll
Megan Wilson	Dunlea

Program Leader	Program Area
Greg Hohns	Middle/Senior Years Sport Coordinator
Haydn Hirsimaki	Transition and Engagement

CORE SUBJECTS:

RELIGIOUS EDUCATION

INTRODUCTION

As in all Catholic Schools, Religious Education is compulsory for students to study throughout their schooling at St Eugene College. Religion plays an important role in the life of the College, local communities, and of the Australian nation.

Individual communities, and the nation as a whole, are more likely to build a tolerant society when their members are literate in their own religious traditions and have an understanding of the religious traditions of others. Religious Educations aims to promote the knowledge, skills and values which students need to participate as active lifelong learners within their multi-cultural and multi-faith world.

TOPICS FOR STUDY

The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated throughout the course and are taught in an integrated way within the context of the Oblate Charism.

In Year 7, students explore how sacred texts shape believers' lives, considering factors like audience and context. They learn about Church teachings and Christian morality's role in personal and communal faith. They also examine the early Christian era and its connections with Judaism and Islam. Exploring the evolution of religious practices and beliefs over time, students evaluate the importance of prayer, rituals, and sacraments in believers' journeys. Through various prayer experiences, they engage in formal prayers like the Hail Mary, meditative practices such as Lectio Divina, and reflective silence, deepening their understanding of faith both individually and as a community.

In Year 8, students delve into how believers carry on Jesus' mission amidst challenges and change throughout history. They analyze key events and figures from the Acts of the Apostles to understand the early Church's significance. Examining the period from 650 CE to 1750 CE, they identify the impact of reformers' writings on Church development. They also evaluate the Church's contemporary role, including participation in liturgy, moral engagement, practicing virtues, and promoting ecumenism. Through prayer experiences like The Liturgy of the Hours and meditative practices such as Augustinian and Franciscan contemplation, students deepen their spiritual understanding and connection to faith traditions.

HOW STUDENT LEARNING IS ASSESSED

- Creative presentations
- Research assignments
- Portfolios of work
- Use of various styles of communication – not just writing

ENGLISH

INTRODUCTION

The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

TOPICS FOR STUDY

Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The features of these texts may be used by students as models for creating their own work.

Persuasive/Narrative Unit: What Makes a Good Writer?	Novel Study: Close study of Trash or The Giver
Persuasive Unit: Fractured Fairytales	Poetry Unit: Slam Poetry

HOW STUDENT LEARNING IS ASSESSED

Students create a range of imaginative, analytical and persuasive types of texts in both written and spoken modes, including narratives, expositions, speeches and multimodal presentations.

MATHEMATICS

INTRODUCTION

Mathematics is an essential life skill as recognised by the Commonwealth and Queensland Government initiatives in Numeracy.

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, able to pose and solve problems and reason across the strands of mathematics.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

The proficiency strands of Understanding, Fluency, Problem Solving, and Reasoning are an integral part of mathematics content across the six content strands. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Students will be immersed in a variety of learning experiences, including (but not limited to):

- Mathematics processes
- Mathematical modelling
- Computational thinking
- Statistical investigation
- Probability experiment and simulations

TOPICS FOR STUDY

The areas of study in the current Australian Curriculum are:

- Number
- Algebra
- Probability
- Statistics
- Measurement
- Space

HOW STUDENT LEARNING IS ASSESSED

- Traditional exam techniques, assessing each proficiency strand in familiar and unfamiliar situations across a range of complexities

- Assignments, using technology and applying mathematics to the real-world.

HUMANITIES

GEOGRAPHY

INTRODUCTION

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

TOPICS FOR STUDY

In **Year 7** students complete two units of study over one semester.

Water in the World: In this unit students look at how water is used, valued, and the problems it can cause. Students learn about where water is found, how its availability changes over time and space, and why it can be scarce. They also study how water moves through the environment, connecting and changing places, and the impact of water-related hazards on people and nature.

Place and Liveability: In this unit students explores what makes places good to live in and how people see and use these places. Students look at how services and facilities are spread out and how people plan and manage these areas. They also consider how to improve liveability and sustainability.

