



KYNETON HIGH SCHOOL

KYNETON HIGH SCHOOL

2021

YEARS 7 & 8 COURSE
INFORMATION HANDBOOK

YEAR 7 & 8 HANDBOOK 2021

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PRINCIPAL'S MESSAGE



Kyneton High School is committed to its responsibility, as part of the Education State, to “provide every student with the knowledge, capabilities and attributes that will see them thrive throughout their lives, to have the skills that industry needs, and that employers expect.”

We are open to all learners; our goal is to improve outcomes for all students, regardless of their start in life.

We recognise that every student is entitled to a learning programme that is engaging, stimulating and tailored to their needs. We offer differentiated classroom learning for all students in every learning area. All Year 7 and 8 students are eligible for a one-to-one reading programme called Turning Pages to boost their reading levels. We also have an exciting new programme for students who require specialised Mathematics support. We have a Gifted and Talented Programme with Individual Learning Programmes developed for students who are involved.

For most young people (and their parents), transition to High School can be a time of both high expectation and some apprehension as they enter into a new learning environment, make new friends and meet new teachers.

Our Junior Program emphasises the development of positive behaviours for learning, supported by respectful relationships that are nurtured in our inclusive and caring learning community. We have a

Home Group system which supports the transition from primary into secondary schooling through providing students with a “home-base” classroom and a small team of dedicated teachers. We have a strong Wellbeing Team who deliver a wide range of wellbeing support programmes in addition to individual student support.

Our Home Group system helps to give our students a strong sense of consistency and security in those crucial early years at secondary school. Teachers work closely together to create exciting and engaging curriculum for classes in an environment where they can monitor their student’s academic progress and social development.

Please take the opportunity to get to know the Junior School Team responsible for your son or daughter. We are always happy to answer questions or address any concerns that you may have.

Best wishes

Ana Rees, Executive Principal

BYOD

At Kyneton High School, eLearning is considered an integral part of our student’s day-to- day learning. Access to appropriate computers is central to this priority.

We have a Bring Your Own Device (BYOD) policy for the classroom use of computers in the school. Students are able to bring their own laptop or netbook to school rather than having to purchase a specific device nominated by the school. Our expectation is that all students will have some form of computer or netbook device available for use in class.

This means families have the flexibility to take advantage of special deals being offered by various retailers or making use of a device that they already own, thus reducing the overall cost of the purchase and the need to manage multiple devices. When students are doing standard work in the classroom, they will use their own device. Where students need to make use of some high end tools, they will go to an ICT laboratory. Please refer to our list of BYOD Hardware and Software requirements on the range of devices and software suitable for classroom use available on the school website

REPORTING PROCESS

Kyneton High School operates a continuous reporting model, increasing the frequency of communication between teachers and families, through six reporting cycles throughout the year. The reports include information on student-set, subject-based goals, a student's level of achievement and their effort and attitude during each reporting cycle. All results of major assessment items will be published to parents through the school's online student management system, XUNO, and parents are encouraged to come to Parent-Teacher Interviews to discuss their child's progress and strategies to support them through their schooling.

STUDENT PROMOTION & ATTENDANCE

We expect that all students will attend school unless there is a good reason, such as a medical condition. Research has shown that a lack of regular attendance is linked to poor academic results in students and poor connectedness to peers. If attendance is below 80% then promotion to the next year level may be compromised.

LITERACY PROGRAM

Literacy Development and Improvement Program

Our School uses a number of different strategies with a strong evidence base. These include literacy strategies from Bastow Institute to improve student and staff skills around the teaching of reading, writing and vocabulary, and High Impact Teaching Strategies based on the research of Professor John Hattie and Robert Marzano.

Turning Pages at K.S.C. is a literacy intervention programme at Kyneton High School. It particularly targets those students who come into the school at year 7 who are identified as needing support with reading and spelling.

All year 7 students are assessed. Those who are identified as potentially benefiting from intervention are given intensive one-to-one literacy teaching programme. This can occur up to three times per week during class time. Students' progress through the programme at their own pace, so success is assured for them.

Once they have completed the programme, they are more able to fully participate in all mainstream subjects by applying the literacy skills they have learnt.

