

Good Samaritan Catholic College



Journeying with
Compassion

YEAR 9 2008 ELECTIVES

INTRODUCTION

Dear Students / Parents,

This booklet is designed to help you understand the courses you will be studying during Stage 5 (Years 9 and 10) at Good Samaritan Catholic College. It lists the compulsory subjects and gives a brief outline of the Elective courses that may be offered.

The aim of the booklet is to provide you with some initial information about your electives. You will need to seek out further information from your teachers and to discuss your choices with your parents.

Remember when choosing your electives you should consider carefully your interests and talents. If you have a particular career in mind you may be interested in certain areas, but keep in mind, no elective subjects are pre-requisites for Years 11 and 12. Your ability, interest and motivation are the key points to consider.

Good luck with your decision making!

The Good Samaritan College Staff

CURRICULUM YEARS 9 AND 10

The Year 9 and 10 course of study forms a module, with successful completion of it leading to the Award of the School Certificate at the end of Year 10. Students study a combination of core and elective subjects across the two years.

Core Subjects

All students will study:

- Catholic Studies
 - English
 - Mathematics*
 - Science
 - Australian Geography
 - Australian History
 - Personal Development, Health and Physical Education
- There are 3 pathways in Mathematics. See the Mathematics section for further detail.

ELECTIVE SUBJECTS

The following courses are proposed for 2007. The numbers of students selecting the course, staffing and available resources will all need to be considered before the courses are finalised.

They are listed here by the Key Learning Area to which they belong and in the following pages they appear alphabetically.

Creative Arts

Dance

Drama

Music

Photographic and Digital Media

Visual Arts

Visual Design

Human Society and Its Environment

Commerce

Elective Geography

Elective History

Language

Italian

Personal Development Health and Physical Education

Physical Activity and Sports Studies

Technology and Applied Studies

Design and Technology

Food Technology

Graphics Technology

Industrial Technology (Wood)

Industrial Technology (Metal)

Information Software Technology

MATHEMATICS

Mathematics in Years 9 and 10 is a compulsory subject. There are three pathways for Stage 5 Mathematics (5.1, 5.2 and 5.3), each building on the concepts developed in the preceding pathway. Each student will be advised of the most appropriate pathway for him/her during term four. This will be determined by the student's performance and results in Year 8. Although it is possible to change pathways during the course of Year 9, it is certainly desirable to have the student in the appropriate pathway and class from the beginning of Year 9. Any changes would need to be discussed with the student's teacher and have the approval of the Mathematics Co-ordinator.

The Mathematics Stages

Stage (Pathway) 5.3

Stage 5.3 content includes the content for 5.1 and 5.2. This course is designed for capable and committed mathematics students. Students who successfully complete this pathway will be generally encouraged to take either the Mathematics or Extension Mathematics course in Years 11 and 12. For students intending to take the Extension Course in Years 11 and 12, it is recommended that they experience the optional topics including *Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry*.

Stage (Pathway) 5.2

Stage 5.2 builds on and includes the content of Stage 5.1. This course is designed for the student of average mathematics ability and with a proven work ethic. Students who successfully complete this pathway will generally be encouraged to take the General Mathematics Course in Years 11 and 12. For students intending to study the Stage 6 Mathematics Course in Years 11 and 12, it is recommended that they experience the topics *Real Numbers, Algebraic Techniques and Co-ordinate Geometry* as well as at least some of the topics of *Trigonometry and Deductive Geometry from Stage 5.3*.

Stage (Pathway) 5.1

Stage 5.1 is designed for students who need to consolidate their skills in mathematics. Students intending to study a mathematics course in Years 11 and 12 will also be expected to cover at least some of 5.2 content, particularly the *Patterns and Algebra and Trigonometry* topics.

ELECTIVE GEOGRAPHY

What is Elective Geography?

Geography is a compulsory subject for the School Certificate and the Elective Geography course allows students to broaden their understanding of the discipline and the processes of geographical inquiry. The Elective Geography course develops students' communication skills (written, oral, technological), ability to work in teams, decision-making skills, flexibility, self management and problem solving, all of which are highly sought after by employers.

For whom is it suitable?

