

Year 8 Dance (Elective)

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<ul style="list-style-type: none"> • Introduction to safe dance • Body skills/dance technique • Exploring aspects of space 	<ul style="list-style-type: none"> • Stimulus - visual • Generating and organising movement • Dance in context - Indigenous dance 	<ul style="list-style-type: none"> • Dance sequencing • Manipulation/development of a class performance piece (Showcase Evening) • Performance quality applied to a dance. 	<ul style="list-style-type: none"> • Body skills – Jazz/hip hop technique • Exploring aspects of time • Dance in context – historical time-line of Jazz/popular dance forms
Assessment	<ul style="list-style-type: none"> • Floor/Centre technique sequence • Self evaluation of performance 	<ul style="list-style-type: none"> • Research task – indigenous dance forms 	<ul style="list-style-type: none"> • Composition in groups • Process journal 	<ul style="list-style-type: none"> • Small group dance composition • Jazz theory portfolio
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	4.4.1, 4.1.2, 4.3.1	4.2.1, 4.2.2	4.1.1, 4.3.1, 4.3.2	4.1.3, 4.2.2, 4.3.1, 4.3.2

Year 8 Drama (Elective)

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p>The Origins of Theatre In this unit students will explore the theatre of Ancient Greece and investigate the stories, performance style and dramatic elements of this theatre. Students will devise and perform their own work based on a stimulus and present using the Chorus found in Greek Theatre</p>	<p>Comedy Students will study Comedy as a dramatic form, exploring a range of styles and conventions of comedy.</p>	<p>Mask, Mime & Movement In this unit students learn how to create character and narrative communicated through movement, mask, and mime. They work in small groups to illustrate the use of Movement, Mime & Mask in performance.</p>	<p>Improvisation and Playbuilding Students research and explore an idea through improvisation and playbuilding. They will develop a performance manipulating the elements of drama and producing a script.</p> <p>MADD Performance Students will devise and create a piece for MAAD Night</p>
Assessment	<p>Students will present their own original piece of theatre based upon the conventions of Greek theatre. Oral and Written Reflection</p>	<p>Group Performance <i>Students will perform a playbuilt performance in small groups</i> Oral and Written Reflection</p>	<p>Group performance <i>Students will perform a playbuilt performance in small groups.</i> Oral and Written Reflection</p>	<p>Group performance of Playbuilt piece. Oral and Written Reflection</p>
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	4.1.3 , , 4.2.1, 4.3.1 , 4.3.3	4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.3, 4.3.3	4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3	4.1.1, 4.1.3, 4.1.4, 4.3.3

Year 8 English

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	'Tales Transformed': fairytale genre study	'The Play's the Thing': Shakespeare study 'Against the Odds Pt 1': novel study	'Against the Odds Pt 1': novel study cont. 'Against the Odds Pt 2': documentary study	'Against the Odds Pt 2': documentary study cont. 'Speaking Up; Speaking Out': persuasive text study
Assessment	Creative recreation and presentation (T1, Wks 8-9; 25%)	Short answer quiz and Group performance (T2, Wk 8; 20%)	In-class extended response (T3, Wk 5; 30%)	Group-devised documentary task (T4, Wk 3; 25%)
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	<i>EN4-RVL-01; EN4-URC-01; EN4-ECA-01</i>	<i>EN4-RVL-01; EN4-URA-01; EN4-URB-01</i>	<i>EN4-RVL-01; EN4-URA-01; EN4-URB-01; EN4-ECA-01</i>	<i>EN4-URB-01; EN4-URC-01; EN4-ECB-01</i>

	Term 1 (History)	Term 2 (History)	Term 3 (Geography)	Term 4 (Geography)
Content	<p>Depth Study 4: The Western and Islamic World: Medieval Europe</p> <p>Students explore the way of life Medieval Europe and the roles of different groups in society. Significant achievements and developments are examined through sources as well as the theme of continuity and change throughout this period. The depth ends with an examination of the role of the Catholic Church and the role of a significant individual.</p>	<p>Depth Study 6: Expanding Contacts: Aboriginal and Indigenous Peoples, Colonisation and Contact History Continued</p> <p>Depth Study 5: The Asia-Pacific World: Japan Under the Shoguns</p> <p>Students explore the key changes overtime in Medieval/Feudal Japan and the reasons for the rise of the Shogunate. Inquiry into the rise of this culturally significant time is undertaken through source analysis where students are then required to develop and examine theories into the Shogun's decline.</p>	<p>Water in the world</p> <p>Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.</p>	<p>Interconnections</p> <p>Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.</p>
	<p>Geographical skills, fieldwork and ICT integrated into content and assessment.</p>			
Assessment	Research, inquiry and report	Source Analysis and Presentation	Research and Written Report	Examination Skills and Interconnections topic
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10	HT4-2, HT4-4, HT4-7, HT4-9, HT4-10	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8

