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INTRODUCTION

Daylesford Secondary College is committed to providing balanced programs based on the dimensions outlined in the AusVELS, which will provide for students’ individual learning needs and aspirations in Years 7 to 10.

The aim of this publication is to introduce parents and students to the subjects undertaken at in years 7 and 8. A brief outline of the content of each subject is provided, however parents should feel free to contact the college if more detailed information is desired.

YEAR 7 CURRICULUM

Curriculum is constantly under review. Some minor alterations may occur to the following list.

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Art</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td></td>
<td>Visual Communication</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
<td>2 periods/week, one semester</td>
</tr>
</tbody>
</table>

*Instrumental Music: The College offers an extensive Instrumental Music Program which operates on a rotating timetable. Participation in the program is optional.*

<table>
<thead>
<tr>
<th>English/Humanities/ICT</th>
<th>8 periods/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics/ICT</td>
<td>5 periods/week</td>
</tr>
<tr>
<td>Science/ICT</td>
<td>3 periods/week</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 periods/week</td>
</tr>
<tr>
<td>Health</td>
<td>2 periods/week for one semester</td>
</tr>
<tr>
<td>L.O.T.E: Italian</td>
<td>4 periods/week for one semester</td>
</tr>
<tr>
<td>Technology</td>
<td>Systems Technology</td>
</tr>
<tr>
<td>Plastics Technology</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Food Materials</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Textiles</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Wood Materials</td>
<td>2 periods/week, one semester</td>
</tr>
</tbody>
</table>
## YEAR 8 CURRICULUM

Curriculum is constantly under review. Some minor alterations may occur to the following list.

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>

Students in year 8 complete a combination of core units and elective units.

### Core Units

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5 periods/week</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 periods/week</td>
</tr>
<tr>
<td>Science</td>
<td>3 periods/week</td>
</tr>
<tr>
<td>Humanities</td>
<td>3 periods/week</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 periods/week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>2 periods/week for one semester</td>
</tr>
<tr>
<td>L.O.T.E: Italian</td>
<td>4 periods/week for one semester</td>
</tr>
</tbody>
</table>

### The Arts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>2 periods/week for one semester</td>
</tr>
<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Dance and performance</td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td></td>
</tr>
<tr>
<td>Visual Communication</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
</tbody>
</table>

*Instrumental Music: The College offers an extensive Instrumental Music Program which operates on a rotating timetable. Participation in the program is optional.*

### Technology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Technology</td>
<td>2 periods/week for one semester</td>
</tr>
<tr>
<td>Design, Creativity and Technology Wood</td>
<td></td>
</tr>
<tr>
<td>Systems Technology</td>
<td></td>
</tr>
<tr>
<td>Plastics</td>
<td></td>
</tr>
</tbody>
</table>

### Elective Units

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance and performance</td>
<td>2 periods/week for one semester</td>
</tr>
<tr>
<td>Textiles</td>
<td></td>
</tr>
<tr>
<td>Information Communication Technology (ICT)</td>
<td></td>
</tr>
<tr>
<td>Metal Technology</td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td></td>
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</tbody>
</table>

### Pastoral Care
To complement our comprehensive curriculum all students meet with a mentor group teacher twice a week for twenty two minutes. These meetings assist students to achieve a smooth transition from primary to secondary education by providing them with support from a home group teacher who, where possible, will also teach them for at least one other subject. Home group teachers assist students with organisation and management of personal learning by monitoring the use of diaries and lockers amongst other things.

Home group teachers are part of an important team, which includes the Junior Learning Community Managers and Student Welfare Co-ordinator who are dedicated to monitoring the welfare of Junior Learning Community students. As part of this program, Year 7 students attend a three-day camp in the first semester. In addition they participate in workshops with trained peer support students to discuss and work on transition issues.

**Sport**

Year 7 students will become members of one of the College’s sporting houses, these being Flinders, Sturt, Hume and Burke, and compete in college swimming, triathlon, athletics and cross-country championships.

