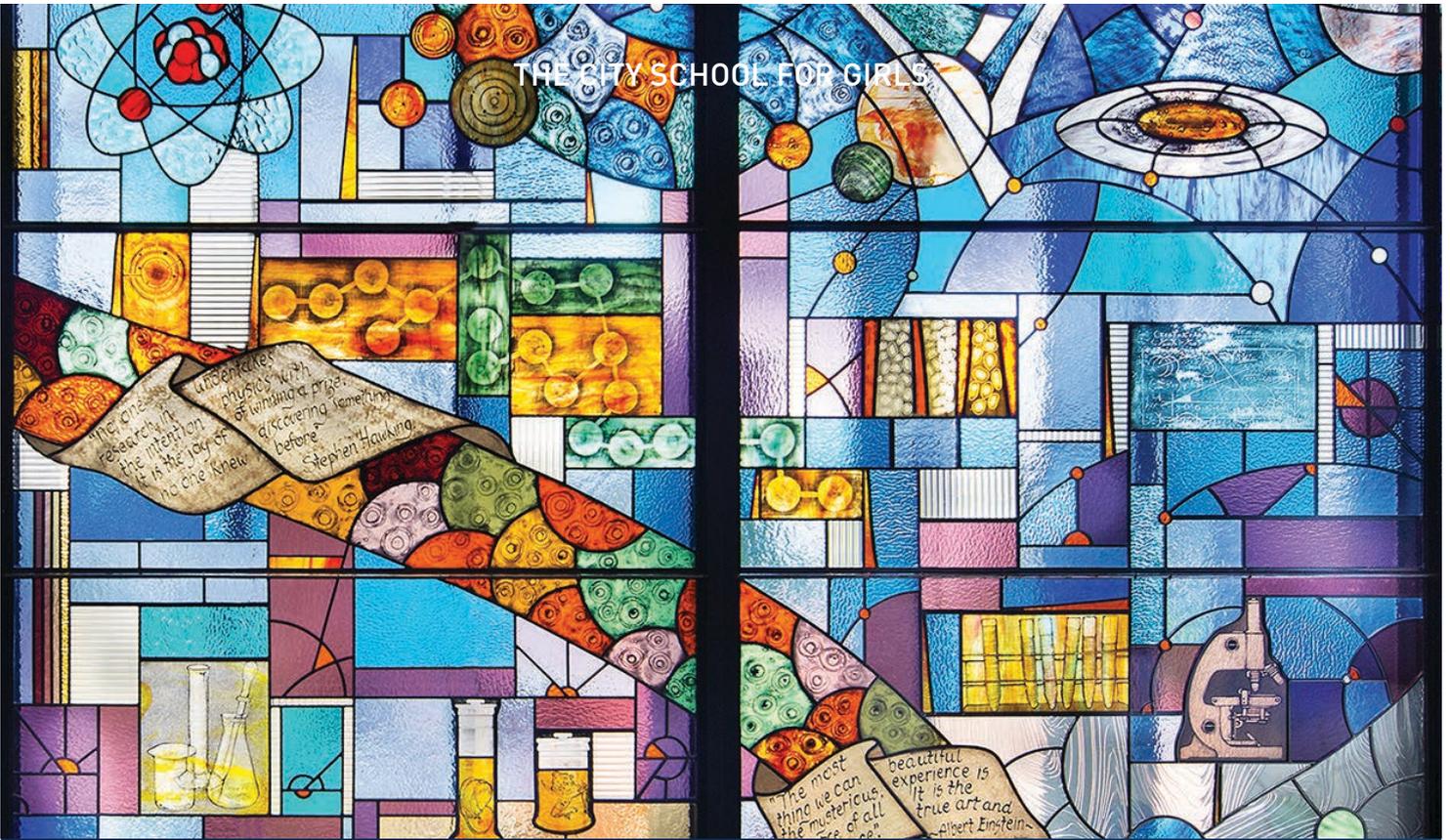


THE CITY SCHOOL FOR GIRLS



# YEAR 7 COURSE OUTLINE

## JUNIOR SCHOOL YEAR 7 STUDENTS

# 2019



**ACADEMY**  
OF MARY IMMACULATE

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[www.academy.vic.edu.au](http://www.academy.vic.edu.au)



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## VISION

To be a premier learning community recognised for developing young women of integrity and purpose who are empowered by the values of Mercy, creativity, and social justice in pursuit of academic and personal success.

