

# OVERVIEW OF THE SCHOOL

Rutherglen High School (enrolment 284) is situated in North-East Victoria servicing the rural townships of Chiltern, Rutherglen, Springhurst, Wahgunyah and the surrounding farming communities. Approximately 59% of students travel by bus. The School provides a challenging and balanced comprehensive curriculum with the flexibility to meet the needs of each student. All students are able to participate in an environment that values and respects their achievements. Students are expected to display a commitment to improve their skills and knowledge, develop self-discipline and initiative and respect themselves, each other and their environment. They are also expected to develop positive relationships with their peers and teachers and take responsibility for themselves and their education.

Students in Years 7 and 8 study a core curriculum based on Victorian Curriculum. This involves sequential courses of study in the Arts, English, Languages Other Than English (French), Mathematics, Health and Physical Education, Science, Humanities and Technology. They also experience a ‘taste’ of 8 elective subjects over the course of these two years in order for them to make an informed decision about their subject selections in Year 9 and beyond. Electives include 2 Dimensional Drawing, 3 Dimensional Drawing, Visual Communication and Design, Music, Woodwork, Metalwork, Textiles and Food Technology. The Year 9 Program includes discipline based subjects as well as interdisciplinary studies involving initiative, independence and community involvement such as ‘Connect/Future Makers,’ ‘Farm to Table’ and ‘Project’ that involve initiative, independence and community involvement.

Year 10 has an elective program that allows students to pursue their interests and career aspirations. Students are able to access VCE/VET Units whilst in Year 10 and there is an option of selecting a Vocational Program (‘Applied Learning’) which incorporates Work Placement in conjunction with their school based subjects. In Year 11 and 12, students can choose from an extensive range of Victorian Certificate of Education (VCE) studies, Vocational Education and Training (VET) programs and Victorian Certificate of Applied Learning (VCAL) units.

The School boasts a qualified, dedicated teaching staff committed to securing the best possible learning outcomes for all students. The School takes every opportunity to broaden students' experiences. It provides a wide range of extra-curricular and enrichment programs including: excursions, interschool sports, debating, public speaking, annual musical production, instrumental music, VCE workshops and lunchtime activities. School also operates a Year 7 Orientation Camp, Year 9 New Skills and Queenscliff Camps, Year 10 Urban Experience, a bi-annual trip to France, and a Year 12 Study Skills Camp. These activities foster the qualities of: Leadership, initiative, independence, self-confidence, self-esteem, problem solving, decision-making, resilience, teamwork and social skills.

The School is located on roughly 30 acres of land and provides an attractive and stimulating environment for student and community use. There are excellent outdoor sporting facilities on site including the Rutherglen Community Centre. Members of the community can also enjoy a meal in “The Vine” which is the School’s own restaurant run by VET Hospitality students with help from their dedicated teachers. The School is close to all other sporting facilities in the town, including the Shire Swimming Pool, and enjoys close co-operation and assistance from all sporting bodies. Rutherglen High School have an outstanding record in Interschool Sports Competitions.

School Council is committed to continually upgrading the buildings and grounds and particular emphasis is placed on upgrading resources to keep students abreast with changing technology. Teacher Professional Leave teams advocated the development of ‘flexible learning spaces’. Teams of teachers work collaboratively in these spaces and develop teaching programs to be implemented by using innovative and engaging teaching and learning practices. More recently, there has been research undertaken on increasing extending and challenging students and this has resulted in the implementation of a ‘Master Class’. The School was involved in the Federal Government’s Trade Training Centre Program that included a new state of the art Woodwork and Metalwork area, and a new extended Art area.

The School atmosphere is supportive, caring and friendly with an effective wellbeing and student management policy in place, supported by Sub School Leaders, Year Level Coordinators, and a Student Wellbeing Coordinator. Careers Advisor is available to help students make appropriate choices in school and beyond. Captains, House Captains and the Student Representative Council foster student participation and responsibility. Parental involvement is welcomed and high value is placed on the home/school partnership. School also encourages and enjoys strong links with the community. Rutherglen High School is a great place to be affiliated with, whether it be as a student, teacher or general community member. Working together will see Rutherglen High School with a very bright and exciting future.