The college competes against Mt. Clear Secondary College, Ballarat High School, Beaufort Secondary College, Phoenix P-12 College and Ballarat Secondary College in Interschool championships with successful students then going on to the Western Zone and State competition.

Students have the opportunity to compete in other Interschool sports including tennis, volleyball, cricket, football, netball, badminton, soccer, table tennis and squash. Training is during lunchtime with an emphasis on good sportsmanship.
# 2016 Responsibility Positions

Parents should feel free to contact any of the people mentioned below should they have any queries about Daylesford Secondary College, its policies and programs.

**PRINCIPAL:** Graeme Holmes  
**ASSISTANT PRINCIPAL:** Stephen MacPhail

**Leading Teachers:**

Shayna Williams: Director of Teaching & Learning  
Penelope Ellis: Student Support

**Learning Community Managers**

<table>
<thead>
<tr>
<th>Junior Learning Community</th>
<th>Gemmah Gill &amp; Sean Coleman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Learning Community</td>
<td>Nick Pethica &amp; Dean Jones</td>
</tr>
<tr>
<td>Senior Learning Community</td>
<td>Angela Olver &amp; Natalie Kirby</td>
</tr>
</tbody>
</table>

**Key Learning Area Leaders**

<table>
<thead>
<tr>
<th>The Arts</th>
<th>Erin Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Kerrie Brunt</td>
</tr>
<tr>
<td>L.O.T.E</td>
<td>Maria Mazzitelli</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Stephen MacPhail</td>
</tr>
<tr>
<td>Humanities</td>
<td>TBC</td>
</tr>
<tr>
<td>Science</td>
<td>Elizabeth Woodrofe</td>
</tr>
<tr>
<td>Technology</td>
<td>Allison Clarke</td>
</tr>
</tbody>
</table>
English, Humanities, ICT Year 7

The English course is designed to develop students’ reading, writing, speaking and listening skills. They complete several text studies and develop an understanding of audience, purpose and style through personal, creative and informative writing. Emphasis is placed on the mechanics of language - spelling, punctuation, vocabulary and expression.

In Year 7 Humanities, students undertake studies in History, Geography, Economics and Civics and Citizenship. In semester one studies include how we fit into various communities and our changing rights and responsibilities, the geographical features of Australia, mapping skills and an investigation of human impact on the Murray Darling Basin. During semester two students undertake a detailed examination of an ancient civilisation focusing on aspects of daily life, food, belief systems, government, war, weapons and hunting. Students develop a basic understanding of what the economy is, and how they are part of it. Through examining our role as consumers, students investigate the realms of sustainable living and fair trade. Students identify their needs and wants and make comparisons with people living in developing and third world countries. A study into the impact our lifestyle has on the environment is conducted and students research and develop strategies to improve their own environmental footprint on the planet.

Students are introduced to the uses of information technology as part of these studies. They develop an understanding of the features of Word including inserting tables, call outs, creating headers and footers, how to create and organise folders, use PowerPoint effectively, how to communicate using technology and basic website design.

The Year 7 English, Humanities and ICT curriculum is outlined in detail on our Google Site and Year 7 teachers communicate with students through Google Classrooms.
English Year 8

In Year 8 students engage with a variety of texts for enjoyment. They develop their understanding of how texts are influenced by context, purpose and audience. Students will also create a range of imaginative, informative and persuasive texts.

Texts:
Novels – Runner and Falling From Grace
Film – Edward Scissorhands
Other – ANZAC letters and diary entries, various short stories, poems and picture books

Assessment

1. Text Response: Students will respond creatively and analytically to a variety of written and visual texts. They will build on their reading and viewing skills, learning how to critically interpret a text, in terms of its context, audience and purpose. They will learn how to identify and analyse the language and structural techniques authors employ.