We aspire to be valued as an authentic and inclusive community, faithful to the teachings of Jesus, the mission of the Catholic Church and the spiritual tradition of the Sisters of Mercy.

## MISSION

Through our contemporary educational philosophy, we provide ambitious learning programs and co-curricular opportunities that utilise the rich resources of the City of Melbourne. These programs build on the legacy of our founder, Ursula Frayne, and our Catholic identity to enrich our students' spirituality and their capacity for positive change. Our emphasis on student wellbeing develops confident contributors and strengthens engaged learning.

## VALUES

By living our values day-to-day, Academy girls discover what is important and can face each life challenge knowing they have the skills to make the best choice in each situation. From small personal actions to broader community and global initiatives, these six transforming values of Mercy are:

### **COMPASSION**

At Academy, compassion and empathy lead to life-enhancing action.

### **COURAGE**

At Academy, courage means taking a stand in the face of risk, sustained by our faith and trust in God.

### **HOSPITALITY**

At Academy, hospitality is being a welcoming, inclusive community where we open our hearts and extend generosity.

### **JUSTICE**

At Academy, justice and mercy are partners when forming relationships and building a strong community.

### **RESPECT**

At Academy, we show respect for ourselves, to others, and care for the Earth – our common home.

### **SERVICE**

At Academy, we use our gifts and talents to positively enhance the experiences of those around us.



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CONTENTS	<b>1</b>	RELIGIOUS EDUCATION	1
	<b>2</b>	POSITIVE EDUCATION	2
	<b>3</b>	ENGLISH	3
	<b>4</b>	MATHEMATICS	4
	<b>5</b>	SCIENCE	5
	<b>6</b>	HUMANITIES	7
	<b>7</b>	DIGITAL TECHNOLOGIES	10
	<b>8</b>	PHYSICAL EDUCATION & HEALTH	11
	<b>9</b>	PERFORMING ARTS	12
	<b>10</b>	VISUAL ARTS	14
	<b>11</b>	LANGUAGES	17
	<b>12</b>	McAULEY RESOURCE CENTRE	18

Earth at Academy  
 CODING RAGE Reading Club  
 Art Academy  
 Concert Band  
**Opportunity** Jazz Band  
 Chess Club  
 Language Poetry Competition  
 Engineering Awareness Program  
 Australian Maths Debating  
 Dance Team  
 Tennis Open Studio Art Club  
 Science: Reptile Keeping Frayne competition Speech Festival AFL Football Softball Swimming  
**Sports Training & Competition** Have Sum Fun Online  
 Junior and Senior String Ensembles  
 Public Speaking  
**Fitness Club**

# YEAR 7

# 1 RELIGIOUS EDUCATION

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## COURSE DESCRIPTION

The topics covered in the Year 7 syllabus are: Belonging to a Faith Community; Prayer, Liturgy and Sacrament with a focus on Holy Week; Hebrew Stories; Conscience and Decision Making; Mary in Scripture and Art; and God and People in Creation.

The students are encouraged to get to know one another, the background of the College and religious tradition in which they belong. This is aided by a Reflection Day held during the year. Each unit offers a variety of learning environments and methods for students to reach specific outcomes.

## RATIONAL

Religious Education is one of a number of initiatives offered at the Academy of Mary Immaculate to develop the full person. Its primary focus is the development of faith in a Christian context and Roman Catholic tradition. Enriched by the charism of the Sisters of Mercy, in Religious Education students study various elements of Scripture and Jesus; Church and Community; God, People and Religion; Prayer, Liturgy and Sacraments; and Morality and Justice. It encourages belief and nourishment of the spiritual and communal life of the individual and College. The Catholic school and the Religious Education class is a forum for learning about and taking on Jesus' values of mercy, compassion, forgiveness, respect for the dignity of the individual, honesty, justice, equality and hope

## OUTCOMES

These are taken from the Guidelines for Religious Education of Students in the Archdiocese of Melbourne. A selection of the desired outcomes:

- To understand what it means to belong
- To sense belonging through understanding of others and friendship
- To identify symbols, rules, customs and beliefs of groups
- To share stories, customs and experiences of student's own life
- To gain an understanding of the history of the Sisters of Mercy and the Academy of Mary Immaculate
- To know about the Church's calendar and special days and rituals
- To show an appreciation of the Seasons of Lent and Easter
- To explore different forms of prayer
- To understand the meaning of prayer
- To experience and reflect on prayer and liturgical celebrations
- To know what a sacrament is and their place and meaning in the tradition
- To know about the basics of the Bible such as referencing, stories and characters
- To understand and know key Hebrew Scripture stories and characters and their place within the Christian tradition
- Deepen the understanding of Mary as the Mother of Jesus
- Analyse and participate in various Marian prayer forms such as the Rosary
- To understand Creation stories across cultures and our personal and communal responsibility to care for creation and the environment

## ASSESSMENT TASKS

1. **Folio** work on Belonging
2. **A Role Play** of Holy Week
3. **Visual depiction** of one of the Hebrew Bible Stories
4. **Folio** of work on Conscience and Decision Making
5. **Folio** of work on Mary in Art and Scripture
6. **Assignment** Creation Stories

## RESOURCES

*The RE class utilises a number of different resources. Principal resources include: The Bible and The Archdiocesan text titled To Know, Worship and Love Year 7. (Windows App.)*

## 2 POSITIVE EDUCATION PROGRAM

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### **RATIONAL**

Research supports the view that stand-alone programs have limited success in changing behaviour, or in linking to the developmental needs of students. Students who have a strong sense of well-being and are connected to community tend to be more resilient and able to manage their learning better. Learning cannot also take place if students have emotional and social needs they are struggling with. The purpose of this program is to address the developmental needs of students in Year 7 and is, where possible, linked with the issues covered in Year 7 Health lessons.

### **PRINCIPLES**

The Year 7 Positive Education Program is underpinned by the principles of positive psychology which place an emphasis on the potential of each individual to thrive and to cope with the complexity of every-day life. Positive psychology poses such questions as what works, what is right with this person and why do some individuals succeed when faced with unfavourable circumstances as opposed to others who do not. Positive psychology can be summarised as drawing on what is strong rather than dealing with what is wrong.

The lessons will explore the habits of mind that support and nourish confidence, self-knowledge, relationship building and emotional resilience.

The sessions will be based around three focus points:

- Positive Self
- Positive Relationships
- Positive Emotions

### 3 ENGLISH

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#### COURSE DESCRIPTION

The Year 7 English course aims to provide a wide variety of activities and learning experiences for students so that interest in and enthusiasm for English is established and maintained. Students study the novel *Pharaoh – The Boy Who Conquered the Nile*, the film *Shrek*, as well as selected poetry and the anthology, *Classic Myths to Read Aloud*. Reading for pleasure is encouraged with occasional visits to the Fiction Library. During this time students are also introduced to books from a variety of genres by the teacher librarian.

#### OUTCOMES

Students are encouraged to:

- Discuss and present challenging ideas and issues using a variety of text types, including poetry
- Discuss critically the spoken language use of others and select, prepare and present spoken texts for specified purposes and audiences
- Experiment with linguistic structures and features that enable speakers to influence audiences
- Identify strategies that speakers use to influence an audience, and use these appropriately
- Read texts that present challenging themes and issues, and construct interpretive responses to them
- Identify how texts are constructed for particular purposes and position audiences in particular ways
- Explain how specific techniques of language use affect readers' understanding
- Purposefully find and record information
- Use different text types effectively to present challenging ideas and information
- Adjust writing to present ideas and information effectively
- Control the linguistic structures and features of texts of some length and complexity
- Use a range of strategies to plan, compose, revise, and edit texts that present challenging ideas and information

#### ASSESSMENT TASKS

##### SEMESTER 1

**Writing Folio:** Students submit an example of writing in the descriptive mode.

**Text Response:** Students write an analysis of poetry and *Classic Myths to Read Aloud*.

**Oral Communication:** Students submit an oral presentation based on a selected poem.

##### SEMESTER 2

**Grammar Unit:** A sustained study of grammar using *Pharaoh-The boy who conquered the Nile*.

**Writing Folio:** Students submit a piece of creative writing in response to their study of classic fairytales.

**Text Response:** Analysis of a character or theme from the film *Shrek* and the novel, *Pharaoh-The boy who conquered the Nile*.