# 9ALIVE—AN OVERVIEW

Welcome to 9Alive, the Year Nine program operating at Rutherglen High School. During 2017 you will have the opportunity to participate in many activities that you may not have experienced previously. So enjoy the ride and welcome to Year Nine.

During the year you will complete the following subjects:

**Humanities**  
**Future Makers**  
**Create**  
**English**  
**Maths**  
**Science**  
**Get Active**  
**Sport**

Some of these subjects you will be familiar with, others will be completely new to you. More information will be provided on each subject later in the handbook, but broadly each of these subjects involve:

**Humanities:** Students will complete a series of Humanities based units across the areas History, Geography and Civics and Citizenship.

**Future Makers:** Students will also have the opportunity to work on projects such as New Skill and Community Service. This subject runs for the entire year.

**Electives:** Students experience a taste of the Arts and Technology subjects. Each subject within this block runs for a semester. Students are encouraged to complete an elective from both Art and Technology areas throughout the year.

**English:** Students complete a number of units across the English strands - Speaking and Listening, Reading and Writing. Students study a series of theme based texts, complete a film study as well as writing and oral tasks. Students will rotate through teachers depending on the task. This subject runs for the entire year.

**Mathematics:** Students will be blocked in Mathematics which allows for ability grouping and rotation where required. This subject runs for the entire year.

**Science:** Students complete a series of Science electives in this subject. Some of the traditional Science units such as Biology, Chemistry and Physics will be combined with other electives. This subject runs for the entire year.

**Get Active:** Students have the option of completing same sex or mixed Physical Education. This subject runs for the entire year.

**Sport:** Students will select from Sport electives that are offered throughout the year.

# **OTHER IMPORTANT INFORMATION**

## **Library**

Our well-equipped Library caters for student research and reading needs. We have nearly 22,000 educational resources plus 15 computers with Internet access.

The Library operates during class time and at lunch times from 1.00 - 1.30 pm. At any one time, year 7 - 10 students are able to borrow 3 Fiction and 3 Non-fiction books and VCE students are able to borrow 3 Fiction and 5 Non-Fiction books. The Library co-ordinates an "Information Skills" teaching program, which teaches students to access sources of information, to make notes, compile bibliographies and much more. We have a very active fiction promotion scheme and a Triple R Club for parents and students. We look forward to resourcing your students' reading and research needs and to teaching students to become independent researchers and readers.

## **Daily Bulletin**

A Daily Bulletin is put up on the Notice boards before school each morning. Students must read the Daily Bulletin each morning. The Bulletin contains items of information concerning special events, assemblies, changes of schedule and duty rosters. Teachers and students may contribute news items.

## **Absences**

Please refer to the Rutherglen School Attendance Policy.

During school hours students are not permitted to leave the school grounds other than to return home for lunch. A student needs to obtain a lunch pass if they do wish to go home for lunch. Should the need arise to return home during school hours a note must be given to the General Office.

Under no circumstances are students to leave the school ground without notifying the General Office.

## **Computers**

The school has a number of computers available for student's use. They are widely used during class time and are also available for use during some lunch times. Students are responsible for maintaining the secrecy of their access codes and are responsible for all computer use via their access codes.

Students are expected to treat the computers and associated equipment with due care. No food or drink is to be taken into the room and chairs must be placed back in the correct positions.

## **Online Technology**

Students will be allowed to have access to the Internet and are provided with an E-mail address. A set of rules governing the acceptable use of online technology is issued at the commencement of the year.

Incorrect use may result in loss of access. Students are required to sign an Internet Agreement when they commence at Rutherglen High School.

## **Out of Bounds**

The tractor shed, pavilion and toilets, incinerator and rear of art/craft building, Community Centre and music building are normally out of bounds to students. The bicycle sheds are out of bounds except where students are handling their own bicycle.

## **Lunch Rooms in Extreme Weather**

Rooms are designated for student use on wet days and other days deemed necessary by the duty teacher.

## **Buses**

All students must abide by the Code of Behaviour as stated in the relevant document issued to students and parents at the commencement of the year.

## **First Aid**

Students who are sick or suffering from any injury must report to the appointed first aid teacher. If students are in the sick bay for an extended period, the parents will be contacted and appropriate action will be taken.