Year 8 Mathematics

2024 Stage 4 Scope and Sequence

[Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs](#)

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Content	Data - Collection, representation and analysis					Working with Numbers				
	MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP, MA4-20SP.					MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA.				
Assessment	Collects, categorises, represents and interprets single sets of data, using appropriate statistical displays.					Apply the four operations with fractions, including mixed numerals, and decimals. Convert between fractions, decimals and percentages. Express one quantity as a fraction/percentage of another. Calculate fractions/percentages of quantities. Solve problems involving fractions, decimals and percentages.				

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Content	Pythagoras' Theorem		Length, Area and Volume				Algebra and Equations			
	MA4-1WM, MA4-2WM, MA4-16MG.		MA4-1WM, MA4-2WM, MA4-12MG, MA4-13MG, MA4-14MG.				MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-10NA.			
Assessment	Establish and apply Pythagoras' theorem to find sides in right-angled triangles. Solve problems involving Pythagoras' theorem.		Convert between metric units of area. Establish and use formulas to find the areas of triangles, special quadrilaterals and circles. Solve problems involving area. Convert between metric units of volume and capacity. Establish and use formulas to find volumes of right prisms and cylinders. Solve problems involving volume and capacity.				Substitute into algebraic expressions. Expand and factorise simple algebraic expressions. Solve simple linear equations using algebraic techniques. Solve simple quadratic equations.			

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Content	Working with Percentages			Ratio, Rates, Travel Graphs and Time				Probability		
	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA.			MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA.				MA4-1WM, MA4-2WM, MA4-3WM, MA4-21SP.		
Assessment	Operates with percentages. Performs calculations involving GST and purchasing goods. Calculate discounts and 'best buys'.			Apply ratios and rates to solve problems, Interpret and draw distance/time graphs. Performs calculations of time that involve mixed units, and interprets time zones.				of 'at least', exclusive 'or' (A or B but not both), inclusive		

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Content	Linear Relationships				Geometry and Congruence					
	MA4-1WM, MA4-3WM, MA4-11NA.				MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG.					
Assessment	Locate and describe points on the Cartesian plane using coordinates.				Define congruency. Identify congruent figures, identify congruent triangles using the four tests. Solve numerical problems using reasoning.					