Elective Geography is suitable for students who have an interest in both the human and physical environment and who wish to expand their geographical knowledge beyond the compulsory Geography course. It is suitable for students who have an interest in:

- Environmental Management
- Leisure, Travel and Tourism
- Scientific Services
- Education, Professional and Social services
- Management and Administration
- Information Services
- Business & Finance

The skills and knowledge learned in the Elective Geography course is suitable for students seeking a career in:

- Urban and Rural Planning
- Nature Conservation
- Landscape Architecture
- Surveying
- Cartography (map making)
- Meteorology

Topics studied may include:

- Physical Geography
- Development Geography
- Australia's Neighbours
- Geography of Primary production
- Political Geography
- Economic Geography
- Oceanography

Assessment:

Assessments for the Elective Geography course may include: Tests, Research, Assignments, Fieldwork and Presentations.

COMMERCE

What is Commerce?

Commerce is the study of how a society works and how it relates to individuals.

It provides students with the opportunity to develop skills in money management, making decisions, solving problems (that consumers face) and becoming responsible citizens.

For whom is it suitable?

Commerce is suitable for students who want to learn:-

- How to earn money and how to spend it wisely
- How to borrow money for items such as houses, holidays and cars
- How to organise a holiday and itinerary
- How to handle a dispute between a business and themselves
- Where to go if you are experiencing financial problems
- Where to invest your savings to earn you more income
- Why we have laws in Australia and who makes them
- Why we have juries and who can serve on one
- Why we have to pay taxes

Topics studied include:

There are 4 **core** topics in Commerce which must be studied.

- (i) Consumer Choice and Personal Finance – Year 9
- (ii) Employment Issues and Law and Society – Year 10

You must also study elective topics which may include:

- | | |
|------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Investing | <input type="checkbox"/> Political Involvement |
| <input type="checkbox"/> Promoting and Selling | <input type="checkbox"/> Travel |
| <input type="checkbox"/> E-Commerce | <input type="checkbox"/> Law in Action |
| <input type="checkbox"/> Global Links | <input type="checkbox"/> Our economy |
| <input type="checkbox"/> Towards Independence | <input type="checkbox"/> Community participation |
| <input type="checkbox"/> Running a Business | |

Assessment:

Some activities could involve:

Tests

Research Tasks

Case Studies

Projects

ELECTIVE HISTORY**What is Elective History?**

Elective History provides students with the opportunity to explore a range of historical events, personalities and issues. Students will develop skills in critical thinking, analysis, investigation and research and communication.

For whom is it suitable?

The course is suitable for students who have an inquiring mind, like gathering and using evidence to solve problems, enjoy the challenge of examining issues from different perspectives and have a genuine interest in how the world in which they live has come to be.

Topics Studied:

“Digging up the Past” – Archaeology of the Ancient World

“Heroes and Villians”

“History through Hollywood” – Film as History

“History through Memory” – A study of the Holocaust

“Over to You” – an Historical investigation of a topic of your choice.

Assessment:

- Archaeological site study
- Source Analyses
- Extended Responses
- Independent Research Project
- Tests

FOOD TECHNOLOGY

What is Food Technology?

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

TEXTILES TECHNOLOGY

What is Textiles Technology?

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles

What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel
- Furnishings
- Costume
- Textile arts
- Non-apparel.

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

What will students learn to do?

By examining the work of designers students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

INDUSTRIAL TECHNOLOGY - TIMBER

What is Industrial Technology – Timber?

The major emphasis of the Industrial Technology subject is on students being actively involved in the planning, development and construction of quality practical projects. Students will be provided with a range of theoretical and practical experiences to develop knowledge and skills in the selected focus area (**Timber**).

Core modules develop knowledge and skills in the use of materials, tools and techniques related to **timber**.

A project report is required for each practical project completed and will form part of the overall assessment of each module.

Focus Areas and Modules:

Timber focus area is divided into two compulsory core modules – General Wood 1 & 2 (50 hours each) that lead to two optional specialised modules – Cabinetwork 3 and 4 (to be studied for not less than 50 hours each). The core modules of each focus area include the design, production and development and evaluation of practical projects that develop basic understanding and skills. These are further enhanced through the specialised modules.

Individual modules (core and specialised) provide specific content related to the focus areas, which will be developed in the key areas of:

- Occupational Health and Safety (OHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact

INDUSTRIAL TECHNOLOGY - METAL

What is Industrial Technology – Metal?

