

	Term 1	Term 2	Term 3	Term 4
Content	<p>Core 1: Consumer and Financial Decisions Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.</p>	<p>Option 3: Promoting and Selling Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the strategies that sellers use to promote products and maximise sales, and evaluate the impact on consumers.</p>	<p>Core 3: Employment and Work Futures Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures.</p>	<p>Option 7: Towards Independence Students investigate financial, consumer, legal and employment issues which may affect them in the future. They examine a range of strategies that young people may use in their move towards independence. Students learn about the role of community organisations and how they as individuals can contribute to society.</p> <p>Option 6: Travel Students learn how to plan for travel and how to solve problems encountered when travelling. They explore the considerations that need to be made when planning for travel and gather relevant data when developing a travel itinerary and budget.</p>
Assessment	Research task - 30%	Oral presentation - 35%		Examination – 35%
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	COM 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9	COM 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9	COM 4-1, 4-2, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9	COM 4-1, 4-2, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9

Year 9 Child Studies (Elective)

2024 Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<ul style="list-style-type: none"> · Preparing For Parenthood (Wk 1-5) · Conception to Birth (Wk 6-10) <p>Students explore the process an individual or couple go through as they decide to have a child. The process of conception and birthing is explored</p>	<ul style="list-style-type: none"> · Newborn Care (Wk 1-5) · Family Interactions (Wk 6-10) <p>Students learn to care for a newborn child, explore the importance of family interactions and developing a community approach to parenting.</p>	<ul style="list-style-type: none"> · Growth and Development (Wk 1-5) · Health & Safety in Childhood (Wk 6-10) <p>Students explore the developmental stages of an infant and young child and examine the importance of positive family relationships for the socialisation of a young child.</p>	<p>Play and the Developing Child (10 weeks)</p> <p>Students learn about the role play takes in assisting the development of a child and shaping their abilities in a complex world.</p>
Assessment	Baby Book	Egg Caring Assignment	Milestones of GroWth & Development	Play Based Learning Task
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.				
Syllabus Outcomes	CS5.1, CS5.2, CS5.5, CS5.7, CS5.8, CS5.9, CS5.11, CS5.12	CS5.1, CS5.2, CS5.3, CS5.5, CS5.6, CS5.7, CS5.8, CS5.9, CS5.10, CS5.12	CS5.1, CS5.2, CS5.4, CS5.5, CS5.6, CS5.8, CS5.9, CS5.11	CS5.2, CS5.4, CS5.5, CS5.8, CS5.9

	Term 1	Term 2	Term 3	Term 4
Content	<p>Commedia Dell 'Arte Students will explore the stock characters of this Italian theatre form and its conventions. Through workshop practice, students will learn about the traditions, scenarios and Lazzi of this theatre.</p> <p>Students research their understanding of Commedia. They present to the class their practical ideas which they shape to performance.</p>	<p><i>Topic: Exploring Dramatic Form & Style</i> In this unit students will explore Physical Theatre. They will workshop 'Chorus' skills and physicality and create a group performance with reference to Frantic Assembly and Theatre de Complicite.</p>	<p>Exploring Script In this unit students will explore script/scriptwriting and demonstrate their ability to bring script to performance individually or in collaboration with others.</p>	<p>Improvisation & Playbuilding In this unit students will research a topic and develop a Play-built performance. Students will show evidence of the manipulation of drama elements in the performance. Through the recording and analysis of their work, students will recognise the manipulation of the elements of drama to create dramatic meaning.</p> <p>Students present their Play-built piece in performance for MADD. They analyse their work and show appreciation of the use of dramatic elements.</p>
Assessment	Practical Written and Oral Reflection	Practical Written and Oral Reflection	Practical Written and Oral Reflection	Practical Written and Oral Reflection
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3	5.1.2, 5.3.1, 5.3.3