Classroom Literacy Procedures across the Curriculum

Kyneton High School has a school-wide focus across all curriculum learning areas on literacy in recognition of its importance in successful academic outcomes. Staff are currently implementing a 5 year Literacy Strategy across all classes, which includes reading comprehension skills, writing to learning strategies, writing styles in different Learning Areas and vocabulary strategies such as whole school instruction in morphology and etymology. Staff have identified the various writing styles which are used in the final years of their subjects, and have developed a curriculum which teaches those strategies from Years 7-10 in their Learning Areas. There is also a school-wide focus on vocabulary, with key words being taught across the school each week in order to improve the breadth of student knowledge of words.

STUDENT EXCELLENCE PROGRAM

At Kyneton High School, our Student Excellence Program supports our high-ability students to excel. The new Victorian High-Ability Program (VHAP) will see high-ability Years 7 and 8 students connect with like-minded students from schools in the area and participate in a 10-week virtual enrichment program in the areas of Maths and English.

Students may also be invited to be part of the Victoria Challenge and Enrichment Series, in addition to classroom enhancement, extensions and extra-curricular activities offered at our school.

LIBRARY

The Kyneton High School Library offers a comprehensive range of resources and services to support and enhance the curriculum and student learning. The library staff provide a welcoming and stimulating environment where students are encouraged to develop a love of reading and knowledge. Students are able to borrow up to four books at a time for a two-week period. Books can be renewed for a further two weeks if required longer.

Library Resources:

- An extensive range of fiction and nonfiction books to read, study and borrow
- Audio books
- A large teacher reference collection
- An extensive audio-visual collection and equipment
- Computers, Internet and on-line resources
- Magazines for educational and recreational use
- Class sets of teaching resources
- Games and puzzles

Library Services:

- Promotion of literacy and reading for pleasure and knowledge
- Assistance with research enquiries
- Recommendations of suitable material to engage, entertain and educate for staff and students
- Instruction in the use of audio-visual equipment
- Laminating and binding
- Photocopying and printing including colour
- Competitions and activities throughout the year

SPECIAL PROGRAMS & SERVICES

WELLBEING

Kyneton High School has a dedicated Wellbeing Team who are linked in with local agencies such as Cobaw for student support if required. Promoting and supporting student wellbeing is a priority across all year levels. Students can access a range of support services and also join in a number of activities organised by our Wellbeing Team. We have a full time Wellbeing Counsellor working with individuals, small groups and class groups.

Restorative practice is a key focus to support students through issues and referrals are made where necessary to additional services for individual counselling. Our School Nurse is at the school two days per week running health programs and ensuring our students and staff are up to date with current information. We also have a school chaplain four days per week, providing another source of support for students to talk through their experiences. Our school Psychologist works two days a week and referrals can be made through the Wellbeing Coordinator.

We have regular involvement with Cobaw Community Health, leading our Pride Crew to support diversity and also the MRSC Youth Team to

run the Youth Mental Health programs. Students can access the Doctors in Schools clinic for individual consultations on a Tuesday.

Our team arrange healthy treats such as Fresh Fruit Friday and support our breakfast club. They are active in arranging programs for online safety and respectful relationships.

We do our best to find positive approaches and teach students to support themselves and others. Further information regarding this important program is available from Home Group Teachers, Year Level Co-ordinators and the Wellbeing Co-ordinator.

INSTRUMENTAL MUSIC PROGRAM

An Instrumental Music Program is offered to students in all year levels. This is an optional co-curricular activity to complement and enhance the core curriculum.

Our School is able to offer highly subsidised and accessible lessons in flute, clarinet, saxophone and piano. We also offer lessons in guitar, bass, drums and voice (singing). Some instruments are also available for hire.

Learning an instrument is highly enriching, with many studies showing a correlation between musical activities and enhanced academic achievement. Playing music also offers students an opportunity to work on setting goals, committing to practice, developing technical and expressive skills, building confidence in performance and playing as a soloist or in a group. These skills can give students a relaxing and rewarding creative outlet through their high school years and in to life beyond school.