The major emphasis of the Industrial Technology subject is on students being actively involved in the planning, development and construction of quality practical projects. Students will be provided with a range of theoretical and practical experiences to develop knowledge and skills in the selected focus area (**Metal**).

The metal focus area provides opportunity for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to **metal**.

A project report is required for each practical project completed and will form part of the overall assessment of each module.

Focus Areas and Modules:

Metal focus area is divided into two compulsory core modules – General Metal 1 & 2 (50 hours each) that lead to two optional specialised modules – Fabrication 3 & 4 (to be studied for not less than 50 hours each). The core modules of each focus area include the design, production and development and evaluation of practical projects that develop basic understanding and skills. These are further enhanced through the specialised modules.

Individual modules (core and specialised) provide specific content related to the focus areas, which will be developed in the key areas of:

- Occupational Health and Safety (OHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact

INFORMATION AND SOFTWARE TECHNOLOGY

What is Information and Software Technology?

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Authoring and Multimedia
- Digital Media
- Database Design
- Internet and Website Development
- Software Development and Programming

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

GRAPHICS TECHNOLOGY

What is Graphics Technology?

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

What will students learn about?

All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

Students undertaking 200 hours of Graphics Technology may also study a range of options that focus on specific areas of graphics including:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting
- Cartography and Surveying
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Product Illustration
- Technical Illustration.

What will students learn to do?

The major emphasis of the Graphics Technology syllabus is on students actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

DESIGN AND TECHNOLOGY

What is Design and Technology?

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

What will students learn about?

All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

What will students learn to do?

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

MUSIC

What is Music?

The elective Music course is structured around the three key learning experiences, Performance, Composition and Listening. Throughout this course students will work through these experiences and be exposed to a variety of styles of music and various instruments, through which they will explore a range of musical concepts and the contexts of style, period and genre. Students will have an opportunity to select an instrument that will become their primary instrument for the course. They also have the opportunity to use technology to undertake composition tasks, particularly using the 'Finalenotepad' and 'Acid' programs.

What will students learn about:

Year Nine

- ❑ Jazz Music
- ❑ Music of a Culture
- ❑ Traditional and Contemporary Folk Music
- ❑ An instrument, its Repertoire and an Ensemble

Year Ten

- ❑ Baroque Music
- ❑ Classical Music
- ❑ Popular Music

For whom it is suitable?

- ❑ Students who want to seriously perform, compose and analyse music whilst having fun playing solo and in an ensemble.
- ❑ Students who wish to explore their creativity.
- ❑ Students who have a level of musical ability and wish to develop this with further study.
- ❑ Students who are willing to dedicate personal time practising and mastering an instrument.

Assessment

Students will undertake a range of tasks which will examine their knowledge and skills in each of the experiences; performance, listening and composition.

Some of the tasks include:

- ❑ Baroque composition
- ❑ Classical music performance
- ❑ Listening to Jazz pieces
- ❑ Rock music composition and performance

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

What is Physical Activity & Sports Studies?

Physical Activity & Sports Studies provides for a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. It includes study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals.

Physical Activity & Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences, physical fitness activities, and the use of activity for therapy and remediation.

For whom is it suitable?

This is an excellent subject for the student who has an interest in future senior study of PDHPE and careers in the areas of sports research, sports administration, sports management, sports coaching / teaching or medical science.

Topics studied include:

Students will develop knowledge and skills by studying areas such as:

Foundations of Physical Activity

- Body systems and energy for physical activity

Physical Activity and Sport in Society

- Australia's Sporting Identity
- Lifestyle, Leisure and Recreation

Participation and Performance

- Coaching and Leading
- Event Management

The course involves a significant theory component with supplementary practical learning experiences.

VISUAL ARTS

What is Visual Arts?

The Visual Arts Additional Studies Course (Years 9 & 10) is organised into three practices; art making, historical study and critical study, with an emphasis given to the art making practice. In this course students will explore and develop their art making skills in a range of forms, which include:

- Drawing
- Painting
- Sculpture
- Ceramics
- Photography
- Printmaking
- Digital Media
- Graphic Design

Students will work through a series of units that consider different themes, these include:

- Landscape
- Animals
- Interiors
- Religious Art
- People
- Machines/Cars
- Social Issues

Through historical study and critical study the students will learn about artists and artworks that have a direct correlation with the themes and art forms being taught through art making. In particular the students will learn to deconstruct and examine artworks from each of the four frames; subjective, structural, cultural and postmodern and the conceptual. This will be enriched with opportunities to see art exhibitions at major and local art galleries, working in outdoor locations, action research tasks and the arrangement of their own art exhibitions in our College Art Gallery. In addition students' artworks may be entered into appropriate local and state-wide art competitions though their involvement in this course.