2. Writing Folio: Students will plan, compose and edit range of fiction and non-fiction texts, including imaginative, descriptive, analytical and informative pieces. They will build on their spelling, punctuation and grammar skills. They will also learn how to manipulate their language, feature and structure choices to suit a context and purpose.

3. Speaking and Listening: Students will undertake a range of speaking and listening activities, including class discussions, role-plays and prepared presentations using ICT. They will learn how to cater their language choices to a specific target audience and will build on their public speaking skills and confidence.

Homework
Students have a homework book which focuses on the reinforcement of language skills and the conventions of Standard Australian English. They may also be set additional tasks such as reading or completion of class work.

Further Information
Throughout the year there are many opportunities for students to participate in a range of extra-curricular activities including writing competitions, excursions and theatrical performances.
Humanities Year 8

Throughout Year 8, students continue studies in history, geography, economics, civics and citizenship. Studies include a detailed examination of Medieval England focusing on the feudal system, daily life, customs, the family, the village, towns, castles, the role of women, religion, education, medicine, entertainment and legends. The geography focus is on Australian towns and land features. Students investigate weather patterns and how to read and forecast weather using synoptic charts. Natural disasters such as bushfires and floods are also examined. Students are introduced to the economic principles of supply and demand, workforce, consumer decisions and career choices. Civics and citizenship concentrates on the structure of the Australian Government and voting system. Students also study the significance of the Australian Flag, European settlement and Indigenous issues such as the Stolen Generation and Reconciliation.

ICT Year 8

In this unit students have to select and apply ICT tools and editing functions that support their projects and class activities and they need to work independently to manage and organise their desktop. Students explore the computer world and its history and also learn the importance of touch-typing skills. Software programs are more fully explored in the way they can be used in their documents and assignments, such as margins, indents, paint, spreadsheet and data.
Italian Year 7

In Year 7 the aims of the Language (Italian) program are:

- To develop and enhance students’ curiosity, understanding and appreciation of Italy's language, history, geography and culture; and its connections to Australia and the wider world.
- To create and enhance students’ sense of belonging and connectedness to the local and wider world.
- To integrate Italian studies with Humanities, Technology/ICT and Literacy.
- To encourage and develop students’ ability to work independently and also in teams.
- Most students will be working towards attaining AusVELS level 7.

The Course

The course specifically focuses on developing students’ listening, speaking, reading and writing skills in Italian and English by:

- Listening to short simple words and phrases in Italian in conversations, aural and written texts
- Modelling / practising and repeating simple Italian words and phrases using accurate pronunciation, intonation and expression.
- Performing simple dialogues and plays
- Reading and writing short, simple written texts in Italian, as modelled in texts or class oral exercises
- Using an Italian / English dictionary to locate and apply appropriate nouns, adjectives, and some common verbs.
- Using cognates as a strategy for reading/predicting the meaning of new words and phrases in written texts.
- Completing cloze exercises
- Establishing and developing penfriend connections in Italy.
- The study of themes based topics such as Carnevale, Il Giorno di San Valentino, and the Regions of Italy, such as Sicilia and Lazio (Roma).
- Researching and presenting information based on these topics using ICT
- Completing target based Italian language speaking, listening, reading and writing games, activities and tests using ICT.

Further information

Learning semesters: Year 7 students study Languages (Italian) for 4 periods a week, for one semester only, in the course of the school year. Students complete their second semester in Year 8.

Assessment: Students are assessed by satisfactory completion and submission of tasks, and through teacher observation of classroom performance, in all areas of this subject.