Year 8 Music

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p>Unit 5: Advanced Drum Kit</p> <p>Performance</p> <ul style="list-style-type: none"> Complex drum kit patterns. Learn to play patterns that increase in difficulty. See Google Classroom Drum sheet One and Two. <p>Composition</p> <ul style="list-style-type: none"> Compose your own unique drum beat including a drum fill <p>Instruments of the Orchestra</p> <p>Listening</p> <ul style="list-style-type: none"> Focus on Dynamics & Expressive Techniques The Orchestra Families of Instruments: <ul style="list-style-type: none"> String, woodwind, brass and percussion The Percussion Family Create a Google Slide Presentation on an instrument of the orchestra 	<p>Unit 6: Advanced Keyboard & Guitar</p> <p>Performance</p> <ul style="list-style-type: none"> Choose to work on guitar or keyboard and learn a piece to be performed as a solo at the end of the unit. See Google Classroom for Sheet Music. perform with expression and technical control <p>Composition</p> <ul style="list-style-type: none"> Compose your own 8 bar melody in C Major. To be played by another student. <p>First Nations Music</p> <p>Listening</p> <ul style="list-style-type: none"> Discover what Songlines are Listen to a variety of Indigenous Artists and their music Research a First Nations musician and their music. Create an info graphic. 	<p>Unit 7: Advanced Cubase</p> <p>Performance</p> <ul style="list-style-type: none"> Characteristics of Blues Walking Bassline recognise harmonic patterns - 12 Bar Blues Chord Progression Improvisation using the Blues scale Notate Elements of the performance <p>Composition</p> <ul style="list-style-type: none"> Original song using Cubase. Must come up with your own chord progression. <p>The Blues</p> <p>Listening</p> <ul style="list-style-type: none"> Characteristics of the Blues Notate elements: bass line, chordal progression, and a melodic improvisation 	<p>Unit 8: Busking Basics</p> <p>Performance</p> <ul style="list-style-type: none"> Learn to play and sing 'Leaving on a Jet Plane' Intro - Verse 1 – Chorus – Outro. Solo or small group. perform with expression and technical control <p>Composition</p> <ul style="list-style-type: none"> Arrangement of Jet plane for performance in class. <p>Listening</p> <ul style="list-style-type: none"> evaluate the expressive techniques and Structure used in music they listen to and experience in performance. Music Tech Teacher - selected certificates
Assessment	<ul style="list-style-type: none"> Perform sheets 1 & 2 of drum patterns. 20% Create a Google Slide Presentation on an instrument of the orchestra 10% Mark Folders & Music Books 	<ul style="list-style-type: none"> Perform individual pieces for Assessment on guitar or keyboard. 20% Australian First Nations Artist & Song Info Graphic on the music of a First Nations musician (Hand-In) 10% 	<ul style="list-style-type: none"> Compose an original song in Cubase (in- class/hand-in) 20% Performance of levels 1 - 2 The Blues + Notating of levels 3-5 	<ul style="list-style-type: none"> Music Theory Semester 2 TEST – Based on what was covered this year - Dynamics & Expressive Techniques, Structure, Music Tech Teacher 20% Performance of "Leaving on a Jet Plane"
Music Extension	<ul style="list-style-type: none"> Learn to play Extension Pieces on Google Classroom Compose a drum beat that uses more complex rhythms and fills 	<ul style="list-style-type: none"> Learn to play Extension Pieces on Google Classroom 	<ul style="list-style-type: none"> Learn to improvise using the Blues Scale and Backing Track Google Classroom Record Guitar and Vocals using Cubase. 	<ul style="list-style-type: none"> Performance of the whole song Perform a song (own choice)

[Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.](#)

Syllabus Outcomes	4.2., 4.3, 4.7, 4.8, 4.9	4.1., 4.2, 4.3, 4.7, 4.8, 4.9	4.4, 4.5, 4.6, 4.9	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9
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Year 8 Music (Elective)

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p>Unit 1 <u>Introduction to Production</u></p> <ul style="list-style-type: none"> Performance – Work in small groups on a song of your choice to be performed at the end of the term Aural – Introduction to the concepts of music and stage managing. Composition – organise people to create an arrangement of their song 	<p>Unit 2 <u>Expressive Arts – Music & Verbal Arts</u></p> <ul style="list-style-type: none"> Performance – Work in a small group to perform original composition Aural – Focus of Concepts of Music as used by songwriters to create unity & variety in a song. How to analyse a piece of Popular music. Composition – Compose your own song for CG#Sounds 	<p>Unit 3 <u>Popular Music</u></p> <ul style="list-style-type: none"> Performance – One piece focussing on dynamics and expressive techniques Aural – Elements of Pop Music Vodcast task focusing on the concepts of music in popular music Composition –organise people to create an arrangement of their song 	<p>Unit 4 <u>The Music Producer</u></p> <ul style="list-style-type: none"> Performance – Developing individual and ensemble performance skills Aural – Elements of Pop Music Booklet Composition – Create your own backing track
Assessment	<ul style="list-style-type: none"> Perform an arrangement in an ensemble 20% How to roll a lead. Work in teams to do sound production and Stage management. 	<ul style="list-style-type: none"> Performance of an original song in a small ensemble 20% Powerpoint and presentation of the characteristics of a genre 20% 	<ul style="list-style-type: none"> Create a Vodcast/Podcast on your chosen popular music genre or artist 20% 	<ul style="list-style-type: none"> Performance of an individual piece reflecting solo techniques and including a variation of dynamics 20% Create your own backing track for Sam Smith’s – Stay with me.
Music Extension	<ul style="list-style-type: none"> performances should challenge the musician technically. This means the vocalist or instrumentalist should attempt a new technique or genre of music 	<ul style="list-style-type: none"> Write a Middle 8 for your song and create a multilayered backing track to accompany the vocalists Powerpoint should include both video and audio files and will include an analysis of the concepts of music 	<ul style="list-style-type: none"> Backing track to include multiple vocal tracks and harmony. Vodcast should include both video and audio files and will include analysis of Concepts of Music 	<ul style="list-style-type: none"> Solo performances should challenge the musician technically. This means the vocalist or instrumentalist should attempt a new technique or genre of music.
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	4.2., 4.3, 4.7, 4.8, 4.9	4.1., 4.2, 4.3, 4.7, 4.8, 4.9	4.4, 4.5, 4.6, 4.9	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9