**Oral Communication:** Students present a dramatic presentation based on their study of classic fairytales.

## 4 MATHEMATICS

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### RATIONALE

The study of mathematics enables students to acquire the mathematical knowledge, ways of thinking and confidence to use mathematics to:

- conduct everyday affairs, for example monetary exchange, planning and organising events and measuring,
- make informed decisions at the personal, community and vocational level,
- engage in the mathematical study needed for further education and employment.

### COURSE DESCRIPTION

Students will develop mathematical fluency and understanding through their work with the Maths Pathway Program. This online program adapts to the mathematical learning needs of every student. This ensures that all students engage with the content strands of Mathematics at a level that is appropriate and challenging for them.

The content strands are:

- Whole Number & Integers
- Algebra
- Measurement and Geometry
- Decimals, Percentages & Ratio
- Statistics and Probability

Alongside this program, students will develop proficiency, problem solving and reasoning skills through work on *Maths 300*, *My Maths* and open investigation tasks. The problem solving tasks develop students skills Probability, Directed Numbers and Algebra.

### ASSESSMENT TASKS

In each semester students are assessed in:

#### 1. Skills Tests

Fortnightly skills tests in the Maths Pathway program will provide valuable feedback on the progress of each student.

#### 2. Problem Solving & Investigations

Numerous tasks that require students to develop strategies and then provide solutions to specific problem solving tasks.

### RESOURCES

*Online access to Maths Pathway (purchased via the booklist), Maths 300 and My Maths (both supplied by the College)*

## 5 SCIENCE

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### SEMESTER 1: **COURSE DESCRIPTION**

This semester, the curriculum focus is on explaining phenomena involving science and its applications. Students explain the role of classification in ordering and organizing information about living and non-living things. They classify the diversity of life on Earth into major taxonomic groups. They use and develop models including food chains, and food webs and analyse matter through ecosystems and explore the impact of changing components within these systems. Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

### **RATIONALE**

Science provides an empirical way of answering interesting and important questions about the biological, chemical, physical and technological world. Science is dynamic, collaborative and creative human endeavor arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems, Science knowledge is contestable and is revised, refined and extended as new evidence arises.

### **LEARNING FOCUS**

As students work towards the achievement of Level 7 standard in Science, they will:

- Develop their science inquiry skills by questioning, predicting, planning, conducting, processing and analyzing data, identifying controlled, dependent and independent variables, and evaluating investigation methods
- Identify equipment appropriate to the task
- Explore the diversity of life on Earth
- Develop their understanding of the role of classification in ordering and organizing information
- Construct and interpret food chains and food webs
- Classify organisms according to their position on the food chain
- Describe the role of micro-organisms within food chains and webs
- Analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems

### **ASSESSMENT TASKS**

1. **Topic Tests:** short quizzes and tests.
2. **Independent Investigations:** research based task that will allow students to explore an area of study in more depth
3. **Practical Activities:** students are to complete a series of experiments and submit formal reports demonstrating their findings
4. **Interpretation of Data:** students are to complete problem solving activities related to data presented in graphs, tables and text

### **RESOURCES**

*Student Textbook: Pearson Science 7 and Pearson Science Activity Book 7*

## SEMESTER 2: **COURSE DESCRIPTION**

This semester, the curriculum focus is on explaining phenomena involving science and its applications. They consider how the classification of renewable and non-renewable resources depends on the timescale considered. Students investigate relationships in the Earth-Sun-Moon system and use models to predict and explain astronomical phenomena. They explore changes in matter at a particle level, and distinguish between chemical and physical change. Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

## **RATIONALE**

Science provides an empirical way of answering interesting and important questions about the biological, chemical, physical and technological world. Science is dynamic, collaborative and creative human endeavor arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems, Science knowledge is contestable and is revised, refined and extended as new evidence arises.