# **FREQUENTLY ASKED QUESTIONS???**

## **What costs are associated with the program?**

There are some costs that are involved with the 9Alive program. These depend on the activities that the student chooses to be involved with. Some of the main activities include:

Future Makers Camp and Program (\$200.00)  
Steer Handling Royal Melbourne Show (\$280.00)  
Various excursions (ranging from free to \$20.00)

The Year 9 program has obtained funding which allows the school to heavily subsidise some events as this allows activities to run at the lowest cost possible. Grants can also be sought for individual projects that can help with the cost of events.

## **What book levies apply to the program?**

Students will require specialised books for some subjects or a handbook fee may apply. These will be printed on the book list that will be sent home with your child.

## **What if my child wants to change a subject?**

Students can change subjects after negotiation with the Year Level Co-ordinator, teacher and parent. The student must approach the Year Level Co-ordinator and complete the change of subject selection form. This must be signed by a parent/guardian. The cut off point for changing a subject is the end of week two of any given term. Each request will be assessed on a case by case basis.

## **Can parents be involved in the program?**

Parents are welcome to become involved in the 9Alive program. At various times in the last two years parents have assisted in supervision of students and providing expertise or ideas for projects in which students can become involved. If you would like to become involved in some capacity with the program, feel free to contact the school on (02) 6032 9483.

## **What is expected of students in the program?**

Students are offered more freedom and flexibility within the 9Alive course, but with that comes extra responsibility. Students are expected to become involved in many of the events that are run throughout the year. Students are expected to take a leadership role in many of the projects, be prepared to work independently and show an awareness for the learning of others working throughout the school. Students are expected to see one of the Year Level Co-ordinators if they are encountering issues as this will help with the running of the program.

## **Are there any unsupervised activities?**

At various times throughout the year students will be required to complete tasks without the direct supervision of staff. This may include walking to and from a venue or being at a venue under the supervision of community members. Letters will be sent home before the event if students are to be unsupervised in any of these situations. All community members assisting with events will have a Working With Children's check.

# HUMANITIES

Students will complete a number of units in Humanities across Geography, History and Economics.

Some of the electives that students may have the opportunity to select from are:

- Ned Kelly—Hero or Villain?
- Australia and the New World
- Urban sprawl — Growth of Melbourne’s Outer Suburbs (fieldwork to Melbourne part of this)
- Government—Our Political System, You and the Law
- Alpine Environments—Examine Alpine Environments and how plants adapt at different altitudes

# SCIENCE

## **SEMESTER 1 and 2**

Students will study the following units.

### **Biological sciences**

The Biology unit consists of the following topics, plants, animals and ecosystems. The plants section will see students examine structures, the process of photosynthesis (conversion of light to chemical energy) and transpiration (how plants obtain water). The animal section will see students study respiration (how animals convert glucose to energy) and adaptations to the environment. The ecosystems topic consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.

### **Chemical sciences**

Students will examine basic chemistry. This will include a study of what is in an atom, elements, endothermic and exothermic reactions, synthetic materials and metals verse non metals, chemical reactions involve rearranging atoms to form new substances and reactions of acids.

### **Physical sciences**

The Physics unit students will study different forms of energy and how the energy can be transferred through different mediums.

### **Earth and space sciences**

This unit explores the theory of plate tectonics and how this explains global patterns of geological activity and continental movement.

# ENGLISH

In English students will undertake a range of tasks from the following areas:

**Text studies:** Novels, films, plays, poetry

**Issues analysis:** Topics currently in the media to be dissected

**Language use:** Spelling, punctuation, grammar

## Assessment

Assessment in English will include:

**Text Responses:** Essays, short text responses, script writing, reviews.

**Issues:** Analysing newspaper articles, writing debates, persuasive texts in written form

**Oral:** Speeches, debates, group discussions, acting of scripts

In 2017 English is blocked which means that all students have English at the same time. This allows for ability grouping and rotation where required.

# MATHEMATICS

In 2017, Mathematics classes will run at the same time for all Year 9 students. This enables students to be placed in 'ability group' classes regardless of their form groups. The classes will be determined through topic pre-testing together with teacher knowledge. This process is carried out throughout the year and therefore, it is likely that there will be some movement of students between groups based on their current topic knowledge and their next level of learning need.