Students may also elect to join the School Singing Group, which is run once a week at lunchtime, and individual teachers will also run small instrumental ensembles to suit the abilities of the students at the time. All students are encouraged to participate in performance opportunities.

SPORT

Sport at Kyneton High School is about encouragement, participation, and success. Our School prides itself on the success of sporting teams. Success is not only determined in terms of winning but also of bettering a personal time or

improving on a team performance. Success is measured by striving to achieve personal or team goals.

School Sport enables students to develop further their physical and social attributes. Students have the opportunity to be introduced to new sports or further develop their ability in sports in which they are already involved. Our School offers a broad range of individual and team level sporting activities, including more traditional sports such as football, netball, cricket, basketball, athletics, swimming, tennis, as well as, cross country and touch rugby.

Kyneton High School strives to create a sense of pride and school spirit through sporting involvement. Through School Sport students have the opportunity to compete against other schools at a regional and state level. Within the local region there is a number of inter-school sports days.

Students compete in the House Athletics and Swimming Carnivals in which there is equal emphasis on participation and achievement. Achievements are promoted through the local media, school assemblies, the School Newsletter, the School Magazine and the Daily Student Bulletin. Our ultimate goal is to make sport at Kyneton High School an enjoyable experience for all staff and students.



ENGLISH

Duration – Full Year

Domain: ENGLISH

Dimensions: Reading, Writing, Speaking and Listening

Year 7 and 8 Curriculum Focus

Curriculum focus:

Reading: in addition to studying a wide variety of texts as a class, a vital aspect to our English curriculum is our regular school and home based 'Just Right' reading. Students self-select texts to bring in to our English classrooms to practise using the reading strategies they're taught.

Vocabulary: At the start of each unit students are pre-taught selected vocabulary that is important for them to know to access the content being taught.

Creative writing: students use a variety of texts, such as Pixar short films, short stories, and other visual and written prompts to inspire and structure their own narratives. Weekly Writer's Notebook activities strengthen the development of descriptive and figurative vocabulary and support students to continue to find their own writer's voice.

Persuasive writing: students use a range of non-fiction reading strategies to research, understand and develop a point of view on global issues. Students draw on this knowledge to write persuasive pieces for specific audiences.

Analytical writing: Students learn how to use a range of brainstorming and mind-mapping tools to support their analysis of the texts we're studying. They then learn the building blocks for structuring essays that analyse, compare and discuss the big ideas in the texts.

Examples of texts we study:

- The play adaptation of Mary Shelley's 'Frankenstein'
- The film 'Hunt for the Wilderpeople'
- Stephen Fry and Mark Carwardine's 'Last Chance to See'
- David Attenborough's 'Blue Planet'



MATHEMATICS

Duration – Full Year

Domain: MATHEMATICS

Dimensions: Number and Algebra, Geometry and Measurement, Statistics and Probability

Curriculum Focus Year 7

The Year 7 curriculum is based on the Victorian Curriculum guidelines. The curriculum is divided into three strands as listed above. Students are assessed through classroom tasks and topic tests. A variety of activities showing how skills can be used to solve unfamiliar practical problems are completed. Students use e-Learning programs like Mathspace to demonstrate their understanding of mathematical concepts and processes.

All students should have a scientific calculator. The TI30XB multiview can be purchased through Haines Educational. The school code is kysc.

Areas of Study Year 7

Topics covered:

Number & Algebra: whole numbers, fractions, decimals, percentages, introductory algebra, linear equations

Measurement & Geometry: units of measurement, angles, parallel lines, two-dimensional shapes and their area and perimeter, three-dimensional shapes, the Cartesian Plane

Statistics & Probability: presenting data, interpreting data, outcomes of events

Assessment Tasks Year 7

- Skills (classwork, tests & assignments)
- Problem Solving and Projects

Curriculum Focus Year 8

The Year 8 Mathematics curriculum builds on concepts, skills and techniques developed in Year 7. Students continue to use e-Learning programs like Mathspace to demonstrate their understanding of mathematical concepts and processes.

All students should have a scientific calculator. The TI30XB multiview can be purchased through Haines Educational. The school code is kysc.