## **LEARNING FOCUS**

As students work towards the achievement of Level 7 standard in Science, they will:

- Explore the notion of renewable and non-renewable resources
- Analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems
- Describe how new evidence has changed our understanding of the world
- Classify changes as reversible or irreversible
- Describe changes of state caused by heating and cooling
- Explain melting, freezing and evaporating
- Investigate the relationships in the Earth-Sun-Moon system
- Describe how different models of the solar system developed
- Describe how telescopes and space probes provided new evidence about space

### **ASSESSMENT TASKS**

1. **Topic Tests:** Short quizzes and tests
2. **Independent Investigations:**  
Research based task that will allow students to explore an area of study in more depth
3. **Practical Activities:** Students are to complete a series of experiments and submit formal reports demonstrating their findings
4. **Interpretation of Data:** Students are to complete problem solving activities related to data presented in graphs, tables and text

## **RESOURCES**

*Student Textbook: Pearson Science 7 and Pearson Science Activity Book 7*

## 5 HUMANITIES

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### **COURSE DESCRIPTION**

History, at Year 7 introduces the students to foundation skills such as inquiry and research. Students focus on three depth studies to investigate the Ancient Past. These three studies are:

- The contribution of Aboriginal and Torres Strait Islander peoples and cultures
- Ancient Egypt
- Ancient China

### **RATIONALE**

History is a disciplined process of investigation into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

### **LEARNING FOCUS**

During this unit of work students:

- Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes
- Analyse the different perspectives of people in the past
- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability
- Identify and explain patterns of continuity and change in society to the way of life
- Explain different historical interpretations and contested debates about the past
- Analyse the causes and effects of significant events that caused change and/or a decline over the period
- Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress

### **ASSESSMENT TASKS**

- 1. Research task:** Ancient Egypt
- 2. History Skills Folio**

### **RESOURCES**

*Digital Humanities Alive 7 VIC*

## GEOGRAPHY

### COURSE DESCRIPTION

There are two units of study in the Year 7 curriculum for Geography:

- Water in the world
- Place and Liveability.

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment.

### RATIONALE

Geography as a discipline integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibility for that world and propose actions designed to shape a socially just and sustainable future.

### LEARNING FOCUS

#### Water in the world

- The classification of environmental resources and the forms that water takes as a resource
- The quantity and variability of Australia's water resources.
- The nature of water scarcity and ways of overcoming it.
- The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region.
- The causes, impacts and responses to an atmospheric or hydrological hazard.

#### Place and Liveability

- The factors that influence the decisions people make about where to live and their perceptions of the liveability of places.
- The influence of accessibility to services and facilities on the liveability of places.
- The influence of environmental quality on the liveability of places.
- The influence of social connectedness and community identity on the liveability of places.
- The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.
- Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places.

### ASSESSMENT TASKS

1. **Folio:** Personal Water Log
2. **Fieldwork Report on Liveability**

### RESOURCES

*Digital Humanities Alive 7 VIC*

## CIVICS AND CITIZENSHIP

### **COURSE DESCRIPTION**

Civics at Year 7 focuses on three key areas

1. Government and Democracy
2. Laws and Citizens
3. Citizenship, Diversity and Identity

### **RATIONALE**

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. They gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

### **LEARNING FOCUS**

During this unit of work students:

- How is Australia's system of democratic government shaped by the Constitution?
- How are laws made and applied in Australia?
- What are the freedoms and responsibilities of citizens in Australia's democracy?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?
- What different perspectives are there about national identity?

### **ASSESSMENT TASKS**

**Folio:** on the 3 levels of government and class activities

### **RESOURCES**

*Digital Humanities Alive 7 VIC*

# 11 DIGITAL TECHNOLOGIES

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## **COURSE DESCRIPTION Semester Unit**

The course aims to develop students understanding of how computers work through the study of how data is represented in digital systems, flow charts, programming using visual coding and computational thinking. It also endeavours to introduce students to a range of tools which can be used in project development.

Throughout the semester students will be introduced to binary coding to give them an insight into what is happening inside a computer, behind the user interface. Students will learn to create algorithms, develop and use flow charts as a planning and organisational tool in conjunction with learning programming through visual programming languages.

## **RATIONALE**

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take an active role in meeting current and future needs.

