## CONTENTS

**Introduction** 3  
**Behavioural Expectations** 4  
**CORE SUBJECTS** 5  
- English 5  
- Mathematics 5  
- Science 6  
- History 6  
- Geography 7  
- Health and Physical Education 7  
**ELECTIVE SUBJECTS** 8  
- Business and IT 9  
- Dance 9  
- Drama 10  
- French 11  
- Graphics 11  
- Home Economics 12  
- Hospitality 13  
- HPE Enrichment 14  
- Japanese 15  
- Mechatronics 15  
- Media Studies 16  
- Metalwork 17  
- Multimedia 17  
- Music 18  
- Outdoor Recreation 19  
- Science Enrichment 20  
- Visual Art 21  
- Woodwork 22
Introduction

Dear Parents/Guardians and Students,

The following information clarifies the curriculum offerings for Year 9 students at Redlynch State College.

All students will study the following Core Subjects:

- English
- Maths
- Science
- Health and Physical Education
- History (Semester 1) and Geography (Semester 2)

Students also select three elective subjects from the list below:

- Dance
- Drama
- Japanese
- Graphics
- Hospitality
- Media Studies
- Metalwork
- Multimedia and IT
- Music
- Outdoor Recreation
- Visual Art
- Woodwork
- HPE Excellence

Students who are at Redlynch State College in Year 8 have already studied a LOTE subject and two electives. In Year 9 student no longer need to study either Japanese or French and we allow students to reselect three elective subjects. Students may continue with electives that they have enjoyed or select others that they may be interested in. Students will reselect electives for Year 10. They will study 2 electives for 3 lessons per week.

Many of our elective subjects require the payment of elective subject charges. These funds support the additional materials required to provide extra opportunities for those students undertaking the subject. Elective subject charges will be invoiced early in the term. Student Resource Scheme contributions are required to be paid at the commencement of the school year. On receiving payment students will be issued with an ID card that will entitle them to collect textbooks from the textbook hire room.

The College runs 20 x 70 minutes lessons per week for Year 9 students.

Time allocations for subjects are as follows:

<table>
<thead>
<tr>
<th>English, Maths, Science &amp; History/Geography</th>
<th>3 lessons per week each</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE</td>
<td>2 lessons per week each</td>
</tr>
<tr>
<td>Three electives</td>
<td>2 lessons per week each</td>
</tr>
</tbody>
</table>
Redlynch State College is committed to ensuring that all young Queenslanders have a right to, and receive a quality education.

Redlynch State College creates a supportive school environment where all people feel respected, safe and committed to learning. A positive learning environment is created by building on quality relationships with students and parents. Our approach to developing responsible behaviour is focussed on these relationships and takes place in a caring supportive environment. We believe that self-control is necessary for children’s welfare and happiness and their ability to function effectively in society. Students are encouraged to manage their thinking and their behaviours and it is expected that they develop self-discipline and take responsibility for their actions.

Our behavioural expectations are:

![Behavioural Expectations Image](Image)

These behavioural expectations are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our behavioural expectations in all actions. These behavioural expectations are the foundation of our Responsible Behaviour Plan for Students.
**CORE SUBJECTS**

**ENGLISH**

**UNITS STUDIED**

1. Australian Flag - Persuasive
2. Speculative Fiction
3. Radio Interviews – How does language manipulate?
4. Memoir Writing – How does language manipulate?
5. Analytical Speech – Issues in Literature

**CORE SKILLS TAUGHT**

- Write to a word limit
- Utilise figurative language
- Persuade an audience
- Create a transformation
- Justify opinions
- Examine the use of text conventions
- Analyse a range of texts
- Identify persuasive techniques
- Experiment with language features, image and sound in literary texts

**ASSESSMENT**

1. Analyse the Australian flag. Does it need to be changed?
2. Writing a short story in response to a stimulus.
3. Analysing a Radio Interview
4. Analysing a Memoir
5. Fill a gap or silence from the novel they have read in class from the perspective of a marginalised character

**MATHEMATICS**

**UNITS STUDIED**

1. Financial Mathematics
2. Pythagoras’ Theorem
3. Algebra
4. Measurement
5. Linear relationships
6. Geometric Reasoning
7. Trigonometry
8. Statistics and probability
9. Non-linear relationships and proportion

**CORE SKILLS TAUGHT**

- Mathematics Reasoning
- Problem Solving

**ASSESSMENT**

1. End of Unit Exams
2. Assignments – Problem Solving Tasks/Investigations
3. Extension classes offered (assessment will be tailored to the class)

**ADDITIONAL INFORMATION**

- Students require a scientific calculator, ruler and protractor to complete this course.
SCIENCE