Areas of Study Year 8

Number & Algebra – integers, decimals, percentages, profit and loss, algebraic processes, indices, linear equations, graphing linear equations

Measurement and Geometry – angles, polygons, similar figures, perimeter, area, volume, surface area

Statistics & Probability – data representation and interpretation, calculating probabilities, Venn diagrams, and tree diagrams

Assessment Tasks Year 8

- Skills – (tests, class work & assignments)
- Applying Skills – problem solving, projects



SCIENCE

Duration – Full Year

Domain: SCIENCE

Dimensions: Science knowledge and understanding

Science at work

Curriculum Focus Year 7

In Year 7 students develop experimental inquiry skills, learn to identify questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They plan experiments, identifying variables to be controlled.

Students will also discover how to summarise data and construct representations of their data to reveal and analyse patterns and relationships, and use these when justifying their conclusions.

Students will explain how modifications to methods could improve the quality of their data and use appropriate scientific language to communicate science ideas, methods and findings.

Students will describe and apply techniques to separate pure substances from mixtures.

Students learn to identify and classify living things. They explain how living organisms can be classified into major taxonomic groups based on observable similarities and differences.

Students will be able to predict the effect of environmental changes on feeding relationships between organisms in a food web.

Students will discover how to distinguish between different types of simple machines and predict,

represent and analyse the effects of unbalanced forces, including Earth's gravity, on motion.

Students investigate how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.

Student will model how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth.

Areas of Study Year 7

- Introduction to the laboratory
- Water
- Mixtures
- Classification
- Forces
- Earth & Space

Curriculum Focus Year 8

In Year 8 Science students build on the experimental inquiry skills developed in Years 7.

Students identify and construct questions and problems that they can investigate scientifically and plan experiments, identifying variables to be changed, measured and controlled.

Students will consider accuracy and ethics when planning investigations, including experimental methods.

Students will learn how to summarise data from different sources and apply their scientific knowledge and investigation findings to evaluate claims made by others.

Students will develop their scientific language, representations and simple word equations to communicate science ideas.

Students explain how evidence has led to an improved understanding of a scientific idea.

Students will discover how science knowledge can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society.

Students investigate different forms of energy and explain how energy transfers and transformations cause change in simple systems.

Pupils will use examples to illustrate how light forms images.

Students will employ a wave model to explain the properties of sound.

Students will apply the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances. They provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation.

Students also analyse the relationship between structure and function at cell, organ and body system levels.

Pupils will compare processes of rock formation, including the time scales involved.

Areas of Study Year 8

- Science skills and measurement
- Chemistry: Elements, Compounds, Chemical Change
- Biology: Cells, Digestive, Circulatory and Respiratory systems
- Physics: Machines, Sound
- Earth & Space: Geology & Fossils

Assessment Tasks Year 7 & 8

- maintain a notebook & log-book in which is recorded a complete and well-organised set of notes of lessons and class activities
- complete projects and assignments
- participate in class activities such as laboratory practical work and research
- exercises and excursions
- Topic tests



HUMANITIES

Duration – Full Year

Domain: HUMANITIES (Economics, Geography, History)

Dimensions: Economic knowledge and understanding, Economic Reasoning and interpretation

Geographical knowledge and understanding

Geospatial inquiry skills

Historical knowledge and understanding

Historical reasoning and interpretation

Curriculum Focus

Humanities consists of three strands of inquiry: History, Geography and Economy & Society. It examines how humans organize themselves into communities and states to form institutions and systems. Topics studied in Year 7 include: Ancient History, Deserts and the Asia Pacific region with a focus on cultural, geographic, economic and

historical aspects of one of the following countries: China, India, Japan or Indonesia. Throughout the year current issues are also discussed.

Topics studied in Year 8 include: Natural Disasters, Rainforests, The Law & You, Economics, and Medieval Europe. Throughout the year current issues are also discussed in class.

Areas of Study Year 7

At Year 7 students will be working on the following topics:

History – A study of history from the earliest human communities to the end of the ancient period. An overview and compulsory depth study identifies important features of the period 60,000 BC (BCE) – 650 AD (CE). This includes the theory that people moved out of Africa and migrated to other parts of the world including Australia. Two further depth studies include the Mediterranean World (Egypt, Greece or Rome) and the Asian World incorporating an option of either India or China.