Homework: It is recommended that students undertake at least one hour of Italian homework per week, which includes the completion of language exercises, learning and revising vocabulary and the completion of other projects.
**Italian Year 8**

*The Aims of Italian*
- Acquire knowledge, skills and behaviours relevant to the Italian language through listening, speaking, reading, viewing, writing, body language, visual cues and signs
- Gain an appreciation of the connections between language and culture
- Gain an awareness of the influence of culture on their own life and first language
- Develop curiosity about and openness to the values, practices and cultural traditions of different societies

*The course*
The course focuses on consolidating the students’ capacity to:
- Participate in oral interactions to convey and receive information
- Initiate and lead communication and respond to communication initiated by others
- Organize and apply grammatical information and knowledge of words, conduct dictionary research and work independently on defined projects using the language
- Read a wide range of modified texts for meaning and for use as models in their own writing
- Read aloud effectively and apply knowledge of pronunciation, punctuation and tone in particular contexts
- Create simple original texts for specific audiences and purposes

*Assessment*
Students are assessed formally through testing and completion of a variety of language tasks, and informally through teacher observation of classroom performance

*Further information*
Year 8 Italian is taught for one semester for four periods a week. Students who enjoy the study are encouraged to elect Italian in year 9, in semesters 1 & 2.
We continue our sister school relationship with Belmont High School, Geelong, which includes an Italian trip in years 9 & 10.
Mathematics Year 7

Year 7 Mathematics is a full year course based on the Australian Curriculum strands of Number & Algebra, Geometry & Measurement and Statistics & Probability. The aim of the course is to build a firm foundation for future studies in Mathematics.

The topics covered throughout the year include: Arithmetic (number systems, estimations, order of operations, number patterns and use of calculators) Fractions, Geometry, Decimals, Measurement, Algebra and Statistics. Through each of these topics, a range of Information & Communication Technologies will be taught to students, allowing them to use these skills across the curriculum.

Various teaching strategies will be used including: skill building exercises; problem solving; investigations; project work and the use of technology to reinforce and enhance learning.

Students are expected to keep a neat written record of class notes, examples and activities. They are also required to complete all necessary homework and assignments. Students are encouraged and supported to participate in a wide variety of maths extra-curricular activities, these may include the Maths Competition and/or the Maths Challenge.

Mathematics Year 8

Year 8 Mathematics is a full year course based on the Australian Curriculum strands of Number & Algebra, Geometry & Measurement and Statistics & Probability. The aim of the course is to build a firm foundation for future studies in mathematics at the middle school level. The work reinforces and extends the skills and concepts learned in year 7.

The topics covered throughout the year include: directed number; algebra; geometry; percentages; decimal; fractions; measurement; equations; Cartesian graphs; ratio; statistics and chance and data.

Various teaching strategies will be used including: skill building exercises; problem solving; investigations; project work and the use of technology to reinforce and enhance learning.

Students are expected to keep a neat written record of class notes, examples and activities. They are also required to complete all necessary homework and assignments. Students are encouraged and supported to participate in a wide variety of maths extra-curricular activities, these may include the Maths Competition and/or the Maths Challenge.
Physical Education Year 7

The course
In Physical Education the students will have the opportunity to experience a variety of sporting units with an emphasis on technique, skill development, cooperation, participation, sportsmanship, knowledge of the sport and safety guidelines. Practical sessions will be selected from: swimming, athletics, fitness, minor games, volleyball, badminton, netball, hockey, softball, football, soccer, cricket, and basketball.

Each unit examines physical skills and basic concepts of movement to help develop highly co-ordinated movement patterns necessary for effective performance. The program is in line with the AusVELS.

Uniform
All students are expected to be changed for all sessions, for health and safety reasons. This includes a School PE shirt, black shorts, skirts and/or tracksuit pants, a change of socks and a warm top for winter (preferably same colour as your house) and runners or sneakers, not school shoes. Students can wear the college black jacket, a plain black jacket with no hood or a black long sleeve top under their shirt. The PE uniform is compulsory at Daylesford Secondary College.

Assessment
Students are expected to:
- Participate fully in all practical classes.
- Show an ability to improve performance after coaching and practice.
- Show an ability to incorporate skills, rules and tactics efficiently into game situations.

Further information
There are plenty of opportunities within the school program for students to participate in extra sports activities as part of the Inter-house and Inter-school competitions, as well as specific lunchtime activities throughout the year.