UNITS STUDIED
1. Energy – Light and Sound
2. Chemistry
3. Homeostasis
4. Ecology
5. Geology – Earth structure and processes

CORE SKILLS TAUGHT
- Questioning
- Hypothesising
- Predicting
- Planning and Conducting Investigations
- Collect accurate data
- Graphing of data
- Safe use of Equipment
- Identify relationships
- Evaluate conclusions
- Critically analyse secondary data
- Problem solving
- Evaluating data
- Summarise data
- Improvements to quality of data
- Use of scientific language
- Analyse patterns and trends in data

ASSESSMENT
1. Exams
2. Assignment
3. Collection of short response tasks

HISTORY

UNITS STUDIED
Semester One
1) The Industrial Revolution
2) World War I

Semester Two
3) Making a Nation
4) Asia and the World: China

CORE SKILLS TAUGHT
- Develop knowledge and understanding of historical terms and concepts
- Use chronology sequencing
- Identify and evaluate historical inquiry questions using a range of methods
- Identify the origin, purpose and context of primary and secondary sources, and evaluate their reliability and usefulness
- Process and synthesise information from a range of sources for use as evidence in an historical argument
- Identify and analyse different historical interpretations, and the perspectives of people from the past
- Develop texts that use evidence from a range of sources
- Select and use a range of communication forms and digital technologies

ASSESSMENT
1. Multimodal Presentation
2. Essay Response to Historical Stimulus
3. Short Response Exam
4. Extended Response Exam
GEOGRAPHY

UNITs STUDIED
1. Biomes and food security
2. Geographies of interconnections

CORE SKILLS TAUGHT
• Evaluating sources for reliability, bias and usefulness
• Develop maps for specific purposes
• Present findings, arguments and explanations in a range of appropriate communication forms
• Evaluate data using a range of methods to identify patterns, trends, relationships and anomalies and predict outcomes
• Apply geographical concepts to synthesise information and draw conclusions
• Develop geographically significant questions
• Reflect on and evaluate findings to explain predicted outcomes and make recommendations

ASSESSMENT
1. Short response exam
2. Response to stimulus test
3. Multimodal presentation

HEALTH AND PHYSICAL EDUCATION

UNITs STUDIED
1. Theory: Sustainable Health Challenge Prac: Basketball
2. Theory: Sexual Education Prac: AFL
3. Theory: Fitness Prac: Softball
4. Theory: Let’s get the party started – alcohol awareness Prac: Teacher Choice

CORE SKILLS TAUGHT
• Identify issues and inequities
• Plan investigations /activities
• Research, analyse and evaluate
• Draw conclusions and make decisions
• Propose, justify, implement and monitor plans to achieve goals
• Promote health and wellbeing, movement capacities and personal development
• Create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
• Identify risks and apply safe practices
• Select and apply positive, respectful and inclusive personal development skills and strategies
• Develop controlled, coordinated and efficient movement
• Develop teamwork, tactical knowledge and strategic thinking
• Use feedback to improve performance

ASSESSMENT
1. Theory: Multimodal Presentation Prac: Basketball
2. Theory: Supervised Exam Prac: Softball
3. Theory: Training Program Prac: AFL
4. Theory: Reflective Journal Prac: Teacher Choice

Please note: All practical assessment is continuous throughout the term.

ADDITIONAL INFORMATION
Participation in the practical and theoretical aspects of the course is expected.
Equipment includes: Stationery, Bucket hat, Running shoes, No jewellery
Students are required to select three elective subjects in Year 9. These electives will be taken for the whole year. Students will then be asked to select 2 electives in Year 10 which they will study 3 lessons per week.

Available elective subjects are shown below:

- Business and IT
- Dance
- Drama
- French
- Graphics
- Home Economics
- Hospitality
- HPE Enrichment
- Japanese
- Mechatronics
- Media Studies
- Metalwork
- Multimedia
- Music
- Outdoor Recreation
- Science Enrichment
- Visual Art
- Woodwork

Please note that many of our elective subjects require the payment of an elective subject fee. These funds support the additional materials required to provide extra opportunities for those students undertaking that subject. Costs for Electives are shown on the subject selection form. Elective subject charges will be invoiced early in term 1.
BUSINESS AND IT

UNITS STUDIED

1. Business documents (orders, cheques, EFTPOS, Balance Sheets)
2. Marketing (basics)
3. Business software
4. Stock market
5. Jobs and calculating payroll