Year 9 English

2024 Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	'Authors of our own destruction': Science fiction genre study	'Small Stories; Big Worlds': microficton study	'First Nations Perspectives on Australia'	'(Real) Life's a Stage': drama text study
Assessment	In-class analysis and mini essay response (T1, Wk 9; 30%)	Micorfiction Portfolio (T2, Wk 8/9; 30%)	In-class essay response (T3, Wk 9; 30%)	Classwork and engagement in learning (ongoing; 10%)
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	<i>EN5-RVL-01; EN5-URA-01; EN5-ECA-01</i>	<i>EN5-URA-01; EN5-ECA-01; EN5-ECB-01</i>	<i>EN5-RVL-01; EN5-UR-01; EN5-ECA-01</i>	<i>EN5-URA-01; EN5-ECB-01; EN5-ECA-01;</i>

Year 9 Food Technology

2024 Stage 5 Scope and Sequence

	Term 1 / Term 2	Term 2 / Term 3	Term 3 / Term 4
Content	<p>Food Selection and Health 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 in Australia Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.</p>	<p>Food Equity Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.</p>
Assessment	<p>Assessment Task 1 Weighting 25%</p>	<p>Assessment Task 2 Weighting 25%</p>	<p>Assessment Task 3 - Weighting 25% Final Examination (All topics) - Weighting 25%</p>
Syllabus Outcomes	<p>FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</p>	<p>FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</p>	<p>FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</p>

	GEOGRAPHY Semester 1	GEOGRAPHY Semester 2
Content	<p>Sustainable Biomes</p> <p>Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.</p>	<p>Changing Places</p> <p>Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.</p>
	Geographical skills, fieldwork and ICT integrated into content and assessment.	
Assessment	<p>Geographical Report HI - term 2</p> <p><i>Biomes produce food, Challenges to food production</i></p> <p>On a specific biome and sustainability of a food source</p> <p>35%</p>	<p>Research writing task IC - term 3</p> <p>Changing Places - short answer questions and long response</p> <p>35%</p> <p>Skills Examination IC - term 4</p> <p>multiple choice and short answer questions</p> <p>30%</p>
Syllabus Outcomes	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8

	HISTORY Semester 1	HISTORY Semester 2
Content	<p>Depth Study 1: Making A Better World?: The Industrial Revolution (1750-1914) Investigation into the technological innovations that gave rise to the Industrial Revolution and the short and long term impacts including population movements, changing way of life urbanisation and global changes.</p> <p>Overview & Elements of Depth Study 2: Asia & The World (1750-1918): Japan Investigation of the European influences on features of Japanese society, economy, politics and culture. Inquiry into the factors which lead to the transition from feudal Japan to Modern Japan is undertaken to develop an understanding of the significance and impact of Japan’s role and involvement in WWII.</p>	<p>Depth Study 2 continued</p> <p>Depth Study 3 (Core): Australians At War: World War I (1914-1918) AND 2 (1939-1945) Overview of the causes and scope of WWI and WWII: an investigation of significant events, impacts and experiences of Australians and the importance of commemoration and the ANZAC legend.</p>
Assessment	<p>Research and Historical Inquiry Historical report - term 2 35% (Depth Study 1)</p>	<p>Writing Task - term 3 35% (Depth Study 2)</p> <p>Source Analysis Examination - term 4 30% (Depth Study 3)</p>
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.</p>		
Syllabus Outcomes	HT5-1, HT5-2, HT5-4, HT5-6, HT5 -7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10

Year 9 Industrial Technology and Multimedia (Elective)

2024 Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p>Introducing the Basics/WHS/Workplace Communication/Film and photomedia Skills</p> <p>This topic focuses on an investigation of Multimedia components allowing students to further develop knowledge and understanding of WHS, Industry Study, Workplace communication and a range of computer software. There is an emphasis on building application skills using software such as Microsoft Word, Microsoft Powerpoint, Adobe Photoshop Pro, Adobe Premiere Pro, Adobe Animate.</p>		<p>Animation / Multimedia Industries and Production</p> <p>During these topic students examine and analyse different digital media products and the manipulation of the various media types. These topic allows students to develop skills in the design and production of a digital media product. Students apply the application skills that they have acquired previously, together with communication skills and effective work practices, to produce Multimedia solutions for a specific problem/situation.</p>	
Assessment	<p>Mock Movie Poster</p> <p>This task requires students to create a mock movie poster inspired by a Disney Film. Students learn to design a movie poster and create a logbook which includes: target audience, synopsis, featured cast and scenes.</p>	<p>Short Documentary Production</p> <p>This task requires students to work in a group to create a 'clean' music video clip. Students learn to write, produce and edit a clip.</p>	<p>Animation Story</p> <p>This task requires students to create a short story-based animation. This will involve developing a synopsis for their story and planning how they will animate the story.</p>	<p>Web Design</p> <p>This task requires students to design a web page for a fashion label. Students learn to make their web page interactive while following the design principles.</p>