For whom is it suitable?

All students are capable of undertaking Visual Arts as an elective subject; we aim to work with students to improve their existing talents and to learn new skills.

The course is particularly suitable for students who have an interest in the following careers/areas:

- Advertising
- Animation
- Art Critic
- Ceramics
- Photography
- Digital Media
- Art Historian
- Set Design
- Design
- Arts Journalism
- Visual Artist
- Architecture

Assessment

A range of **practical** and **theory** tasks will be completed in the assessment program. **Some of these include:**

- Major Painting working with acrylics on canvas
- Series of drawings and a watercolour painting
- Co-curate an art exhibition and write a catalogue entry
- Printmaking Portfolio
 - o *Dry point etching*
 - o *Linoprints*
 - o *Screen prints*
 - o *Callographs*
- Sculptural works using traditional and non-traditional materials
- PowerPoint or website construction to present a research task.

- *Monoprints*

DRAMA

What is Drama?

In the Drama course, students learn about themselves and others by creating characters and situations. Drama provides a great way of increasing self-confidence and social awareness.

The study of Drama is valuable for secondary students because it is an important form of expression and communication in almost every known culture, including those which make up Australian society.

Drama is about co-operation. Students develop their ability to share and communicate.

For whom is it suitable?

Are you a good reader?

- Do you enjoy speaking in front of large groups?
- Are you good at remembering lines?
- Are you a confident person or would you like to build up your confidence?
- Do you like to explore a range of issues / emotions?
- Are you the type of person who can co-operate and work well in a group?

What will students learn to do?

Students will learn to:

- Communicate with increased skill and more self-confidence.
- Use voice and movement effectively.
- Work co-operatively and creatively in groups.
- Create situations and characters of their own.
- Understand situations and characters created by other people.
- Experiment with dramatic presentation.
- Identify issues through drama.
- Write about drama and theatre.
- Evaluate their creative work.
- Identify the place of drama in society.

What are some activities covered in this subject?

- Improvisation.
- Playbuilding.
- Experimenting with Dramatic Forms.
- The reading and writing of scripts as texts for performance.
- Exploring performance spaces and conventions of theatre.
- Technical aspects of production.
- Experiencing dramatic presentations.
- Discussing, reading and writing about Drama and Theatre.

ITALIAN

Why Study Italian?

The Italian language is widely spoken in Australia and the Italian community is well established. It continues to make major contributions to contemporary Australian society. The study of the Italian language and culture enables students to gain access to Italy's rich cultural, historical, artistic and literary contributions to the global community and also provides them with opportunities for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in Italian.

They will explore the nature of languages as systems by making comparisons between English and Italian.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and Italian culture.

What will students learn to do?

Students will develop the skills to communicate in another language. They will listen and respond to spoken Italian. They will learn to read and respond to written texts in Italian. Students will establish and maintain communication in familiar situations using Italian language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of this language. They develop a capacity to interact with people, their culture and their language.

Themes / Topics studied:

- Comparative study of Italian and Australian youth
- Italian film
- Travel / transport
- Family, friends and home life
- Food – shopping and eat out
- Festivals and special occasions
- Health and fitness
- Sport
- Fashion

PHOTOGRAPHIC AND DIGITAL MEDIA

What is Photographic & Digital Media?

Photographic and Digital Media is an elective course that provides opportunities for students to enjoy making and studying photographic and video-based artworks. This course provides a more in-depth study of Photographic and Digital Media than is covered within the Visual Arts course.

Photographic and Digital Media includes such areas as black and white still photography, darkroom practices, occupational health and safety, video/film, installation and performance artworks, digital media, photographic manipulation (both wet photography and digital media), web design and internet art. A range of topics that encompass some of these areas will form the basis of this course.

Students learn to make photographic and digital media works using a range of materials and techniques in still (black and white), interactive and moving forms. They will learn how to use a range of software including Adobe Photoshop, Adobe Illustrator and Paint Shop Pro to work with images of their own creation as well as found images to create photographic works. Throughout this course students will learn to represent their various ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works. Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring the work of photographic and digital media artists from different times and places. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.