## **OUTCOMES**

- Show an understanding of different ways data is represented.
- To use design tools to propose a solution to an information problem.
- Show an understanding of how subtle changes to code impact the final outcome

### **ASSESSMENT TASKS**

**1. Test:** Demonstrate acquisition of skills in representing data in binary systems.

**2. Flowchart and Test:** Design, create and evaluate a flowchart of a solution to a problem and complete a short test

**3. Program and Test:** Students develop their own program and a short test.

## **RESOURCES**

*Online resources from STILE, GROK Learning, Hour of code applications including, LightBots and Code.org, Clickview online and Computer Science Field Guide.*

## 7 PHYSICAL EDUCATION & HEALTH

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### COURSE DESCRIPTION

Physical Education is composed of two 50 minute periods (double period) and Health is one single 50 minute period. Throughout this year students will develop the knowledge and skills to make informed decisions. They will also plan strategies, implement and evaluate actions that promote growth and development, fitness, effective relationships and the safety and health of individuals and groups. They will participate in a variety of physical activities.

Semester 1 PE Swimming Athletics Gymnastics Ball Skills	Semester 1 Health Water safety Sun Smart Nutrition	Semester 2 PE Heart Health Netball Softball Indoor/Outdoor	Semester 2 Health Bullying Changing & growing
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### RATIONALE

The Physical Education curriculum allows students to analyse how their body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities.

In the Health curriculum students look at actions that can enhance their own and other's health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students will demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

### ASSESSMENT TASKS

1. Swimming Assessment
2. Skill Acquisition in selected sports
3. Gymnastics Routine
4. Written Tests in selected sports
5. Sunsmart Investigation
6. Nutrition Theory Test
7. Investigation into Growth and Development
8. School-Based Bullying Awareness Campaign
9. Role Play

### RESOURCES

**Student** *Customised Workbook - Pearson Australia.*

**College Resources** *Additional e-resources as provided by staff.  
Access to relevant Internet sites*

## 9 PERFORMING ARTS DANCE AND DRAMA

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### INTRODUCTION

In Year 7 students study three areas of the Performing Arts; Dance, Drama and Music. Each course is a semester in duration and designed to give students an opportunity to experience the arts in both a mentally and kinaesthetically engaging way.

### DANCE COURSE DESCRIPTION

This unit explores dance at an introductory level. Students are required to explore ideas from a range of stimuli and to structure their movement using the elements of dance making. Students learn to apply knowledge of the safe use and care of the body in the development of their physical skills and body actions.

### RATIONALE

This unit introduces students to another form of communication-dance. Students will participate in individual and group activities exploring the elements of dance,–using themes, props, sound and music. Students will use processes such as experimenting, developing, selecting, rehearsing, preparing and presenting dance works.

### OUTCOMES

Students will be able to:

- Improvise movements in a group work to convey an idea
- Express emotions by abstracting movement and linking shapes to make a dance sequence
- Respond to stimuli and move appropriately
- Develop coordination and elements of dance making
- Plan and present dance works
- Appreciate a dance performance and describe aspects of the presentation

### ASSESSMENT TASKS

1. Create and perform a warm up routine
2. In small groups, choreograph a dance using a variety of dance elements
3. Written assignment on a particular aspect of dance

### RESOURCES

**Student Requirements:** *A4 sized exercise book.*

*Uniform for dance – please refer to your Student Planner*

**College Resources:** *A range of musical styles introduced via CDs.*

*Choreography, a Basic Approach Using Improvisation S.Cerny Minton*

# PERFORMING ARTS MUSIC AND INSTRUMENTAL MUSIC

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## DRAMA COURSE DESCRIPTION

Year Seven Drama introduces the students to the skills of mime, sound and improvisation.

- Students explore and develop these skills in a series of workshops that culminate in the presentation of polished performance pieces.
- Students will use a range of stimulus from a range of cultures as well as personal experience.
- Self analysis and the analysis of professionals are completed in written form.
- The course also focuses on developing students; self confidence and group work skills.

### ASSESSMENT TASKS

1. **Performance tasks:** Students develop and present performance tasks which focus on the key skills taught in the unit.
2. **Journal:** Students maintain a journal of class activities, including reflections, script ideas and research. Students also complete self analysis of performances and processes within this journal
3. **Performance Analysis:** Students present a written analysis of a performance

## CREATIVE MUSIC COURSE DESCRIPTION

Students explore the qualities of sound by improvising, composing, interpreting and performing music in a range of styles and forms. They develop their aural perception and sensitivity in making choices about the nature of the elements of music in the works they create and perform. Students will study the fundamentals of music and will be able to demonstrate an understanding of the ways in which music is made in particular cultural and historical contexts.