	Term 1	Term 2	Term 3	Term 4
Content (Theory)	<p>Power in Relationships</p> <p>Understanding power in relationships, identify when it is unbalanced and devise strategies to support their own self esteem/safety in relationships.</p>	<p>Power in Relationships Continued (wks1-2)</p> <p>Understanding power in relationships, identify when it is unbalanced and devise strategies to support their own self esteem/safety in relationships.</p>	<p>Risky Business (Drugs and Alcohol)</p> <p>Identify situations where drugs and alcohol may impact on society. Devise strategies to keep themselves and others safe.</p>	<p>Active Lifestyle</p> <p>Integrated unit- Understanding how being active can improve your health and devise strategies to keep themselves healthy and active in the future. Participation in Competitive/Non-Competitive, Individual, Group, Team, Initiative and Challenge Activities. (10 theory, 5 prac lessons)</p>
Content (Practical)	<p>Rhythmic Gymnastics</p> <p>Experimenting with rhythmic gymnastics equipment/ gymnastics movement to create an engaging group performance.</p>	<p>All around the world (Wks3-10)</p> <p>Integrated unit of work- Cultural games, diversity and difference, respect, inclusion, advocacy, stereotypes, discrimination, acceptance, empathy and understanding (10 prac, 5 theory lessons)</p>	<p>Striking and field games</p> <p>Students participate in cricket and lacrosse practicing skills in striking and fielding while transfer skills between varying movement concepts.</p>	
Assessment	Rhythmic Gymnastics Routine	Power in Relationships Scenario Analysis	Risky Business Test	Practical Participation in Semester 2
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.9, 4.10, 4.11	4.3, 4.4, 4.6, 4.8, 4.10, 4.11	4.1, 4.2, 4.3,4.4, 4.5, 4.6, 4.9, 4.10	4.3, 4.6, 4.7, 4.8

	Term 1	Term 2	Term 3	Term 4
Content	<p>All Mixed Up</p> <p>This topic examines atoms, elements and the periodic table and the difference between compounds and mixtures. It then examines different types of chemical reactions and separation techniques.</p>	<p>Nature's Factories</p> <p>This topic explores the wide variety of ecosystems and the unique abiotic and biotic variables within them. It then examines adaptations of organisms within their ecosystem.</p>	<p>Body Secrets</p> <p>This topic explores several body systems including the digestive, circulatory, respiratory, excretory and skeletal systems and how these systems work together to meet the needs of cells. Plant systems are also examined.</p>	<p>Toy Story</p> <p>This topic examines the different types of energy and different types of forces including friction, gravitational, electrostatic and magnetic forces all in the context of toys and games.</p>
Assessment	<p>Practical Task Topic Test</p>	<p>ICT Adaptations Design Task Topic test</p>	<p>Research and Web Page design Topic test</p>	<p>STEM Activity - Toy Design Topic Test</p>
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	<p>SC4-CW3, SC4-CW4, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS</p>	<p>SC4-LW3, SC4-LW4, SC4-4WS, SC4-6WS, SC4-8WS, SC4-9WS</p>	<p>SC4-LW5, SC4-ES1, SC4-ES2, SC4-4WS, SC4-5WS, SC4-6WS, SC4-8WS, SC4-9WS</p>	<p>SC4-PW3, SC4-PW4, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS</p>

Year 8 Technology (Core)

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p>Agriculture & Food Technology- Fabulous Food</p> <p>This topic's Design Project requires students to:</p> <ul style="list-style-type: none"> Investigate food and fibre production Understand nutritional needs Explain the sustainable production of food Explore sensory properties of foods and safe and ethical work practices <p>Students document their practical skill-development tasks in a design and production folio</p>	<p>Material Technology- UpStyle</p> <p>This topic's Design Project requires students to:</p> <ul style="list-style-type: none"> Design and manufacture a textile product that meets the design brief of manufacturing decorative bunting. Explore applications of up-cycling Understand the need for sustainability <p>Students document their skill-development tasks in a design and production folio</p>	<p>Material Technology-On The Body</p> <p>This topic's Design Project requires students to:</p> <ul style="list-style-type: none"> investigate Australian indigenous art and design generate ideas for a sterling silver ring construct a jewellery item (ring) and use textile materials to create a jewellery bag <p>Students document their skill-development tasks in a design and production folio</p>	<p>Digital Technology- Pycode</p> <p>This topic's Design Project requires students to:</p> <p>design algorithms for digital solutions and implement them in a general-purpose programming language.</p> <p>Students document their skill-development tasks in a folio</p>
Assessment	Individual Topic Portfolio and Design Project Components			
Due to equipment and resource constraints, the Year 8 topics may be taught in a rotational order which will also affect assessment timing.				
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				