In **Year 8** students complete two units of study over one semester.

Landforms and Landscapes: This unit looks at how landforms are created, what different cultures think about them, and the hazards related to landscapes. Students learn about Australia's unique landscapes and important landforms. They also study how to keep these landscapes sustainable and manage the impacts of hazards.

Changing Nations: This unit explores how human geography is changing due to urbanization, why Australia has a high level of urban concentration, and the effects of migration. Students compare population distribution in Australia to other countries and see how it has changed over time. They also study how to manage the sustainability of Australia's urban areas.

HOW STUDENT LEARNING IS ASSESSED

Assessment in Humanities is designed to give students the best possible opportunity to demonstrate what they know, understand and can do. It provides meaningful information about students' strengths, learning needs and achievements.

In Geography, assessment instruments may include Investigations, Projects and Exams.

HUMANITIES

HISTORY

INTRODUCTION

History provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within particular historical contexts to facilitate an understanding of the past and to provide a focus for historical inquiries.

The study of History involves two aspects. Students learn historical knowledge and understanding, and the skills associated with developing historical understanding and communicating these ideas.

TOPICS FOR STUDY

In **Year 7** students complete two units of study over one semester.

Deep Time History: In this unit students explore the history of the First Nations Peoples of Australia (the oldest continuing culture on Earth). A study of deep time includes a period defined by the development of cultural practices and organised societies. This study focuses on the ancient past and includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history.

The Ancient World: In this unit students study an overview of the ancient world's earliest societies to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. Topics in this unit may include a range from the following:

- Greece
- Rome
- Egypt
- India
- China

Inquiry questions that form the focus of student learning include:

- How do we know about the ancient past?
- What emerged as the defining features and achievements of ancient societies?
- What have been the significant legacies of ancient societies?

In **Year 8** students complete two units of study over one semester.

Medieval Europe (c.590–c.1500): In this unit students explore the importance of religion during this time, focusing on Christianity and Islam. They'll also study the key features of the medieval world, including feudalism, trade routes, voyages of discovery, and cultural conflicts. Students will learn about the significant ideas that shaped the early modern world.

Polynesian Expansion across the Pacific (c.700–1756): In this unit students explore the period of Polynesian Expansion including the timelines and explain the causes and effects of various events, developments, turning points or challenges for the societies of the Asia-Pacific world during this period. Students investigate and describe the social, religious, cultural, economic, environmental and/or political aspects of historical Polynesian societies.

Inquiry questions that form the focus of student learning include:

Inquiry Questions:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged, and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups, and ideas from this period have influenced and shaped the world today?
- How and why have historians interpreted this period differently?

HOW STUDENT LEARNING IS ASSESSED

Assessment in Humanities is designed to give students the best possible opportunity to demonstrate what they know, understand and can do. It provides meaningful information about students' strengths, learning needs and achievements.

In History, assessment instruments may include investigations, projects and exams with an emphasis on using varied sources of information to support student ideas.

SCIENCE

INTRODUCTION

Science provides a practical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proven to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative subject that attempts to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. It aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

TOPICS FOR STUDY

Term 1 **Earth Science and Chemistry**	**Term 2** **Earth Science and Physics**	**Term 3** **Biology**	**Term 4** **Biology**
From atoms to minerals to rocks radioactivity and mining uranium	Plate tectonics and forces and energy in the earth/earthquakes	From cells to multicellular connection of structure and function	Focus on nervous system and reproduction

HOW STUDENT LEARNING IS ASSESSED

- Anecdotal evidence gained through individual oral and observed demonstration of student development
- Traditional exam techniques
- Assignments
- Engagement in Extended Rich Tasks
- Use of scientific and experimental equipment and performing experiments
- Experimental Report Writing at the school level.

HEALTH AND PHYSICAL EDUCATION

INTRODUCTION

The Health and Physical Education Learning Area reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society. It provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

Health and Physical Education empowers students to initiate and maintain healthy changes in their personal lives, family and community. It encourages them to understand personal development, physical activity and fitness. It prepares students for careers in Occupational Therapies, Physiotherapy, Medicine, Physiology, Personal Training and many other Health Science fields. Students, who are active and healthy, learn and cope better in life.