## INSTRUMENTAL MUSIC COURSE DESCRIPTION

This is an introduction to the basic skills of playing an instrument. Students will attend weekly lessons and be responsible for regular practice. Students will also be required to research aspects of their chosen instrument. Students will study the fundamentals of music and demonstrate this knowledge through various solo and group activities.

### OBJECTIVES

Upon completion of Year 7 Music, students will be able to:

- Use starting points such as observation, experiences and research to express and present ideas and feelings when making and presenting music
- Demonstrate a range of skills, techniques and processes in organising music elements to structure music
- Describe how the organisation of music communicates ideas and feelings
- Demonstrate an understanding of the ways in which music is made in particular cultural and historical contexts
- Demonstrate a basic command of either the flute, clarinet, trumpet, French horn, trombone, violin, viola or cello

### ASSESSMENT TASKS

Semester Unit Music

1. Aural and Theory Skills Test.
2. Instruments of the Orchestra Assignment.

Semester Unit Instrumental Music

1. Performance (individual and group).

### RESOURCES

*Standard of Excellence – Bruce Pearson (Borrowed from the MRC)*

## 8 VISUAL ARTS

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### LEARNING FOCUS

The Visual Arts course encourages students to use a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas.

Students work both independently and collaboratively to develop creative and effective ways of combining and manipulating arts elements, principles and/or conventions when designing, making and presenting art works for particular purposes and audiences.

### AREAS OF STUDY: COURSE DESCRIPTION

The areas of study in this unit include:

- **Creating and Making:** ideas, skills, techniques and processes
- **Exploring and Responding:** criticism, research, aesthetics and contexts

The Topics of Drawing, Printmaking, Ceramics and Textiles are focus areas in the Creating and Making component. A range of themes and topics such as portraiture, still life, and natural objects will be explored to draw out the individuality and interest areas of each student as she learns new skills in each medium. Students will respond to the Arts, in written and oral form by critically reviewing their own and others' art works, reviewing artworks and reflecting on their own developmental and finished work through written annotations, diagrams and descriptions of skills, processes and ideas.

### ASSESSMENT TASKS

#### Creating and Making: Folio

Students produce four finished artworks in the following media, supported by developmental design and exploratory work.

1. **Printmaking** A lino print.
2. **Ceramics** A 3-dimensional sculpture using the pinch pot technique.
3. **Textiles** A 3-dimensional soft sculpture that utilises felt and textile techniques.
4. **Drawing** An introduction drawing media leading to a series of observational drawings and an introduction to one point perspective.

**Exploring and Responding:** Completed each semester

1. **Research Report** *Understanding Culture and Country* - A written research report based on a study of Australian Aboriginal art and culture from the Ian Potter Centre, Federation Square.
2. **Research Report** *A Focus on Asia* – a written research report focussed on Buddhist Sculpture from the permanent collection of Asian Art and Artefacts at the National Gallery of Victoria – International, St Kilda Road.

## 10 LANGUAGES

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### INTRODUCTION

In year 7 students have the opportunity to experience all 3 languages offered at the Academy in order to help them select a language to study further in years 8 and 9.

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

### ITALIAN Term Unit

#### COURSE DESCRIPTION

In this unit, students are introduced to the systematic study of Italian language forms and experience the pleasures of language learning through the communicative approach. The course encourages student oral participation in dialogues and role plays. Students begin to develop the basic communication skills required for situations such as introductions, expressing likes and dislikes, and describing people and classroom objects in speech and writing.