Geography – There are two units of study in the year 7 curriculum for Geography: *Water in the world* and *Place and liveability*. *Water in the world* focuses on water as an example of a renewable environmental resource. *Place and liveability* focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability in Australia, the Asian Region and Europe.

Economy & Society – Students learn about the world of work, budgeting and planning their future

Areas of Study Year 8

History – Students study history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Focussing on the way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society.

Geography – Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them. They identify patterns of distribution and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement. Students become aware of contrasts within the regions of Australia and those surrounding it from their investigation of a number of smaller regions such as South-East Asia, the South Pacific nations and Papua New Guinea. They develop an

appreciation of differences in the culture, living conditions and outlooks of people, including the Aboriginal and Torres Strait Islander peoples, in these areas. Students investigate environmental issues such as forest use and global warming.

Economics – Students learn about how to manage finances, marketing and its influences on people.

Civics and Citizenship – Students learn about key features of Australian democracy. They learn about the two houses of the Australian parliament and the ways that citizens are represented in the Senate and the House of Representatives. They compare the roles of federal and state parliaments. They learn about the general processes of elections in Australia. They consider the separate responsibilities of the three levels of government and the impact of each level on the daily lives of citizens. They develop understanding of aspects of political parties and their leaders, the role of the Australian Constitution, and the courts. They discuss examples in the media of people, laws, and issues concerning these features of democracy.

Assessment Tasks

- Maintain an organized workbook which contains notes and the set work
- Research tasks
- Written assignments
- Participation of visual & oral assignments



LANGUAGE OTHER THAN ENGLISH: INDONESIAN

Duration: Full Year

Domain: L.O.T.E.

Dimensions: Communicating in a LOTE

Intercultural knowledge

Language awareness

Curriculum Focus

The Year 7 Indonesian course covers the four language skills of listening, speaking, reading and writing. The curriculum is organised through themes and topics which provide progressive and cumulative opportunities for students to develop language and cultural understandings.

In Year 7, students are taught the basic geographical features of Indonesia and compare them to Australia in order to understand the implications they have on Indonesian and Australian lifestyles, attitudes and customs.

More emphasis is being placed on learning about and understanding culture through language, which requires intercultural knowledge and language awareness.

The Year 8 students begin to understand the cultural and historical context within which their language is based, and the links with other languages and dialects, and how and why the language is constantly evolving.

Areas of Study Year 7

During the year some of the topics will include: greetings, nationalities, numbers 1 – 100, family, describing oneself, time, school life, numbers in 100s and thousands, prices, and leisure activities.

Comparisons are made between customs and lifestyles between Australia and Indonesia in order to improve our understanding of both cultures.

Areas of Study Year 8

Topics covered include fruit and food, animals and the environment, school and getting around.

Cultural aspects are covered through discussion, mini-assignments, DVD's videos and the Internet.

Assessment tasks

- Oral tasks
- Weekly spelling tests
- Cultural tasks



HEALTH AND PHYSICAL EDUCATION

Duration – Full Year

Domain: HEALTH AND PHYSICAL EDUCATION

Dimensions: Movement and Physical Activity, Health Knowledge and Promotion

Curriculum Focus

Students perform and modify movement sequences that demonstrate coordinated body actions in the core activities of swimming and athletics. They also adapt and implement strategies and tactics in a variety of skill activities and games designed to specifically enhance ball-handling skills. Their beliefs and understanding about fitness are evaluated through testing and through activities devised to improve personal fitness.

In Health Education students at Year 7 will spend time looking at peer & family relationships, conflict resolution, bullying & assertive behaviour. They also examine the health effects of smoking, the changing body during adolescence and the health effects of consuming energy and soft drinks.

At Year 8 issues are identified, discussed and evaluated in the area of body image, self-esteem, sexuality such as contraception and sexually transmitted infections, drug and alcohol issues and the role of media in influencing ideas of appropriate sexual relationships.