Students doing Health and Physical Education are expected to participate in all practical lessons.

TOPICS FOR STUDY

Practical elements to be covered in this course include (but may be subject to change):

- Invasion Games – Touch/ Soccer
- Athletics
- Striking Games – Cricket/T Ball/Hockey
- Court Divided Games – Netball/Volleyball
- Fitness

Integrated Theoretical Elements will include but are not limited to:

- Food and Nutrition
- Respectful Relationships
- Health Benefits of Physical Activity
- Drug and Alcohol Education

HOW STUDENT LEARNING IS ASSESSED

All students will be assessed on both practical and theoretical elements of the course. Half of the course will involve participation in the practical elements of the course for at least 50% of the allocated lesson time. A variety of assessment methods will be used which may include:

- Written Examinations
- Research Assignments
- Multimodal Presentations
- Practical Assessment

ELECTIVE SUBJECTS

Students will complete all the elective subjects over two years.

ECONOMICS AND BUSINESS

CIVICS AND CITIZENSHIP

DANCE

DRAMA

DESIGN TECHNOLOGIES – FOOD SPECIALISATIONS

DESIGN TECHNOLOGIES – MATERIALS (TEXTILES)

DESIGN TECHNOLOGIES – ENGINEERING & DESIGN

DIGITAL TECHNOLOGIES

FRENCH

MUSIC

MEDIA ARTS

VISUAL ART

ECONOMICS AND BUSINESS

INTRODUCTION

The world of Business encompasses many areas which impact on our everyday lives. As consumers in an increasingly sophisticated global economy, it is important for students to gain knowledge so that they are able to make informed purchasing decisions in life. Areas which will be covered throughout this course included innovation, entrepreneurial creativity, strategic planning, management, marketing and business communication.

Business focuses on a "hands on" approach to help students become responsible citizens in our worldwide commercial community. It is a very interesting subject area, and something which will be useful in everyone's life as they grow. Students should develop an awareness of business activities and how these impact within their school, local, national and international communities.

TOPICS FOR STUDY

Students will study a variety of units which are specifically designed to give students exposure to a wide range of business activities and skills. The topics are targeted towards areas of student lives which are relevant to their abilities and aim to provide them with knowledge that will be useful in their real-world environment.

Topics which may be studied throughout Year 7/8 include:

- Businesses, Workplaces and Careers
- Applying for a job
- Trade your way to success (including participating in the ASX Schools Share Market Game)
- Consumer Protection
- Events Management and Running a Business Venture at school
- Accounting Principles and Procedures
- Personal Money Management
- Enterprise Activities

HOW STUDENT LEARNING IS ASSESSED

Students will be assessed using a variety of methods including examinations, written assignment work, oral presentations, computer-generated submissions, field reports and business ventures.

CIVICS AND CITIZENSHIP

INTRODUCTION

In Years 7 and 8, students explore the foundations and workings of Australia's democratic system and federal government. They investigate the principles of democracy, the Constitution and examine our political and legal systems. Students investigate the protection of individual rights within Australia's legal framework and explore the role of justice in upholding these rights. Emphasis is placed on understanding Australia as a diverse society and the factors that contribute to societal cohesion.

Students also explore active citizenship and political participation in greater depth. They learn about the mechanisms of political influence, including elections, political parties, interest groups, and media. Students analyse the processes of law-making in Australia and examine various perspectives on national identity, considering the influences that shape it.

TOPICS FOR STUDY

In either Year 7 or Year 8 students complete a unit titled: Australian Identity and Democracy.

Throughout this course students will be working on in class activities exploring different topics including:

- The Australian Government
- Participation in Democracy
- Introduction to Australian Law Making
- Forming Australian Identities and Values
- Diversity of Australian Population

HOW STUDENT LEARNING IS ASSESSED

Students will be assessed using a variety of methods including short responses, written assignment work, oral presentations, computer-generated submissions, and personal reflections.