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

Syllabus Outcomes	IND5-1, IND5-2, IND5-4, IND5-5, IND5-7	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5,	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-7	IND5-1, IND5-2, IND5-3 IND5-4, IND5-5, IND5-6, IND5-7
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	Term 1	Term 2	Term 3	Term 4
Content	<p>The Concepts of Music</p> <p>Performance</p> <ul style="list-style-type: none"> One piece of music that enables the performer to demonstrate stylistic understanding through the use of dynamics & expressive techniques <p>Listening</p> <ul style="list-style-type: none"> Analyse and discuss the musical concepts found within selected music for study - <i>Concepts of Music Program DoE</i> Analysis of your performance piece. <p>Composition</p> <ul style="list-style-type: none"> Duration: Compose a 4 - 6 part composition for tuned and untuned percussion using ostinato's in Binary, Ternary or Rondo form. Pitch: Melodic Ostinato Major/minor/Atonal 	<p>Australian Music: First Nations Focus (Syllabus Mandatory Topic)</p> <p>Performance</p> <ul style="list-style-type: none"> Original compositions in a group or individually. <p>Listening</p> <ul style="list-style-type: none"> Complete tasks in Popular Music by Aboriginal and Torres Strait Islander artists Complete Podcast task on MOODLE from the singer songwriter unit. In class task 3 lessons and present them to the class. <p>Composition</p> <ul style="list-style-type: none"> Original Composition. Notate a min of 8 bars of your part using appropriate and detailed notation. 	<p>Theatre Music (Syllabus Group 2)</p> <p>Performance</p> <ul style="list-style-type: none"> Individual or ensemble Performance of a piece of music representative of Topics 1 - 3 Class arrangement of a song from a Musical. <p>Listening</p> <ul style="list-style-type: none"> Complete tasks in Musical Theatre SWAY - Google Classroom <p>Composition</p> <ul style="list-style-type: none"> Write your own recitative using text of your choice. 	<p>Film Music (Syllabus Group 1 & 2)</p> <p>Performance</p> <ul style="list-style-type: none"> Choose a piece of music representative of TOPICS 1 - 3 to perform either in an ensemble or solo. <p>Listening</p> <ul style="list-style-type: none"> Listening test Feedback Yr 9 Film Music SWAY - Complete questions Focus is on applying the concepts of music to TASK 5 Listening practice test. This should include Texture graphs and learning sentence structure to include Performing Media, Structure, Device and description. <p>Composition</p> <ul style="list-style-type: none"> Use Cubase to compose/select/edit Leitmotif music for a short film (1 - 2mins)
Assessment	<ul style="list-style-type: none"> Performance - Individual or Ensemble Topic 1: Concepts of Music (In-class) 	<ul style="list-style-type: none"> Listening - Aboriginal & Torres Strait Islander Artist Podcast Topic 2: Australian Music (In-class/hand In) Composing - An original song individually or in an ensemble. Topic 2: Australian Music (Hand-In/In-class) 	<ul style="list-style-type: none"> Listening - Aural Test Topic 1 & 2: Australian Music & Film Music (In-class) 	<ul style="list-style-type: none"> Performance - Individual or Ensemble Topic 1 - 3: Concepts of Music, Australian Music or Theatre Music (In-class)
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Music Extension	<ul style="list-style-type: none"> Create a more complex arrangement that includes a Middle 8 and Instrumental solo sections. Australian Music SWAY - Aural Tasks 	<ul style="list-style-type: none"> Extend your Original song by including a Middle 8 and Instrumental solo sections. Use editing functions to improve the quality of your final recording. Use Sibelius to notate composition accurately. 	<ul style="list-style-type: none"> Compositions can be extended and more layers of Sound added to make your piece more complex and notate using Sibelius. Use editing functions to control Master track dynamics and expressive techniques Performance can include dialogue and choreography 	<ul style="list-style-type: none"> Extension work is built into each unit by completing extra work in study guide booklets. Choice of music for performance assessment is of increased difficulty from previous pieces chosen. Use Sibelius to notate composition accurately.
Syllabus Outcomes	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.11, 5.12		5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.11, 5.12