Areas of study

- Respectful Relationships
- Water & Safety
- Fitness & Athletics
- Sports & Games
- Smoking
- Puberty & Body Image
- Safety
- Personal and Peer Relationships
- Assertiveness & Bullying
- Self Esteem
- Conflict Resolution & Decision Making
- Health Issues
- Nutrition
- Drugs

Assessment Tasks

- Participation in practical sessions, group work, discussion
- Motor skill tests and performance of movement sequences
- Complete set class work, homework and research assignments and topic tests



HOMEGROUP

Duration – Full Year

Curriculum Focus

Each Home Group is led by the Form Teacher and is for 2 periods per week. An emphasis is placed on group cohesion, team building and personal growth.

Areas of study Year 7

Areas of study may include:

- Cooperative team/group skills
- Friendships
- Thinking Skills
- Personal Identity
- Family
- Decision Making
- Sexuality
- Rights and Responsibilities
- Safe Living
- Community Health Issues and Programs
- Personal organization

Areas of study Year 8

Students will continue the Home Group program from Year 7 and build on the areas already covered.

They will also cover the following areas:

- Note taking and study techniques
- Decision making
- Friendships
- Mental Health
- Goal Setting
- Live4Life Program

Work Expectations

- Participation
- Group Work



CREATIVE INDUSTRIES – VISUAL ART & DESIGN

Duration – Semester

Year 7 Curriculum Focus

Students will explore both art and design using methods such as drawing, painting, printmaking, digital media and sculpture. Students will work collaboratively and also independently to develop their ideas, source inspiration and reflect upon their own creative choices. Significant art and design work from a broad spectrum of cultural and historical contexts will be explored, analyzed and evaluated.

Areas of Study

Will include any or all of the following:

- Developing drawing skills, considering form, line, proportion, and texture.
- Using wet media to create drawings understanding transparent layering.
- Creation and design of a lino print edition based on landscape drawing.
- Discovering the way perspective drawing works to create 3-dimensional forms and the illusion of space
- Creating 3d forms based on the use of a variety of materials from cardboard and balsa to plaster and paper-mâché.
- Creating links between student understanding of art elements and the multitude of ways they are manipulated by artists to communicate ideas.
- Looking, discussing and creating works of the various art movements.
- Learning to use technology to explore and evaluate sources of inspiration to use the google classroom, record and present work.

Assessment Tasks

- Folio of two dimensional and three dimensional work
- Visual diaries demonstrating exploration of ideas, materials and techniques
- Exploration and evaluation of a range of art and design work

Year 8 Curriculum Focus

Students explore both art and design while working independently and collaboratively to communicate their ideas. Students learn the process of design; planning, designing, improvising, interpreting, evaluating, making and presenting work. Students will use a range of materials, methods and technologies to express their imaginative and creative thinking. The visual diary will be used as document which contains a body of work created including all essential knowledge gained. Students will explore the work of contemporary and historic artists and art movement, design, designers and the connection between style, form and function.

Areas of Study

Will include any or all of the following:

- Explore street art, graffiti and poster design producing a hand cut stencil design.
- Design and production of a silk screen print for a T Shirt
- Drawing in design based on the study of Graffiti Alphabets and font creation.
- Drawing and painting inspired by Cartoons and popular culture imagery, from Pop Art to graphic novels.
- Creating 3d forms based on the use of a variety of materials from cardboard and balsa to plaster, wire, paper-mâché and sculpting clay.
- Use of Visual diaries to record and present the making of art, the exploration of ideas, materials & techniques.
- Creating links between student understanding of art elements and the multitude of ways they are manipulated by artists to communicate ideas.
- Looking, discussing and creating works of the various art movements.
- Learning to use technology to explore and evaluate sources of inspiration to use the google classroom, record and present work.