DANCE

INTRODUCTION

As a strand within the Arts Key Learning Area, Dance focuses on students using dance as an aesthetic means of ordering movement and the structuring of gesture and motion to capture and convey ideas, images and feelings, using the human body as the means of expression and communication.

Students who study Dance:

- Increase their co-ordination, discipline and self-confidence
- Increase awareness of alignment and the body
- Develop physical and spoken communication skills
- Develop short term memory skills and mind-body interaction
- Promote and realise creative, imaginative and inventive potential
- Develop critical analysis skills and Creative thinking
- Improve their problem-solving skills
- Follow timelines and meet deadlines
- Improve team skills and positive relationships with others
- Realise that dance is an intrinsic part of culture and heritage

TOPIC FOR ONE TERM STUDY

Dance Audition Technique Unit – Students are introduced to Dance by exploring the elements of Dance, and by exploring and researching a range of different styles. The focus becomes the knowledge, skills and understandings required to effectively prepare for and achieve success in Dance auditions (or other physical movement trials e.g. sporting trials etc). Students complete fitness tests, set and manage personal fitness goals, analyse audition etiquettes/skills and learn a dance to present in a simulated real-life audition.

HOW STUDENT LEARNING IS ASSESSED

Dance assessment is divided into 3 interrelated and complementary categories:

- **Choreography -** creating and sequencing dance (devised individually and in pairs or groups) which may be a combination of improvised and prepared material
- **Performance -** Presenting dance to an audience in sequences (individually, in pairs or as a group) which may be an adapted repertoire, a technique class, or a teacher and/or student choreographed sequence
- **Appreciation -** Critiquing and analysing live or video dance performances in written and oral presentations.

DRAMA

INTRODUCTION

Drama is an exciting and creative subject that has much to offer for every student. The Drama program is designed to give students the opportunity to develop their self-expression and increase their imagination and artistic awareness. It is also designed to increase mental awareness, fluency of speech, self-confidence and self-discipline. It provides students with an opportunity to cooperate with others and above all, experience personal fulfilment and enjoyment.

The study of Drama at St Eugene College caters for a wide range of student abilities through the provision of a multiplicity of practical and theoretical learning approaches. Drama constitutes and challenges the wide range of beliefs, values and meanings held and applied in societies.

There are many benefits of studying Drama. Students develop self-confidence and interpersonal skills, both of which are invaluable life skills.

Other positive outcomes include:

- Enhanced self-esteem
- A broader understanding of life and life experience
- Increased skills and understanding of the Elements of Drama
- Improved communication skills
- Individual contribution to group dynamics
- Respect for diverse viewpoints
- Valuing live performance as an enriching experience
- Increased confidence in their own creative abilities
- Critical thinking, analytical and evaluation skills

TOPICS FOR STUDY

The Year 7 Drama program at St Eugene Catholic College incorporates a range of learning experiences through many dramatic forms and styles. Some of these include the elements of drama, characterisation, improvisation, scriptwriting, voice and movement.

HOW STUDENT LEARNING IS ASSESSED

Forming: involves the management of a range of dramatic forms such as spontaneous dramatic play, improvisation, role-play, process drama, play building and scriptwriting. Forming may also include elements of design for play texts. Forming tasks can be presented through performance and through written expression.

Presenting: requires the development of acting techniques and skills associated with the preparation of an actor for a performance. Presenting tasks are performed either as an individual or in groups.

Responding: involves demonstrating knowledge and understanding together with reflecting upon dramatic meaning through analysis, synthesis and evaluation.

DESIGN TECHNOLOGIES – FOOD SPECIALISATIONS

INTRODUCTION

Our program aims to ignite a passion for food and its preparation while providing a strong foundation in design and technologies.

In this course, students will explore the principles of nutrition, food safety, and the science behind food preparation. They will engage in hands-on activities, creating and evaluating a variety of dishes, and learn to make informed food choices. Through practical experiences and creative problem-solving, students will develop essential life skills and a deeper understanding of how food impacts health and well-being.

Our curriculum is structured to foster creativity, critical thinking, and collaboration, equipping students with the knowledge and skills necessary for future elective subjects and career pathways in the food industry.