Teaching Mathematics in this manner enables all students to progress through the Year 9 curriculum at a pace they are comfortable with and at a level where they can all achieve success.

Topics taught at Year Nine level include:

- Business Maths
- Algebra
- Linear equations and graphing
- Pythagoras theorem and trigonometry
- Measurement
- Indices and Surds
- Geometry
- Quadratics
- Probability and Statistics

# PHYSICAL EDUCATION

## Subject Description/ Outline

Students will be given the option of 'Boys Only', 'Girls Only' or 'Mixed' Physical Education classes. Units covered include:

- Water survival & Lifesaving skills
- A range of traditional sports (eg. Basketball, Soccer)
- Selected recreational pursuits (eg. Weight Training, Bushwalking)
- Twice yearly fitness testing
- Activities covered will reflect the nature of each specific group.

## Assessment

Assessment will include some of the following:

- Successful demonstration of lifesaving techniques
- Teacher evaluation of student interaction and participation
- Pre and post skills testing
- Theory and rules tests
- Fitness test evaluations
- Participation and attendance rates

## Other Information

Units covered may vary depending on teacher preference and availability of resources and venues.

# FUTURE MAKERS

This is a subject that operates unlike any other in Years 7 & 8. As part of the Future Makers subject, students will work independently throughout the year. The idea behind this subject is that students show initiative and responsibility for developing, planning, completing and evaluating projects. The teachers will deliberately take a 'low key' approach and will have limited involvement in the development of ideas and planning of projects. Student will also be given the opportunity to pursue projects they have an interest in whilst also completing a series of structured Community Service activities, New Skills, an Own Project and the Bogong Camp.

## STRUCTURE OF SUBJECT

The structure of the subject is as follows:

Students receive certificates based on different levels of achievement throughout the year. These levels include **Platinum, Gold, Silver, Bronze, Participation.**

Students complete a number of activities focussed on the following:

- Student Management
- Resilience
- Independence
- Learning styles
- Confidence and motivation
- Critical thinking/ reflection

Includes a 12-day Bogong Experience external to the school. This is compulsory and forms an important part of the course.

# **CHOOSING YOUR CREATE ELECTIVES**

Please choose your create electives in the following way:

**You must rank the create electives from 1-3.** 1 Being your most preferred to 3 being your least preferred. You must do this for each block and for each semester.

Please see the attached example.

**It must be then signed by a parent/guardian and returned to Mr Janissen no later than Monday 31<sup>st</sup> of October**

<b>Semester One Block 1</b>	<b>Semester Two Block 1</b>
<b>Farm to Table 1</b>	<b>Farm to Table 2</b>
<b>Health and Culture</b>	<b>Bake and Celebrate</b>
<b>Music Performance</b>	<b>Music Performance</b>
<b>Semester One Block 2</b>	<b>Semester Two Block 2</b>
<b>Furniture Construction</b>	<b>Wood Design</b>
<b>Sculpture and Printmaking</b>	<b>Drawing and Painting</b>
<b>Fashion/ Leisurewear</b>	<b>Patchwork/ Crafts</b>
<b>Semester One Block 3</b>	<b>Semester Two Block 3</b>
<b>Introduction to Metalwork</b>	<b>Engineering</b>
<b>Architecture &amp; Advertising</b>	<b>Photography &amp; Movie Making</b>
<b>Drama</b>	<b>Drama</b>



**9ALIVE 2017**

**SELECTION SHEET (EXAMPLE)**

**NAME:** .....

<b>Create Block 1</b>		
Semester 1	Farm to Table	1
	Cooking – Health and Culture	2
	Music Performance	3
Semester 2	Farm to Table	3
	Cooking – Bake and Celebrate	1
	Music Performance	2

<b>Create Block 2</b>		
Semester 1	Furniture Design	2
	Art – Sculpture and Printmaking	3
	Textiles – Fashion and Leisure	1
Semester 2	Wood Design	2
	Art – Drawing and Painting	3
	Textiles – Patchwork/Crafts	1