CORE SKILLS TAUGHT

Students will learn:
- The basics\textsuperscript{*} of Microsoft software, such as: Word (intermediate), Excel and Publisher. Adobe Dreamweaver
- Marketing fundamentals
- Security of assets (and cash)
- Sole traders and public companies, Bankruptcy and Liquidation
- The economy, investment options, stock exchanges, stock brokers, currencies
- Full time, casual and season employment, termination types, taxation, calculation of payroll

ASSESSMENT

Short Response Test
Portfolios
Products e.g. marketing documents (fliers, business cards, letters)
Extended Responses: Paragraphs

DANCE

UNITS STUDIED

Semester One: Dance and Communication (Jazz)
Semester Two: Popular Dance of the Youth Culture (Hip Hop)
World Dance

CORE SKILLS TAUGHT

- Apply safe dance principles
- Demonstrate knowledge of the Elements of Dance
- Investigate the origin, history and techniques of Jazz dance, dance in popular culture and cultural dance
- Learn, practise and present their work using genre specific dance vocabulary, expressive and technical skills
- Recognise, describe, compare and contrast characteristics of chosen dance styles in relation to their contexts
- Explore, select and manipulate dance elements to create movement sequences in various dance styles and genres
- Reflect and offer feedback on their own work and that of their peers
- View, analyse and respond to dance examples from various genres

ASSESSMENT

Performance Jazz dance
Short response test
Choreography for pair/small group
Choreography/Performance in Hip Hop/Funk genre for music video
Performance cultural dance
Presentation/written assignment

ADDITIONAL INFORMATION

Group work is an essential process in dance and as such skills in communication and sharing of creative ideas are an asset. Performance opportunities will require rehearsals outside class time.
DRAMA

UNITS STUDIED
Semester One: Storytelling
Semester Two: Collage Drama
Let’s Get the Party Started

CORE SKILLS TAUGHT

- Students will know the different dramatic conventions of a Collage Drama
- Scriptwriting skills in the genres of collage drama scripts and storytelling scripts
- Working as an ensemble cast for the purpose of a live performance
- Students will know how to review a piece of theatre
- Improvisation skills
- Group work skills
- Presenting skills
- Responding to Drama skills
- Vocal skills for performance
- Rehearsal responsibilities

ASSESSMENT

Scriptwriting a Collage Drama
Presenting a Collage drama in groups
Reviewing an early childhood theatre
Transforming a story into a script for performance
Live performance of a Storytelling show in front of a year 3 audience
Live performance in front of parents and friends of a Collage Drama

ADDITIONAL INFORMATION

In preparation for the live performances, students will be required to attend out of class time rehearsals i.e. lunchtimes and/or before/after school. Students will also be required to attend a compulsory full dress rehearsal on the weekend prior to the live performances.
FRENCH

UNITS STUDIED

Term 1  **What’s up?**  Daily life, work and leisure  
Term 2  **Let’s go Somewhere!**  Holidays and future plans  
Term 3  **Let’s eat and be healthy**  Food, cuisine, health and sport  
Term 4  **What’s going on?**  French media, life issues and relationships

CORE SKILLS TAUGHT

Students will study French through an exciting and modern curriculum that covers both formal and everyday use of the language. Students will become proficient in the written language and develop competent conversation skills.

ASSESSMENT

Each semester students will be exposed to tasks assessing the four key language learning areas of reading, writing, speaking and listening. Assessment tasks remain authentic with the students exposed to real-life scenarios to display their abilities.

REQUIREMENTS

Learning a language requires enthusiasm, diligence and patience. Students wanting to learn French must have a positive attitude and actively participate in classroom activities. Homework and independent study outside of school are essential to becoming a successful language learner.

GRAPHICS

UNITS STUDIED

Projects such as  
1. Drawing portfolios  
2. Practical tasks and assignments

CORE SKILLS TAUGHT

- Isometric views
- Orthographic projections
- Construction basics
- Geometrical constructions
- Cabinet projections
- CNC basics

ASSESSMENT

Practical
1. Portfolio of Drawings- Orthographic (drawing boards and Autocad)  
2. Portfolio of Drawings – Pictorials (sketchup, Inventor)
3. Mini Assignment
4. Desk Design

ADDITIONAL INFORMATION

Students require pencils at every lesson
HOME ECONOMICS

UNITS STUDIED

1. Eating well for the future
2. Eating with family and friends
3. Manufacturing methods
4. Garment construction

CORE SKILLS TAUGHT

- To develop skills and knowledge of the process used to produce a range of cakes, biscuits, slices, sweet treats and pastry
- To develop an understanding of the influences on the evolution of the Australian cuisine
- Develop skills in the non-apparel focus area so as to produce enviro bags
- Develop skills in the textile arts focus area so as to produce fabric books
- Identify the value of good health and understand some of the major community health concerns influencing that
- Investigating “What makes a meal healthy”
- Designing & producing healthy, economical meals to prepare for family & friends
- Researching historic costume for a particular era. Understanding the elements and principals of design.
- Designing Costumes
- Producing examples of a number of sewing techniques
- Practical experience in following commercial pattern instructions
- Production of a wearable garment