	Term 1	Term 2	Term 3	Term 4
Content	<p>Body systems and energy for physical activity (Wk 1 - 10)</p> <p>This module examines energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in one or more movement applications.</p>	<p>Event management (Wk 1-5)</p> <p>This module investigates the structures and formats of events and the skills and roles available to put on an event. Students apply their knowledge and skills of event management to plan, promote, conduct and evaluate an event.</p> <p>Fundamentals of movement skill development (Wk 6 - 3)</p> <p>This module identifies and develops fundamental movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering fundamental movement skills.</p>	<p>Fundamentals of movement skill development cont. (to Wk 3)</p> <p>Issues in physical activity & sport (Wk 4-4)</p> <p>This module analyses various issues in physical activity and sport and their impact. Students examine ethical and legal implications to participants, spectators and the community. They evaluate strategies to bring about positive outcomes for the issue.</p>	<p>Issues in physical activity & sport cont. (to Wk 4)</p> <p>Lifestyle, leisure and recreation (Wk 6-10)</p> <p>This module analyses the perceptions and impact participation has on lifestyle, leisure and recreation activities. Students are provided with opportunities to advocate and promote lifelong leisure and recreation activities now and in the future.</p>
Assessment	Examination	Athletics carnival	Video teaching skill	Research project
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.</p>				
Syllabus Outcomes	<p>Body systems and energy for physical activity PASS5-1, PASS5-2, PASS5-9, PASS5-10</p>	<p>Event management PASS-5, PASS-7, PASS-8, PASS-10</p> <p>Fundamentals of movement skill development PASS5-1, PASS5-5, PASS5-7, PASS5-9, PASS5-10</p>	<p>Issues in physical activity & sport PASS5-3, PASS5-4, PASS5-10</p>	<p>Lifestyle, leisure and recreation PASS5-3, PASS5-4, PASS5-5, PASS5-7, PASS5-9, PASS5-10</p>

	Term 1	Term 2	Term 3	Term 4
Content (Theory)	<p>Equity and Equality Students will analyse health information, products and services to promote health and wellbeing for young people from marginalised groups.</p> <p>Promoting Physical Activity Students focus on the importance and effect of sport and physical activity has on the lives of Australians.</p>	<p>Promoting Physical Activity Students focus on the importance and effect of sport and physical activity has on the lives of Australians.</p> <p>How do I manage it all? Students will explore future life challenges such as employment and career pathways.</p>	<p>RU OK? Students will reflect on the challenges that young people face and discuss skills that strengthen their resilience and explore the ways they can provide support to themselves and others.</p>	<p>Relationships Students will learn about developing equal and respectful relationships, recognising abuse, discrimination and accepting diversity while also exploring contraception and sexual health.</p>
Content (Practical)	<p>Diversity in sport/ Promoting Physical Activity Team sports/ Fitness</p>	<p>Promoting Physical Activity Health and fitness promotion</p> <p>Let's get social (social dance)</p>	<p>How did I go? Feedback to improve performance</p>	<p>I love it when a plan comes together! Invasion Games tactics/strategy</p>
Assessment	Health Services Criteria	Promoting Physical Activity	Overcoming Adversity Task Feedback to Improve Performance	
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	5.2, 5.6, 5.10	5.1, , 5.4, 5.5, 5.9, 5.10, 5.11	5.1, 5.2, 5.4, 5.6, 5.9, 5.11	5.2, 5.3, 5.5, 5.9, 5.11