<b>Create Block 3</b>		
Semester 1	Intro to Metalwork	1
	VCD – Architecture & Advertising	2
	Drama – Performance Tech.	3
Semester 2	Engineering	1
	VCD – Photo & Movie making	2
	Drama – Scripts and Performance	3

**Student Signature** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**DUE – MONDAY 31<sup>st</sup> OCTOBER**

# **CREATE OPTIONS**

## **Semester 1**

### **FARM TO TABLE 1:**

Farm to Table is a subject designed to give students a realistic ‘taste’ of the operations carried out on a typical farm. Students are involved in all aspects from start to finish, or, ‘From Farm to Table’. Students are involved in growing produce in the market garden, animal breeding and animal handling. Students complete Steer Handling at the Royal Melbourne Show as part of this subject

Areas covered as part of Farm to Table semester one include:

- Introduction to sheep
- Introduction to cattle
- Introduction to chickens and egg production
- Feeding and preparing steers—Melbourne Show
- Seasonal vegetables
- Pig Production

#### **Assessment:**

Students are assessed on their physical participation and contribution to the school’s farm. They are also assessed on their bookwork where they must keep a journal of all planning and work done on a specified subject.

This subject will also involve completion of theory units related to various aspects of farming, however, students who select this subject must be prepared to complete the manual labour required.

### **COOKING – Health and Culture:**

In this unit students will focus on two areas: Healthy eating and foods from other cultures. Students will investigate the relationship between nutrition and eating practices. They will study links between diet and current community health issues such as obesity and consider special dietary needs as well as ways of improving their own diet. The dishes chosen to prepare are those, which can be prepared in a short amount of time and use readily obtainable ingredients. The students will also take a cultural voyage around the world. They will work with a range of ingredients and food from different countries while gaining an appreciation and understanding of how the Australian eating pattern has evolved from the influences of these countries

#### **Assessment:**

Students will produce a variety of products and complete product evaluations

The students will also complete two investigations:

- 1/ An investigation on a dietary disease of their own choice. This involves choosing how to present their information to the rest of the class as well as producing one or two products that are rich in the nutrients needed to prevent the disease.
- 2/ An investigation on a country of their own choice. This involves choosing how to present their information to the rest of the class as well as producing one or two products typical of their chosen country.

## **MUSIC PERFORMANCE:**

This semester explores how knowledge and skills in the areas of rhythm, melody and harmony can be used to create great-sounding original music.

Students will use ICT to explore and create music using the concepts studied in class. This will involve creating a four-part instrumental composition using Garageband software.

They will also perform pop and rock songs in a group setting.

### **Assessment:**

Performance and participation in group rehearsals

Composition using ICT

Rhythm, music theory and listening activities

## **WOODWORK – Furniture Construction:**

In this part of the unit students will gain knowledge and skills in basic cabinet construction. They will apply a range of appropriate processes and learn to utilise a variety of tools, equipment and machinery in a safe manner. Students not wishing to continue with the subject beyond Semester 1 will complete a small furniture project. Students intending to complete a further unit in Woodwork may negotiate to complete a more complex item that may be continued as part of their studies in Semester 2.

## **ART – Sculpture and Printmaking:**

In this unit, students will focus on both 2 Dimensional and 3 Dimensional artworks.

Students will be introduced to famous sculptors throughout history as well as looking at contemporary public sculptures. Materials such as clay, stone, plaster, wood, metal and plastic will be explored as well as different methods of construction. Students will create a sculpture/s for the sculpture courtyard.

Students will also look at printmaking as a form of communication used in art and graphic design. They will look at artists and designers who work in areas such as advertising, posters, art and t-shirt design. Students will explore the main printmaking techniques and produce a number of their own images. Techniques include monoprinting, linoprinting/woodblock, silkscreen and etching.

### **Assessment:**

Assessment is based on the production of a visual diary that records the design process and documents experiments

Students will produce a sculptural artwork/s

Students will produce a number of finished prints using different techniques

Working effectively in teams as well as problem solving is observed and recorded

## **TEXTILES – Fashion & Leisure Wear:**

Textiles Fashion follows the four steps of the Technology process—Investigate, Design, Produce and Evaluate. During the development of skills students are given choices as to what articles they will make and the negotiated product is included as part of the creative process to allow for the diversity of the students needs and skill levels. Students will develop an understanding of today's fashion and the fashion industry. They will experience the process of investigating and designing garments using a variety of materials creatively.