ASSESSMENT

1. Practical Cooking Exam
2. Written Test
3. Party plan assignment
4. Continuous practical cookery
5. Research assignment (Costume design)
6. Sewing technique portfolio
7. Practical sewing garment and process journal

ADDITIONAL INFORMATION

Students will require an A4 notebook, display folder and a 2 litre sized plastic container with lid.
Safety regulations –Education Department Regulations do not allow students to be in kitchen/textile rooms unless they are wearing shoes with impervious uppers. Thongs and sandals are unacceptable.
HOSPITALITY

UNITS STUDIED

1. Easter Stall
2. Cheesecakes and quiches
3. Pies and Pastries
4. Let’s get the party started function

CORE SKILLS TAUGHT

- Development of basic skills and knowledge to set up a small business.
- Development of an understanding of the influences such as marketing, target markets, factors affecting menu choices, legal requirements, health and safety when setting up a cafe.
- Development of culinary skills in practical cookery to produce a variety of food items suitable for selling.
- Development of knowledge and skills to cater for a range of needs including disabilities and dietary requirements.
- Develop an understanding of influencing factors on food selection such as cost and quality control, labelling and packaging.
- Develop team work skills to function as part of a work team.
- Development of customer service skills such as order taking, cash register operations and managing customer complaints.

ASSESSMENT

1. Easter stall folio
2. Continuous practical
3. Cheesecake drive
4. Theory exam
5. Pie drive
6. Theory exam
7. Continuous Practical – function trial products and final product folio

ADDITIONAL INFORMATION

Students will require an A4 notebook, display folder and USB stick.
Safety regulations – Education Department Regulations do not allow students to be in kitchen rooms unless they are wearing shoes with impervious uppers. Thongs and sandals are unacceptable.
HPE ENRICHMENT

UNITS STUDIED

1. Theory: Skill Acquisition Prac: Badminton
2. Theory: Coaching Prac: Soft Crosse
3. Theory: SEPEP Prac: Teacher Choice
4. Theory: Athlete Nutrition Prac: Weightlifting

CORE SKILLS TAUGHT

- Identify issues and inequities
- Plan investigations /activities
- Research, analyse and evaluate
- Draw conclusions and make decisions
- Propose, justify, implement and monitor plans to achieve goals
- Promote health and wellbeing, movement capacities and personal development
- Create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
- Identify risks and apply safe practices
- Select and apply positive, respectful and inclusive personal development skills and strategies
- Develop controlled, coordinated and efficient movement
- Develop teamwork, tactical knowledge and strategic thinking
- Use feedback to improve performance

ASSESSMENT

1. Theory: Multimodal Presentation Prac: Badminton
2. Theory: Community Coaching Session Prac: Soft Crosse
3. Theory: Project Prac: Teacher Choice
4. Theory: Supervised Exam Prac: Weightlifting

Please note: All practical assessment is continuous throughout the term.

ADDITIONAL INFORMATION

Participation in the practical and theoretical aspects of the course is expected. 
Equipment includes: Stationery, Bucket hat, Running shoes, No jewellery.
**JAPANESE**

**COURSE OVERVIEW**
Students will study Japanese through an exciting and modern curriculum encompassing both formal and ‘everyday’ language functions. Students will become proficient in the three forms of Japanese script and develop competent conversation skills.

**AREAS OF STUDY**
Students learn the language by studying the following:

- Unit 1: Let’s party
- Unit 2: Moving
- Unit 3: New School
- Unit 4: Seasons
- Unit 5: Let’s go shopping
- Unit 6: Friends and Fashion

**ASSESSMENT**
Each semester students will be exposed to tasks assessing the four key language learning areas of reading, writing, speaking and listening. Assessment tasks remain authentic with the students exposed to real-life scenarios to display their abilities.

**REQUIREMENTS**
Learning a language requires enthusiasm, diligence and patience. Students wanting to learn Japanese must have a positive attitude and actively participate in classroom activities. Homework and independent study outside of school are essential to becoming a successful language learner.

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**MECHATRONICS**

**UNITS STUDIED**

Mechatronics' aim is a design process that unifies the following skills required in the STEM industries.