Syllabus Outcomes	<p>Agriculture & Food Technologies</p> <ul style="list-style-type: none"> › designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP › plans and manages the production of designed solutions TE4-2DP › selects and safely applies a broad range of tools, materials and processes in the production of quality projects TE4-3DP › investigates how food and fibre are produced in managed environments TE4-5AG › explains how the characteristics and properties of food determine preparation techniques for healthy eating TE4-6FO › explains how people in technology related professions contribute to society now and into the future TE4-10TS 	<p>Material technologies</p> <ul style="list-style-type: none"> › designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP › plans and manages the production of designed solutions TE4-2DP › selects and safely applies a broad range of tools, materials and processes in the production of quality projects TE4-3DP › investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions TE4-9MA › explains how people in technology related professions contribute to society now and into the future TE4-10TS 	<p>Digital Technology</p> <ul style="list-style-type: none"> › designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP › plans and manages the production of designed solutions TE4-2DP › designs algorithms for digital solutions and implements them in a general-purpose programming language TE4-4DP › explains how data is represented in digital systems and transmitted in networks TE4-7DI › explains how people in technology related professions contribute to society now and into the future TE4-10TS
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Year 8 Visual Arts (Core)

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content Art Making	<p>“Burton-esque Tiles”</p> <ul style="list-style-type: none"> · Tim Burton Artist influence · Self-Portrait Character · Gothic Design · Tiles painted with Acrylic & glossed with Spray 	<p>“Burton-esque Tiles”</p> <ul style="list-style-type: none"> · Tim Burton Artist influence · Self-Portrait Character · Gothic Design · Tiles painted with Acrylic & glossed with Spray 	<p>“Animal Alphabet”</p> <ul style="list-style-type: none"> · Students choose one Australian Animal to construct an illustrated page. · Aquarelles A3 size. 	<p>“Animal Alphabet</p> <ul style="list-style-type: none"> · Students choose one Australian Animal to construct an illustrated page. · Aquarelles A3 size. <p>Extension activities TBA</p>
Content Art Theory	<p>Research Various Artists (Refer to Worksheet) Subjective/Postmodern Frames</p>	<p>Research Various Artists (Refer to Worksheet) Subjective/Postmodern Frames</p>	<p>Graeme Base: “Animalia” Frames</p> <ul style="list-style-type: none"> · Subjective Frame · Structural Frame · Conceptual Framework 	<p>Graeme Base: “Animalia” Frames</p> <ul style="list-style-type: none"> · Subjective Frame · Structural Frame · Conceptual Framework
Assessment	<p>1. VAPD 20%</p>	<p>2. THEORY 10% 3. PRACTICAL 30%</p>	<p>4. THEORY 10% 5. PRACTICAL 30%</p>	
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.3, 4.4, 4.6, 4.7, 4.9	4.1, 4.3, 4.6, 4.9	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10

Year 8 Visual Arts (Elective)

2024 Stage 4 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content Art Making	Art making options to be explored; <ul style="list-style-type: none"> ● School Production: Students working on props & backdrops for production. ● Murals: Students design & create a mural for commissioned school wall. ● Ceramic Project ● Community Art Project ● Art Competitions ● Photography Media: SLR - Darkroom/DSLR- Digital Art/ etc. ● Printmaking/Drawing/Painting/Sculpture 			
Content Art Theory	Conceptual Framework <ul style="list-style-type: none"> ● Structural Frame ● Subjective Frame ● Cultural Frame ● Postmodern Frame 			
Assessment	Art Making and Designs / Visual Art Diary Process / Theory / Research			
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10			

Year 8 MasterChef (Elective)

2024 Stage 4 Scope and Sequence

	Term 1 / Term 2	Term 2 / Term 3	Term 3 / Term 4
Content	<p>Food for Special Occasions Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.</p>	<p>Nutrition and healthy eating The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.</p>	<p>Food Trends Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends</p>
Assessment	In Class/Hand In Weighting 40%	In Class/Hand In Weighting 30%	In Class/Hand In Weighting 30%
Syllabus Outcomes	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13