## **INTRODUCTION TO METALWORK:**

Students develop skills in traditional sheet metal fabrication techniques. They complete a series of tasks that develop workshop safety and practical skills. They use different joining techniques such as 'Knock-up Joints', 'pop-riveting' and 'spot welding'. Students develop knowledge and understanding of metal characteristics; specific tool use and correct machine operation. OH&S will be strongly promoted and enforced. Students are encouraged to have their own overalls and safety glasses.

### **Assessment:**

Students will be assessed on completion of set models such as:

- Small utility box
- A tool carrier
- A lidded and hinged tool box
- A safety poster created using I.T.
- Design and ideas generation
- Complexity of tasks
- Quality and aesthetics

## **VCD: - Photography and Movie Making:**

Students will learn basic skills in the use of DSLR cameras and techniques in producing creative images. Portraiture, Fashion photography, Macro, Photo-journalism, Depth of Field are just some skills that students will develop. The use of Photoshop and it's creative possibilities will form an important aspect of the course.

Students will also be involved in learning how to create their own movies. They will develop their own projects and develop an understanding of genre, script writing, storyboarding, filming, acting, sets and costumes. The movies will be edited using I-move and a range of special effects and editing skills will be explored. The movies will be burnt to DVD and shown at the Y9 Presentation Evening in Term 4.

## **DRAMA: - Performance Techniques:**

Students will design two drama pieces; they will create their own solo performance through the exploration of themes, issues and characters relevant to them, and a group-devised ensemble work based on themes and issues chosen by the students as a group.

Some of the techniques studied will include: dramatic elements such as voice, movement, gesture, sound, silence, mood, space and timing.

A range of media, materials and technologies will be explored to enhance their own or group drama pieces, such as, body, voice, costume, make-up, mixed/multimedia, lighting and staging.

Students have the choice to present their work as a short movie or live performance. All students' pieces will be filmed and burnt to DVD to be shown at the Year 9 Presentation Evening in Term 4.

# **CREATE OPTIONS**

## **Semester 2**

### **FARM TO TABLE 2:**

Farm to Table is a subject designed to give students a realistic ‘taste’ of the operations carried out on a typical farm. Students are involved in all aspects from start to finish, or, ‘From Farm to Table’. Students are involved in growing produce in the market garden, animal breeding and animal handling. In Term Three holidays students attend the Royal Melbourne Show as part of Steer Handling.

Areas covered as part of Farm to Table semester two include:

- Introduction to sheep
- Introduction to cattle
- Introduction to chickens and egg production
- Showing cattle—Melbourne Show
- Pig Production

To be involved in Steer handling, students need to select this subject , ideally for the entire year. Steer handling takes place during these sessions. Only under exceptional circumstances will students be able to be involved in Steer Handling and not be in the farm class.

### **COOKING – Bake and Celebrate:**

In this unit students will focus on two areas: Baking and foods used to celebrate occasions.

Cake making is regarded as a most rewarding accomplishment in the field of Food Technology.

Students will undertake a variety of cake making and decorating techniques. They will also consider the nutritional value and evaluate their place in today’s diet.

Students investigate the challenges involved in providing interesting and healthy meals for a range of different celebratory occasions, together with the requirements for healthy and safe food when catering for other people.

#### **Assessment:**

Students will produce a variety of products and complete product evaluations.

The students will also complete two investigations:

- 1/ The students will follow the Design Process (Investigate, Design, Produce and Evaluate) for one of their designs. This will include an introductory cake making investigation.
- 2/ An investigation on occasions where food is used to celebrate. The students will also plan the food for an occasion including choosing how to present their information to the rest of the class.

## **MUSIC PERFORMANCE:**

The first term (Term 3) consists of a unit on understanding and creating songs in which students complete a variety of lyric and music writing activities with a view to composing their own song. ICT is used to create backing tracks and record songs.