TOPICS FOR STUDY

This course explores the fundamentals of food preparation in our contemporary, fast paced society in order to form a firm foundation for simple, nutritious and delicious meals and snacks for themselves and others. Food hygiene and food safety will be investigated. Whilst examining the effects technology has on our food, students will investigate, design, create and evaluate their improvement to a chosen food product. Topics may include Fast Foods, Cake Boss, and What's in my Lunchbox?

HOW STUDENT LEARNING IS ASSESSED

Across the course, students may be assessed through:

- Completion of OnGuard Safety Modules
- Design Journal and Reflections
- Individual Work/Group Work
- Practical Expertise
- Visual Presentations

DESIGN TECHNOLOGIES – MATERIALS (TEXTILES)

INTRODUCTION

This course aims to cultivate creativity, technical skills, and an appreciation for the world of textiles.

In this course, students will delve into the realm of fabrics, materials and sewing techniques. They will learn the fundamentals of textile production, design principles, and the practical skills needed to create their own textile projects. Through engaging, hands-on activities, students will explore various materials and methods, developing their ability to design, plan and execute sewing projects.

Students will be encouraged to think critically about the environmental and ethical impacts of textiles production and consumption. They will be introduced to repurpose and upcycling of old materials to transform them into new and innovative creations.

By the end of the course, students will have a deeper understanding of textiles, enhanced find motor skills, and the confidence to bring their creative visions to life, all while considering the importance of sustainability in their designs.

TOPICS FOR STUDY

This course will enable students to explore the use of textile products in their daily lives. The characteristics of fibres and fabrics, construction techniques, labelling and care of textiles will be investigated. This then culminates in enabling students to investigate, design, produce and evaluate a textile product such as a backpack for their HPE lessons.

HOW STUDENT LEARNING IS ASSESSED

Across the course, students may be assessed through:

- Completion of OnGuard Safety Modules
- Design Journal and Reflections
- Individual Work/Group Work
- Practical Expertise
- Visual Presentations

DESIGN TECHNOLOGIES – ENGINEERING & DESIGN

INTRODUCTION

This course aims to introduce students to engineering principles, construction techniques and practical problem-solving skills.

In this course, students will explore materials and engineering through hands-on workshop activities. They will learn about various construction methods, the properties of different materials, and the fundamental concepts of engineering design. Students will engage in projects that involve planning, constructing and evaluating their solutions, fostering both creativity and technical proficiency.

Our curriculum emphasises safety, innovation, and critical thinking. Students will be introduced to sustainable practices and be encouraged to consider the environmental impacts of their projects. They will learn to make informed decisions about material selection and construction processes, promoting a responsible approach to engineering and design.

By the end of the course, students will have developed a solid foundation in materials and engineering, enhanced their problem-solving abilities, and gained the confidence to tackle complex construction projects.

TOPICS FOR STUDY

Students learn to design, manufacture and evaluate products that meet human needs and solve problems. In the workshop students use a variety of materials including timber, metal, plastics and electronics to problem solve. Students learn about the efficiency and effectiveness of graphical communication and its ever-increasing impact on our technological society. Through the structured medium of visual imagery, students learn the ability to communicate and express information with clarity and precision.

Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. Students will produce a product such as a solar or wind powered toy car and analyse the force, motion and energy that has been used to manipulate and control the engineered system.

HOW STUDENT LEARNING IS ASSESSED

Across the course, students may be assessed through:

- Completion of OnGuard Safety Modules
- Design Journal and Reflections
- Individual Work/Group Work
- Practical Expertise
- Visual Presentations

DIGITAL TECHNOLOGIES

INTRODUCTION

This course introduces students to the dynamic world of digital technologies. Students will explore key concepts such as coding, data representation, and digital systems through practical activities that develop problem-solving, computational thinking, and creative design skills. Projects involving programming and data analysis will provide a comprehensive understanding of digital technologies' role in our lives.

Our curriculum emphasises innovation, collaboration, and ethical considerations, teaching students to use technology responsibly and sustainably. They will critically examine the impact of digital technologies on society and the environment and develop projects addressing real-world challenges.