For whom is it suitable?

All students are capable of undertaking Photographic and Digital Media as an elective subject. All students will be encouraged to further develop the knowledge and skills gained in the mandatory Visual Arts course, specifically focusing on Photographic and Digital Media areas.

This course is particularly suitable for students who have an interest in the following careers / areas:

- photographers
- marketing
- advertising
- web design
- film and television
- digital media
- digital animation
- visual arts
- art historians
- art critics
- curators
- designers

Photographic & Digital Media Cont.

Assessment

A range of practical and theory tasks will be completed in the assessment program.

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

Some of these tasks may include:

- portfolio of photographic works in selected areas of study including such areas as: wet black and white photography, digital media and video, incorporating a range of themes and skills, including image manipulation and images for particular purposes.
- research of contemporary photographers and film-makers.
- journal article critiquing the work of photographers and film-makers.
- curatorship of an exhibition.

VISUAL DESIGN

What is Visual Design?

Visual Design is an elective course that provides opportunities for students to enjoy making and studying visual design works. This course provides a more in-depth study of visual design than is covered within the Visual Arts course.

Visual Design includes such areas as web design; architectural design; product design; multimedia; jewellery design; illustration and cartooning; digital animation; multimedia; advertising; theatre design; ceramic design and product design; interactive works; interior and exterior design. A range of topics that encompass some of these areas will form the basis of this course.

In this course students would learn to make visual design works in a range of forms and to become informed about and understand and write about design in their contemporary world. This course enables students to represent their ideas and interests about the world in visual design artworks and provides insights into new technologies, different cultures, and the changing nature of visual design in the 21st century. Students will learn to use a range of software including Adobe Photoshop, Adobe Illustrator and Paint Shop Pro.

They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Visual Design journal.

For whom is it suitable?

All students are capable of undertaking Visual Design as an elective subject. All students will be encouraged to further develop the knowledge and skills gained in the mandatory Visual Arts course, specifically focusing on Visual Design areas.

This course is particularly suitable for students who have an interest in the following careers / areas:

- product design
- marketing and advertising
- web design
- architecture
- commercial design
- industrial design
- space, light and sound design
- graphic design
- set design for theatre and media
- fashion and textile design
- design/art critics
- design/art historians
- curators
- jewellery and accessory design
- animation and illustration

Visual Design Cont.

Assessment

A range of **practical** and **theory** tasks will be completed in the assessment program.

Students are required to produce a folio of work and keep a Visual Design journal that reflects the processes followed and decision taken in the development of visual design works.

Some of these tasks may include:

- portfolio and designs in selected areas of study including such areas as: product design, fashion design, interior and exterior design, marketing and poster design.
- research of contemporary designers and design practice.
- journal article critiquing the work of a designer.
- curatorship of a design exhibition.

DANCE

What is Dance?

Dance is an elective course that is organised into three parts, which are called areas of practice.

Throughout the Stage 5 Dance Course students will study these three practices, in an increasingly interrelated and complex way.

Practices

1. Performance – students learn dance technique and performance quality. Students will need to perform either individually or in groups.
2. Composition – students create and structure movements to express and communicate ideas.
3. Appreciation – students will learn to describe and analyse dance as an expression of ideas within social, cultural and historical context.

It is important that all prospective students note that in this course dance is considered an expressive artform, which has a theoretical and practical component, rather than be seen as being similar to expert dance tuition in a studio environment or recreational dance classes.

Dance as an artform is the philosophical base of the dance syllabus. It aims for students to experience, understand, value and enjoy dance as an artform.

For whom is it suitable?

- Students who wish to explore their creativity
- Students who are willing to express their emotions and ideas through a creative artform
- Students who are looking to pursue performing arts in the future
- Students who show a genuine interest in all forms of dance technique.

Assessment

A range of **practical** and **theory** tasks will be completed in this assessment program. Some of these include:

- Individual or group presentations demonstrating safe-dance practices, dance technique and dance styles
- Performances of individual and group composition projects
- Multimedia presentations including video production of dance performances
- Research tasks examining such areas as safe dance practices, dance works as an artform, the works of particular choreographers, dance styles and historical periods, and dance companies
- A dance process diary or journal based on ongoing works
- Worksheets, evaluation sheets or feedback sheets relating to activities in all practices.