Health Year 7

The course:
At Year 7, there is a particular emphasis on assisting students in a smooth transition from Primary schooling to Secondary. This can be a time of personal and individual confusion with the transition from childhood to adolescence.
Students will experience a variety of activities that promote student self-esteem, resilience and cooperation with peers. The units they will study enhance interpersonal skills and includes: transition, bullying, smoking, puberty, healthy lifestyles and other associated topics.

Assessment:
- Up to date work book.
- Topic tests and assignments
Physical Education Year 8

The course
In Physical Education the students will have the opportunity to experience a variety of sporting units with an emphasis on technique, skill development, cooperation, participation, sportsmanship, knowledge of the sport and safety guidelines. Practical sessions will be selected from: swimming, athletics, fitness, minor games, volleyball, badminton, netball, hockey, softball, football, soccer, cricket, and basketball as well as lesser known sports such as tchoukball, sof-lacrosse and speedball.

Each unit examines physical skills and basic concepts of movement to help develop highly co-ordinated movement patterns necessary for effective performance. The program is in line with the AusVELS.

Uniform
All students are expected to be changed for all sessions, for health and safety reasons. This includes a School PE shirt, black shorts, skirts and/or tracksuit pants, a change of socks and a warm top for winter (preferably same colour as your house) and runners or sneakers, not school shoes. Students can wear the college black jacket, a plain black jacket with no hood or a black long sleeve top under their shirt. The PE uniform is compulsory at Daylesford Secondary College.

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Further information
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Health Year 8

The course:
The course aims to provide students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. Topics covered include: Australian and community health issues, body image and self-esteem, harm minimisation, alcohol, drugs, sexual health, nutrition and fitness. This unit attempts to give students the information to make educated decisions about their lives.

Assessment:
- Up to date work book.
- Topic tests and assignments
Science Year 7

In this course students learn how to work safely in a science laboratory. They undertake structured experiments following scientific method and report on their findings using a variety of formats. Students will use ICT as a means to report on and analyse experimental results and they will also become familiar with using the ICT that enables them to access the school network, save their work in an organised manner and communicate electronically between home and school.

**Topics studied:** Working in a Science laboratory, Separation chemistry, Classification, Our place in space, Forces, Electricity, Our place on Earth and Ecosystems.

Students are expected to keep a neat, written record of all class activities. They are also expected to complete all necessary homework and assignments. Assessment will be based on performance in topic tests, assignment submissions, homework completion and participation in experimental work.

Students are encouraged and supported to participate in a wide variety of science extra-curricular activities and competitions. These may include the Big Science competition and the Sleek Geeks Eureka Science Competition.

There is a weekly science help session that operates at lunchtime.

Science Year 8

In this course, students are encouraged to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community. They build on the laboratory skills that they learnt in year 7 and carry out experiments of their own design as well as more structured experiments. Experimental findings and ideas are communicated in a variety of formats and students are encouraged to make extensive use of computer and ICT skills.

**Topics studied:** Cells, Particle Chemistry, Chemical Change, Systems, Machines, Geology and Energy

Students are expected to keep a neat, written record of all class activities. They are also expected to complete all necessary homework and assignments. Assessment will be based on performance in topic tests, assignment submissions, homework completion and participation in experimental work.

Students are encouraged and supported to participate in a wide variety of science extra-curricular activities and excursions. These may include the Big Science competition and the Sleek Geeks Eureka Science Competition.

There is a weekly science help session that operates at lunchtime.
Food and Textiles Year 7 and 8

The aim of year 7 food is to introduce students to kitchen routine and to acquire basic food preparation skills. The aim of year 7 textiles is to encourage an interest in textiles and clothing and to develop skills to complete simple textile articles. Students develop an understanding of the importance of the use and care of equipment and safety and cleanliness in the workshop.

Please note:
There is a fee for this subject to cover the cost of ingredients and materials. Students are to bring an apron and container to all food classes. Appropriate footwear must be worn at all times.