By the end of this course, students will have a strong foundation in digital technologies, enhancing technical skills, and the confidence to navigate and contribute to the digital world.

TOPICS FOR STUDY

Throughout the course, students design, develop and evaluate the way technology encourages critical and creative thinking. Students will explore the world of artificial intelligence and the role this will play in our future society. Topics covered may include; GROK Learning incorporating the design of algorithms and coding skills, Makey Makey or Micro:bit coding, game development and Esports data analysis.

HOW STUDENT LEARNING IS ASSESSED

Across the course, students may be assessed through:

- Portfolios
- Individual Work/ Group Work
- Practical Expertise
- Online learning tutorial activities
- Visual Presentations

FRENCH

INTRODUCTION

In Year 7 students are beginning their learning of French language, and this will be influenced by prior learning and experiences of language learning. Students use French language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom.
Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

TOPICS FOR STUDY

Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between French and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

Topics that are studied in Year 7 include:

• Being French - Everyday conversation and self introduction

• French Culture – Explored through Architecture, Food, Fashion and Cultural Celebrations

HOW STUDENT LEARNING IS ASSESSED

Students will be assessed in the four macro skills, reading, writing, speaking and listening, using a variety of methods including written assignment work and oral presentations.

MUSIC

INTRODUCTION

Music has become an intricate part of everyone's lives and in our digital age, music has become even more accessible. It is a source of interaction: One can talk about it, listen to it, criticise or praise it, perform it, dance to it and feel it.

Through the study of Music, students will develop a deepened understanding and use of music concepts and languages, practices, technologies and techniques. Through their musical practice they will develop a distinctive personal voice and engage in music making in varying contexts.

TOPICS FOR STUDY

In Year 7 and 8, students will be exploring Covers and Remixes, as well as exploring the voice, ukulele, keyboard, guitar, bass guitar and drum-kit.

The study of Music assists the student to:

- Develop a better appreciation of music
- Have an outlet for self-expression
- Enjoy developing musical skills through composing and improvising
- Learn multiple instruments, developing their fine motor skills

HOW STUDENT LEARNING IS ASSESSED

Students are assessed in a variety of methods continuously throughout each term through:

- Musical performance where the student sings and/or plays rehearsed material or improvises within a defined learning context
- Compositions where the student demonstrates their ability to notate their own individual understanding within a defined learning context

I would teach children music, physics and philosophy; but more importantly music; for in the patterns of music and all the arts, are the keys to learning. (Plato)

MEDIA ARTS

INTRODUCTION

Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They will produce representations of social values and points of view in media artworks for particular audiences and contexts. Students use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

TOPICS FOR STUDY

Students will:

- experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text
- develop media representations
- plan, structure and design media artworks that engage audiences

HOW STUDENT LEARNING IS ASSESSED

- Design Folio
- Individual Work/Group Work
- Practical Expertise
- Visual Presentations

VISUAL ART

INTRODUCTION

Art is a subject that is suited to enthusiastic and creative students.

Visual Art encourages the development of

- Creative, critical, imaginative and inventive thinking
- Disciplined working
- The ability to work independently or in a team where required
- Self-motivation, self-direction
- An openness to new experiences
- Pushing boundaries and exploring new expressions
- Visual and kinaesthetic communication
- The ability to see things through completion, resolving ideas
- The exploration of ideas and concepts

Drawing	Painting	Assemblage	Computer Graphics
Sculpture	Stylisation	Animation	Instillations

TOPICS FOR STUDY

Students will learn about the role Art has played through history and how artists' work expresses their feelings about the world they live in. Our Art program is flexible, and activities may vary year to year due to students' interests and community events.

HOW STUDENT LEARNING IS ASSESSED

Students will be assessed in the areas of Knowledge and Understanding, Presenting and Responding. Presenting tasks are practical. Students will apply the Art techniques they have learnt into practise by making art work of their very own. Responding tasks involve students researching artists and their artwork, as well as analysing artworks of their own and other's in the context of written assignments or oral presentations.

138 Station Rd BURPENGARY QLD 4505 P: (07) 3491 4600

E: pburpengary@bne.catholic.edu.au W: www.steugene.qld.edu.au