CREATIVE INDUSTRIES – MUSIC

Duration – Semester

Curriculum Focus

The aim of music at Kyneton High School is to open the world of music up to year 7 and 8 students through practical music activities. Students will work towards:

- Recognizing and describing the elements of music
- Understanding music notation
- Presenting and performing
- Attaining basic instrumental skills

Areas of Study and Assessment

- **How to read and notate music:**
Understanding how music is notated in the western tradition, as well as developing original means of notating sounds in time
- **Learning about music:** Students learn about the elements of music and then apply that knowledge to analyzing music
- **How to play keyboard and guitar:** Students learn basic keyboard and guitar skills through class tuition. Assessment is based on music performance
- **Rehearsing and performing music:**
Students develop a musical goal and work with others to rehearse and perform

CREATIVE INDUSTRIES – DRAMA

Duration – Semester

Curriculum Focus

In Drama, students develop skills in teamwork, confidence and trust as well as creating characters, stage craft and improvisation. Students explore performance ideas, develop performances and analyse dramatic works. Topics include self and body-awareness, identity and personality, improvisation and preparation of scripts.

Students are required to participate in group works, develop critiques, keep a journal of class activities and actively participate in whole class and small group performances.

Areas of Study

- Improvisation
- Body work and Movement Skills

- Character Development
- Development of different types of performance

Assessment Tasks

- Journal of workshops and reflections
- Group / Individual creative work
- Analysis of performances
- Performance of items in front of an audience



AUTOMOTIVE / METALS

Duration – Semester

Curriculum Focus

Students undertake the “Design, Production and Evaluation” process in the fields of Automotive and Metals. The students complete this through projects based around the specific areas and spend a large amount of time completing practical tasks.

The Automotive project requires students to design and construct a working electric drag car while learning and implementing basic mechanical principles. The metals class requires students to construct a pot plant holder and key chain using various materials.

Areas of Study

- Safe workshop practices
- Using the various mechanical components of the motor car to introduce students to theoretical and practical operation of systems such as gearbox, ratios, and electrical systems.
- Speed vs Acceleration
- Investigation of the characteristics of metals as suitable materials for the designed project

Assessment Tasks

- Practical activities
- Investigation/research/Design
- Design folio, class work

WOOD

Duration – Semester

Curriculum Focus

Students will be constructing simple wooden models using accepted workshop practice. They will also learn basic wood working processes using hand and machine tools and complete a workbook. Students investigate wood and its uses and learn to produce models that incorporate their own design. Students will evaluate the standard of finish and progress using their original design brief.

Students will also develop skills and experiences in technical drawing by exploring a range of visual forms and techniques. Students undertake a range of practical activities which include techniques such as: freehand and technical drawing, featuring perspective, line size, shape and texture. Following on from this the students will start to design their own projects.

Areas of Study

- Using tools and materials in a safe manner
- Designing, producing and evaluating projects using wood as the major material used in construction
- Knowledge of the principles of using wood

Assessment Tasks

- Production items
- Workbook – design folio
- Investigation

CREATIVE TECHNOLOGIES

Duration – Semester

Curriculum Focus

Students investigate basic electronic circuits and components. They will study the electronic components that are used in robotic toys. Students will also learn programming and robotics. Students will build their own robot and program it themselves. They build a number of robotics projects, all of which are assessed. They are expected to demonstrate safe workshop behaviour, correct and appropriate tool use and general good workmanship. Students evaluate their product and progress from their original design brief.

Areas of Study

- Safe workshop practices, design constraints & considerations and practical fault finding
- Producing electronic systems using basic construction techniques including use of printed circuit boards
- Robotics and programming
- Investigating and evaluating electronic systems

Assessment Tasks

- Production of all set models and projects to an acceptable standard
- Investigation/research projects
- Design folio containing all class notes, design briefs, planning details, construction work

FOOD

Duration – Semester

Curriculum Focus

This unit is designed to introduce students to the kitchen and the preparation of simple recipes. Students will look at safe food handling practices while learning to produce a range of sweet and savoury recipes. Students will develop knowledge of nutrition and its relationship to good health. They will be introduced to the design process and use it to design, produce and evaluate simple recipes.

Areas of Study

- Safety in the kitchen
- Safe and hygienic food production
- Weights and measures
- Food and nutrition
- Making healthy food choices

Assessment Tasks

- Investigation
- Design
- Production
- Evaluation



RESPECT DIVERSITY SUSTAINABILITY EXCELLENCE