Food Year 8

The aim of year 8 Food and Technology is to continue and expand on food preparation and cooking skills learnt in year 7. Students extend their knowledge on the correct and safe use of tools and equipment. Food selection models are studied and used in menu planning.

Please note:
There is a fee for this subject to cover the cost of ingredients and materials. Students are to bring an apron and container to all food classes. Appropriate footwear must be worn at all times.

Year 8 Textiles

The aim of Year 8 Textiles is to encourage an interest in textile and clothing; to further develop an understanding of the use of basic textile equipment; to understand the importance of safety in the workshop; and to develop machining skills necessary to complete textile articles.

Please note:
There is a fee for this subject to cover the cost of materials for the first product. Students are to supply their own materials for the second product. Appropriate footwear is to be worn at all times.

Systems Year 7 and 8

Students work with electronic and/or mechanical systems. They design and make specific products with components using the key processes associated with the study of technology: analyse the nature of the task and the appropriateness of the processes and materials/components to be used; they learn how to design an approach to the task and plans to guide the process; produce their designs using appropriate skills, tools and equipment; and evaluate the effectiveness of their plan, techniques and the final product. In addition, students learn essential safety requirements associated with the use of the tools and equipment.
**Design, Creativity and Technology Wood Year 7**

Students will be introduced to working with wood and a range of hand tools. They will design and make specific products with wood, using the key processes associated with the study of technology: Investigating and designing the nature of the task and the appropriateness of the processes and materials to be used. Producing their designs using appropriate skills, tools and equipment. Analysing and evaluating the effectiveness of their plan, techniques and the final product. In addition students will learn essential safety requirements associated with the use of the tools and equipment.

**Design, Creativity and Technology Wood Year 8**

Students will work with wood and a range of hand and basic power tools further building on what they have learnt in year 7. They will design and make specific products with wood, using the key processes associated with the study of technology: Investigating and designing the nature of the task and the appropriateness of the processes and materials to be used. Producing their designs using appropriate skills, tools and equipment. Analysing and evaluating the effectiveness of their plan, techniques and the final product. In addition students will learn essential safety requirements associated with the use of the tools and equipment.

**Plastics Year 7**

In this subject the students will start by completing a compulsory safety unit that assists them in understanding the importance of Occupational Health and Safety (OHS) in the Plastics classroom. This knowledge will then be used as a basis for the manufacture projects from acrylic based plastics. These projects will be manufactured using design ideas that have been developed as groups and individuals.

**Plastics Year 8**

This subject will involve the students completing a safety unit that will allow them to build on the knowledge that they have previously learnt on the processes involved in manufacturing items from acrylic sheet. Using the designing, producing and evaluating procedure, students will produce up to three projects which will progressively increase in complexity as they go. The finished work will be of a standard that reflects the abilities of the student.

**Metals Year 8**

In this subject the students will learn about a few of the differing types of metal available and safety aspects that are involved in their use. This will be used as a basis for them completing two projects, which involve two differing types of material. The first project will involve the use of galvanised steel, whilst the second project will utilise copper sheet. Each of these projects will require the students to develop a design brief, which is then used as a basis for the manufacturing phase.
Instrumental Music Year 7 and 8

Daylesford Secondary College offers students the opportunity to participate in an instrumental music program in addition to timetabled music classes. The program is available to all students from years 7-12. The instrumental music program at Daylesford Secondary College involves composition, improvisation, interpretation, performance, listening and research. These components are designed to develop students in a breadth of musical experiences. Students can choose from a vast range of instruments.

Music Year 7

Using music as a starting point, students use various musical instruments, electronic sources, techniques and processes, to improvise, compose and perform music both independently and collaboratively. They maintain a record of their work explaining their decisions about how they present art works for specific purposes and audiences. Students experience and evaluate a range of familiar and unfamiliar music from various styles, genres, times and cultures through listening, research, observation and reflection. They compare, analyse, evaluate and interpret the content in relation to music characteristics.