#### OUTCOMES

At the end of this unit, students should be able to:

- Listen to teacher, peers and others exchanging personal or factual information, opinions, directions and instructions, as well as listening to simple stories, dramatic episodes, films or videos.
- Demonstrate comprehension by contributing turns in role plays, making choices, classifying, sequencing, creating captions or making simple evaluative remarks.
- Participate in short interactive exchanges, role-plays or short presentations.
- Read a simple story, skit or dramatic episode and identify sequence of events and express preferences
- Read short and simple texts and respond by identifying main ideas
- Write descriptions and short narratives

#### ASSESSMENT TASKS

1. **Listening Comprehension:** Questions answered in writing in relation to an aural recording
2. **Dialogue Presentation:** Memorisation and re-enactment of a dialogue or oral presentation
3. **Reading Comprehension:** Questions answered in response to a written passage
4. **Written Exercises:** Production of short writing passages
5. **Linguistic Elements:** Vocabulary and language tests on each unit

**RESOURCES** *College supplied workbook.*

## FRENCH Term Unit

### COURSE DESCRIPTION

In this unit, students learn how to introduce themselves and others in French. They learn how to give their names, nationalities and ages, to say what languages they speak and where they live. They learn to talk about their family, pets and colours. They also learn how to give this information about other people. They learn the alphabet in French and the numbers 1-100. This language is reinforced through dialogue and role plays. They are also introduced to elements of French culture.

### OUTCOMES

At the end of this unit, students should be able to:

- Listen to teacher, peers and others exchanging personal or factual information, opinions, directions and instructions, as well as listening to simple stories, dramatic episodes, films or videos.
- Demonstrate comprehension by contributing turns in role play, making choices, classifying, sequencing, creating captions or making simple evaluative remarks.
- Participate in short interactive exchanges, role plays or short presentations to talk about self, family, friends, school and social activities.
- Read a simple story, skit or dramatic episode, and identify a sequence of events and express preferences.
- Present information in a simple text to accompany graphics, photos or illustrations (e.g. a poster with captions)

### ASSESSMENT TASKS

1. **Listening Comprehension:** Questions answered in writing in relation to an aural recording
2. **Dialogue Presentation:** Memorisation and re-enactment of a dialogue.
3. **Reading Comprehension:** Questions answered in response to a written passage
4. **Written Exercises:** Practical application of language elements studied

### RESOURCES

#### College Resources *Touche 1*

*Teacher generated worksheets and handouts provided.*

## JAPANESE Semester Unit

### COURSE DESCRIPTION

The Year 7 Japanese course begins with the study of Japan's geography. Students are then introduced to the basic Japanese script, hiragana, and some basic kanji. Students learn to count to 100, introduce themselves and communicate using a variety of daily expressions. Students begin to develop the basic communication skills required for situations such as expressing likes and dislikes, and describing people and animals in speech and writing.

### OUTCOMES

At the end of this unit, students should be able to:

- Listen to teacher, peers and others exchanging personal or factual information, opinions, directions and instructions, as well as listening to simple stories, dramatic episodes, films or videos
- Demonstrate comprehension by contributing turns in role play, making choices, classifying, sequencing, creating captions or making simple evaluative remarks
- Participate in short interactive exchanges, role plays or short presentations to talk about self, family and friends
- Read a simple story, skit or dramatic episode, and identify a sequence of events and express preferences
- Present information in a simple text to accompany graphics, photos or illustrations (e.g. a poster with captions)

### ASSESSMENT TASKS

1. **Listening Comprehension:** Questions answered in writing in relation to an aural recording
2. **Speaking Exercises:** Giving a self-introduction and answering questions in relation to personal information
3. **Reading Comprehension:** Questions answered in response to a written passage
4. **Written Exercises:** Hiragana script Tests

**RESOURCES** College supplied workbook.

### **INFINITY READING CHALLENGE**

Our vision is to develop lifelong readers. All Year 7 students will be encouraged to participate in the Infinity Reading Challenge. The books on the reading list is a good starting point. The books have been selected to cover a wide variety of themes and reading levels and is updated regularly.

### **INFORMATION SKILLS**

As the amount of information available, both in printed and electronic format, is increasing at a phenomenal rate, it is important that students are given the opportunity to develop skills which will assist them in accessing, evaluating and processing this information in order to meet their information needs.

The teacher librarian collaborates with the teachers of Year 7 to incorporate the teaching of information skills within the Year 7 curriculum. Students will be provided with opportunities to gain competency in defining their information needs, locating and selecting resources, organising and presenting the information and finally evaluating their success as information users.

Students will be given the opportunity to:

- Develop the capacity to locate information, to know how and where to find it from a range of sources, and how to select, organise and communicate it to others
- Develop the skills required to analyse, interpret, synthesise and organise information
- Become familiar with the various online databases available and how to access and search