The next term (Term 4) begins with a unit entitled 'Capturing Sound' which explores the nature of sound as well as audio technology for live and recorded music. The last unit of this subject is entitled 'Music Project'. In this unit students complete a project on an area of music that is of interest to them. They may work individually or in groups to complete this project. Upon completion of the project students make a presentation and write a reflection on their experience. As in Semester One, there is an opportunity to perform pop and rock songs that demonstrate the concepts studied in class.

### **Assessment:**

Lyric and music composition activities including a complete song

Tests on sound and audio technology

Practical activities for capturing sound

Music theory and listening activities

Performance and participation in group rehearsals

## **ART – Drawing and Painting:**

In this unit students will focus on two complimentary areas within art: drawing and painting. The drawing topic is about experiencing success in drawing and extending the traditional concept of what drawing means. Students will be introduced to a wide range of drawing materials as well as techniques. Students will create observational drawings from a variety of sources such as landscape, portrait and still-life. Students will be able to explore an area of interest in greater depth.

In painting, students are introduced to the development of painting movements and techniques throughout history. Students will be exposed to different painting materials such as oil, watercolour, guache and ink as well as a number of application tools and techniques. Students will create works based on realism and observation as well as abstraction.

### **Assessment:**

Assessment is based on weekly drawing and painting exercises in each topic

A visual diary documents experimentation and the creation of images

Working effectively in teams and problem solving is observed and recorded.

## **TEXTILES – Patchwork/Crafts**

Patchwork/ crafts follows the four steps of the Technology process—Investigate, Design, Produce and Evaluate. During the development of skills students are given choices as to what articles they will make and the negotiated product is included as part of the creative process to allow for the diversity of the students needs and skill levels.

Students will develop an understanding of different patchwork techniques and how these are implemented into textiles. Some opportunity may exist for students work to be entered in the Rutherglen Show.

### **Assessment**

Written assignment about different patchwork techniques

Two finished products using patch working techniques or crafts

## **ENGINEERING:**

Students will work through 3 different tasks that will reinforce and build on skills developed during year 7 and 8. The tasks will be a house or farm sign and a weather vane. The skills introduced will include basic metal lathe use and an introduction into basic MIG welding.

### **Assessment:**

Producing design ideas, sketches and plans

Following correct OH&S procedures

Accuracy (+/- 1mm tolerance)

Correctly following construction instructions and completing all set tasks.

## **VCD: - Architecture and Advertising:**

Students will learn the fundamentals of designing buildings for the Australian climate. Areas of study will include Practical planning, sustainable building materials and systems, environmental considerations, costs, drafting and plan drawing. Other areas covered will include: Architectural styles, terminology, Computer Aided Drafting, Landscape design and Interior Decoration.

Students will become familiar with both freehand drafting and Google Sketch-up.

Other IT programs used will be Photoshop and Floor planner. Students can create 'Virtual Walk throughs' or construct scaled 3D models of their designs.

Advertising is about graphic communication, commercial design and illustration. Students will learn how to use images and text (using hand drawing and digital) in posters, logos, signs, packaging, movies and other media and commercial environments.

## **WOODWORK – Wood Design:**

This unit will allow students to extend their knowledge and skills in basic cabinet construction.

Some students may wish to continue with projects commenced in Semester 1. Students will also be given an opportunity of involvement in other related practical activities such as furniture restoration, wood turning, carving and toy construction.

### **Assessment:**

Students will be assessed on the completion of a range of practical tasks.

All students are required to maintain an up to date workbook.

Practical work, journal activities and theoretical aspects of the course will be assessed.

A class presentation will also need to be completed at the end of each project along with a self-evaluation.

## **DRAMA: - Script Writing and Performance Development:**

Students will, as a group, be focusing on the development of the school production. This will involve group and individual script writing, applying appropriate drama/theatre technologies when creating, rehearsing and performing the Production and exploring different theatre techniques and technologies to bring their script to stage.

Students will be involved in different aspects of the school production, which may include one or more of the following: performance, publicity, set design, lighting/sound, music, choreography, costume making, make-up.

Students will follow up the school production with the creation of a DVD of the performance.

Each student will have a defining role in the making of the Production and the DVD. All students will be required to keep and submit a journal of their creative process.



**9 ALIVE 2017.**