Music Year 8

Using jazz and/or blues music as a starting point, students will use various musical instruments, electronic sources, techniques and processes, to improvise, compose and perform music both independently and collaboratively. They will maintain a record of their creating and making explaining their decisions about how they present art works for specific purposes and audiences. Students will experience and evaluate a range of familiar and unfamiliar music from various styles, genres, times and cultures through listening, research, observation and reflection. They will compare, analyse, evaluate and interpret the content in relation to music characteristics.
Ceramics Year 8

Students use many starting points to create a variety of hand built, sculptural and functional clay models. Each task is designed for students to develop skills and techniques with specific tools and equipment. Different methods of construction and decoration are explored through student's own work as well as in other cultural contexts. Appropriate subject language is used to enable students to describe and analyse their own work. Students are required to complete some written work to develop their ability to respond to artworks.

Visual Communication Year 7

Students will learn about design elements and principles and experiment with imaginative and innovative ways of generating ideas. They study a range of drawing systems such as orthogonal, isometric, freehand and rendering and undertake a variety of design projects along with the study of the history and theory of design.

Visual Communication Year 8

Students study a range of drawing systems including orthogonal, oblique, isometric, freehand and rendering. They will learn how to combine and manipulate design elements and principles to create design for particular purposes and audiences. They will also learn about the history and theory of design.
**Visual Art Year 7**

*The Aims of Visual Art*

1. To help the student develop a frame of reference in regard to materials, media, methods and processes.
2. To assist the student achieve personal solutions by developing flexibility and originality.
3. To develop the capacity to decide why, when and how to use the skills at their command and effectively apply those that are required within the particular art discipline.
4. To encourage the student to acquire such information and abilities that will enable them to realise their intentions and to help develop an appreciation for developmental processes, sound construction and creative concepts.
5. To enable students to draw upon experiences through knowledge and observation, expressing these in a personal mode.
6. To familiarise students aspects of art and art history, through discussion of art works, artists styles and alternative approaches to art making.
7. To introduce suitable aspects of the Formal, Personal and Cultural Analytical Frameworks in order to describe, discuss analyse and interpret art.
8. To develop students’ ability to make effective responses using appropriate, specialised language, used to improve basic and subject specific literacy.

*The Course*

An introduction to the basic components of art that delivers a variety of media experiences and production methods. The course addresses the requirements of the Victorian Essential Learning Standards, and further develops the skills and knowledge students bring with them. Opportunity and instruction is provided for the exploration of works using a variety of drawing, painting, printing and sculptural methods including meanings, forms and styles.

This requires working with the basic ELEMENTS of: line, tone, colour, shape, texture and form, and the PRINCIPLES of: balance, harmony, movement, contrast, proportion, rhythm and repetition.

Students participate in developing ideas individually and may work within groupings that require collaborative decision making.

A range of introductory points are given that enable students to make written and or other effective responses toward their own and other works of art.

*Assessment*

Student work is assessed in accordance with the VELS guidelines, which involves Creating and Making and Exploring and Responding. These dimensions include: originality and inventiveness of the work; whether the student has shown improvement; ability to solve artistic problems; skill development; control of processes and techniques; art vocabulary; use of design elements and the completion of any written and assignment requirements.

A number of opportunities exist for students to be included in school and or community based exhibitions.
Visual Art Year 8

The Aims of Visual Art
1. To help the student develop a frame of reference in regard to materials, media, methods and processes.
2. To assist the student achieve personal solutions by developing flexibility and personal responses.
3. To develop the capacity to decide why, when and how to use the skills at their command and effectively apply those that are required within the particular art discipline.
4. To encourage the student to acquire such information and abilities that will enable them to realise their intentions and to help develop an appreciation for materials, sound construction and creative endeavour.
5. To enable students to draw upon experiences through knowledge and observation, expressing these in a personal mode.
6. To familiarise students with major movements in art history, through discussion of art works, artists and alternative approaches.
7. To improve students basic literacy and art literacy.