	Term 1	Term 2	Term 3	Term 4
Content Photography Making	<p>Digital/SLR Photography Introduction to Photography</p> <ul style="list-style-type: none"> · The Best Of... · Nature's Magic · So Emotional!!! <p style="text-align: right;">And/Or</p> <ul style="list-style-type: none"> ● Darkroom 	<p>Digital/SLR Photography</p> <ul style="list-style-type: none"> · Ambiguous: Environment School/Home <p style="text-align: right;">And/Or</p> <ul style="list-style-type: none"> ● Darkroom 	<p>Digital/SLR Photography</p> <ul style="list-style-type: none"> · Ambiguous: Alphabet · Body of Work - The FRAMES <p style="text-align: right;">And/Or</p> <ul style="list-style-type: none"> ● Darkroom 	<p>Digital/SLR Photography</p> <ul style="list-style-type: none"> · Body of Work - The FRAMES <p style="text-align: right;">And/Or</p> <ul style="list-style-type: none"> ● Darkroom
Content Photography Theory	<ul style="list-style-type: none"> ● Structural Frame ● Cultural Frame ● Subjective Frame ● Conceptual Framework 	<ul style="list-style-type: none"> ● Structural Frame ● Subjective Frame ● Conceptual Framework 	<ul style="list-style-type: none"> ● Structural Frame ● Subjective Frame ● Postmodern Frame ● Conceptual Framework 	<ul style="list-style-type: none"> ● Structural Frame ● Subjective Frame ● Postmodern Frame ● Conceptual Framework
Assessment	<p>Due: Term 1 Week 10 ART MAKING - 20% HISTORICAL/CRITICAL - 10%</p>	<p>Due: Term 2 Week 10 ART MAKING - 10% HISTORICAL/CRITICAL - 30%</p>		<p>Due: Term 4 Week 3 ART MAKING - 30%</p>
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.</p>				
Syllabus Outcomes	<p>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p>			

	Term 1	Term 2	Term 3	Term 4
Content	<p>ET Phone Home This topic investigates the different parts of the universe and the technological developments that have helped increase our understanding of the universe.</p> <p>Bright Sparks This topic examines current electricity and technological developments designed to improve generation and use of electricity.</p>	<p>Koori to Curie This topic examines in detail the historical development of the structure of the atom and the current model. It then explores the applications of this knowledge in nuclear medicine and energy. The properties of different atoms and the periodic table are then investigated in detail.</p>	<p>The Tightrope of Life Homeostasis and its importance in maintaining a constant internal environment is considered here with a focus on the immune, nervous and endocrine systems. This balance is then compared to the balance within ecosystems and the importance of cycling in nature.</p>	<p>Good Vibrations This topic investigates energy transfer through different mediums with a particular focus on sound energy.</p>
Assessment	<p>ET Phone Home ICT Presentation Topic Test</p> <p>Bright Sparks Practical Task Topic Test</p>	<p>Modelling Task Topic Test</p>	<p>ICT Research Topic Test</p>	<p>First-hand Investigation Topic Test</p>
<p>All topics take approximately 6 weeks to complete. Topic order may vary within each semester to accommodate equipment and resource demand.</p>				
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	SC5-ES1, SC5-PW3, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-CW1, SC5-CW2, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-LW1, SC5-LW2, SC5-4WS, SC5-5WS, SC5-6WS, SC5-8WS, SC5-9WS	SC5-PW1, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS

	Term 1/2	Term 2/3	Term 3/4
Content	<p>Textiles for Carrying - Non Apparel</p> <p>Students develop knowledge and skills in identifying fabric structures and describing their functional properties. They consider the functional and aesthetic properties of an item. They investigate woven items produced by First Nation People(s).</p>	<p>Commercial Patterns - Apparel</p> <p>Students develop knowledge and skills in identifying fabric, yarn and fibre structures and describe their functional properties. Using ICT, they create a pictorial timeline of skirts/shorts from different time periods throughout history and consider marketing strategies. They design and produce a product label and swing tag for the item.</p>	<p>Textile Arts</p> <p>Students develop knowledge of yarns used in textile items. They investigate cultural sources of inspiration used by textile designers and describe how people use textiles as a medium of self-expression in a culture.</p> <p>Students research innovations in textiles and explore the unique properties of a range of textiles and the ways in which they perform.</p>
Assessment	<ul style="list-style-type: none"> Students produce a textile item from the Non-apparel focus area. Skills Assessment 	<ul style="list-style-type: none"> Students produce and evaluate a textile item from the Apparel focus area. Following a commercial pattern they construct an item. Documented evidence includes an annotated production drawing, seam and hem experimentation. 	<ul style="list-style-type: none"> Students produce, embellish and evaluate a culturally inspired item from the Textile Arts focus area. Documented evidence includes inspiration mood board, an annotated production drawing, colouration and/or decoration experimentation.
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>			
Syllabus Outcomes	TEX5-1, TEX5-2, TEX5-5, TEX5-6, TEX5-9, TEX5-10, TEX5-11	TEX5-1, TEX5-2, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	

	Term 1	Term 2	Term 3	Term 4
Content Art Making	<p>A: INTRODUCTION TO ART VANITAS</p> <p>Drawing techniques BOOKLET ongoing work T1-T4</p> <p>ARCIMBOLDO Self Portrait Arcimboldo 16th C Photography Collage drawing using LINE A3 in VAPD (VAPD practice) Focus on DETAIL, CONTOUR, ACCURACY</p> <p>Possible: SCHOOL PRODUCTION Props Set design and construction Costumes</p>	<p>B: VANITAS Post Modern TERM 2/3</p> <p>Still Life arrangement (Group) Photography (Individual) of Still life Photo 1 - Drawing 1 TONE Drawing A3 VAPD Focus on FORM, ACCURACY Photo 2 - Drawing 2 STIPPLING A4 size in VAPD Focus on ACCURACY, FORM and TECHNIQUE</p> <p>FLEMISH ART _ VANITAS Antonio De Pereda y Salgada Hendrick Andriessen Joannes de Cordua Edward Collier David Bailly Jan Davidsz de Heem Pieter Potter Willem Claesz Heda Pieter Van Steenwyck</p>	<p>B: VANITAS Post Modern TERM 3/4</p> <p>Still Life arrangement (Group) Photography (Individual) Continue: Stippling Photo 3 - Drawing 3 OIL PASTEL Drawing Large Black paper Focus on CHIAROSCURO, COLOUR, REALISM, FORM, ACCURACY</p> <p>FLEMISH ART _ VANITAS Antonio De Pereda y Salgada Hendrick Andriessen Joannes de Cordua Edward Collier David Bailly Jan Davidsz de Heem Pieter Potter Willem Claesz Heda Pieter Van Steenwyck</p>	<p>Photo 3 - Drawing 3 OIL PASTEL Drawing Large Black paper Focus on CHIAROSCURO, COLOUR, REALISM, FORM, ACCURACY</p>
Content Art Theory	<ul style="list-style-type: none"> Structural Frame Postmodern Frame - Appropriation Subjective Frame Cultural Frame 	<ul style="list-style-type: none"> Subjective Frame Structural Frame Cultural Frame Post Modern Frame 	<ul style="list-style-type: none"> Subjective Frame Structural Frame Cultural Frame Post Modern Frame - Appropriation 	<ul style="list-style-type: none"> Structural Frame Postmodern Frame Various Modern Artists Yasumasa Morimura
Assessment	<p><u>Due: Term 1 week 10</u> ART MAKING - 20% HISTORICAL/CRITICAL - 10%</p>	<p><u>Due: Term 2 week 10</u> ART MAKING - 10% HISTORICAL/CRITICAL - 30%</p>		<p><u>Due: Term 4 Week 3</u> ART MAKING - 30%</p>
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10			