The course
Introduction to a variety of working methods used by artists that include drawing and painting but with opportunity to develop ideas outside these standard conventions ie – sculpture, digital photography. Students will also be introduced to works of a more ephemeral nature by including art works that focus on the natural environment and installation methods.
Students will develop individual works and be required to work within a group structure for other pieces.
Some assignment and written requirements will enable students to make effective responses to selected works and styles they will be looking at as part of the coursework. They will be expected to keep a working folio of their ideas in progress.

Assessment
Student work is assessed in accordance with the VELS guidelines, which involves Creating and Making and Exploring and Responding. These dimensions include: originality and inventiveness of the work; whether the student has shown improvement; ability to solve artistic problems; skill development; control of processes and techniques; art vocabulary; use of design elements and the completion of any written and assignment requirements.
A number of opportunities exist for students to be included in school and or community based exhibitions.
**Drama Year 7**

Students participate in a variety of activities to develop skills for creating, developing and refining works for presentation to a live audience. They explore ideas through the use of mime, improvisation, role and character development. Some script work is also used. They use technologies, acting and other stagecraft such as sound, props, lighting and costume to develop and present their works. Students record all activities in a journal and reflect on the creative processes they use, as well as evaluate and suggest improvements for their own and others' works. They also complete assignments on different performance styles as well as develop an understanding of the history of theatre in various cultural contexts.

Students are assessed in two broad areas. Under Creating and Making, students are assessed on their participation in activities and their ability to work cooperatively to generate, develop and express ideas in dramatic form. They are also assessed on their use of expressive skills, technologies and stagecraft to enhance performances. Under Exploring and Responding, they are assessed on their ability to maintain an accurate record of activities, reflections on their own and others' performances and their understanding of cultural and historical contexts of performance.

**Performance Year 7**

Students participate in activities from a variety of performance styles including singing, body percussion, dance and movement. They also experiment with a range of circus skills and work toward a performance to an outside audience. Students record all activities in a journal and reflect on the creative processes they use, as well as evaluate and suggest improvement for their own and others' works.
**Drama Year 8**

Students participate in a variety of activities to develop skills for creating, developing and refining works for presentation to a live audience. They explore ideas through the use of mime, improvisation, role and character development. Some script work is also used. They use technologies, acting and other stagecraft such as sound, props, lighting and costume to develop and present their works. Students record all activities in a journal and reflect on the creative processes they use, as well as evaluate and suggest improvements for their own and others' works. They also complete assignments on different performance styles as well as develop an understanding of the history of theatre in various cultural contexts.

Students are assessed in two broad areas. Under Creating and Making, students are assessed on their participation in activities and their ability to work cooperatively to generate, develop and express ideas in dramatic form. They are also assessed on their use of expressive skills, technologies and stagecraft to enhance performances. Under Exploring and Responding, they are assessed on their ability to maintain an accurate record of activities, reflections on their own and others' performances and their understanding of cultural and historical contexts of performance.

**Dance & Performance Year 8**

Students participate in a variety of activities to build their dance skills, with an emphasis on safe dance practice. They become aware of their bodies in space and time and experiment with ways of using the body safely to communicate ideas in dance form. They work in a variety of Dance Styles, learning movement phrases and choreographing their own works for presentation to an audience. Students also experiment with various circus skills and work toward a performance to an outside audience. They record all activities in a journal and reflect on the creative processes they use, as well as evaluate and suggest improvements for their own and others' works.

Students are assessed in two broad areas. Under Creating and Making, students are assessed on their participation in activities and their ability to work cooperatively to generate, develop and express ideas in dance form. They are also assessed on their use of expressive skills, technologies and stagecraft to enhance performances. Under Exploring and Responding, they are assessed on their ability to maintain an accurate record of activities, reflections on their own and others' performances and their understanding of cultural and historical contexts of performance.