**CORE SKILLS TAUGHT**

**These may include:**
- Entrepreneurship
- Project Management
- Design
- Construction
- System Automations (Robotics)
- Task based engineering
- Electrical theory
- Designing simple programs
- Coding

**ASSESSMENT**

**These may include:**
- Projects
- Project portfolio
- Tests
UNIT STUDIED

1. Designing a Genre Film
2. Classic Film Genre’s
3. The Representation of Women and Violence in Videogames
4. Television News Media

CORE SKILLS TAUGHT

- Constructing a Storyboard (shot size, angle, movement, an accurate representation of what is happening on screen)
- Construction of pre-production documents and backwards planning
- Filming and editing a VFX safely
- Apply prosthetics and VFX make up
- Create, setup and design lighting
- Analysis and deconstruction of visual Signs and Symbols
- Use evaluation and develop evidence based judgments
- Structure Essays
- Use videogame specific language
- Framing, angle and movement use to make specific meaning
- Composition (colour use, R.O.T, focus, shape and line)
- Setting: manipulating the environment and objects
- Lighting: using safe practices to manipulate light intensity and source to make meaning.
- Use of continuity and discontinuity editing to make meaning.
- Use of digital grading and colour correcting software sound
- Manipulation of diegetic and non-diegetic sound as well as recording to engage with and manipulate the audiences emotional context

ASSESSMENT

1. 10-20 shot storyboard genre sequence (Design Component)
2. 2 minute sequence production (Production Component)
3. 400-600 Word essay on the Violence/Women in Videogames
4. Creating a News Report
METALWORK

UNITS STUDIED
Students will work on projects such as:
• Pot Plant Bracket
• Small Hammer
• Tool Box
• Pencil holder

CORE SKILLS TAUGHT
• Health and safety in a work shop
• Design processes
• The use of all forms of hand tool including hacksaws, tin snips and files
• Marking and measuring techniques including the use of rulers, scribes, centre punches and vernier callipers
• Safe use of workshop machines such as the drill press, spot welder and metal lathe.
• Fitting and tapping
• Using battery operated equipment
• Using mains powered equipment
• Metal finishing techniques including filing, sanding and painting

ASSESSMENT
1. Practical projects
2. Theory assignments

ADDITIONAL INFORMATION
Students will be shown a range of manual skills, they will be encouraged to select the correct tools for each task.
Students must follow safety guidelines at all times
Students must wear covered shoes

MULTIMEDIA

UNITS STUDIED
1. Privacy
2. Digital Still Imaging
3. Movie Editing
4. Website Creation
5. Parts of a Computer
6. 3D animation

CORE SKILLS TAUGHT
• The basics of Adobe multimedia software, such as: Photoshop, Fireworks (website creation), Premiere and After Effects; and about 3D animation
• The knowledge behind buying the right computer (input, output, storage & processing)
• How to write planning documentation

ASSESSMENT
1. Short Response Test
2. Portfolios
3. Products eg Web Page, Advertisement
4. Extended Responses: Essays, Research Assignments

ADDITIONAL INFORMATION
Stationery required: USB
UNITS STUDIED

1. Merry Melodies
2. Music and Movies
3. Classic Hits

CORE SKILLS TAUGHT

- Music elements and concepts
- Technical terms for common music signs and symbols
- Identifying the relationships between music notation, sounds and symbols in a variety of contexts and styles
- Rehearsal and performance techniques
- Reflecting and critiquing your own and other musicians’ work
- Making and creating music in a variety of styles to suit specific purposes and contexts with Music software programs
- Evaluating and comparing music repertoire and other music sources to develop musicianship
- Responding to musical works using musical language (elements and concepts)
- Making judgements to express a music viewpoint as you work

ASSESSMENT

Performance: in a small group (1 person per part) or as a soloist with a backing track or other suitable accompaniment
Composing: select and combine music elements, concepts and stylistic characteristics to create original works for different contexts in contrasting styles (e.g. music that underscores a film clip/cartoon)
Musicology: Short Response Multiple Choice Exam and Extended Response Task

ADDITIONAL INFORMATION

Students who are enrolled and participate in the Instrumental Music program are strongly advised to select Classroom Music as an elective subject. Students who enjoy music and identify as individuals with specific musical abilities are also encouraged to select Classroom Music as an elective subject.

It is expected that students have and are already learning an instrument (including voice). Students must be willing and able to bring their instrument to school on the days when they have Year 9 Music.

Students who demonstrate a high level of natural musical ability may also apply for a position in the MExAR Course (Music Excellence At Redlynch). Selection is via submission of an application and audition. Contact MExAR@redlynchsc.eq.edu.au for further information and to receive an application package.
OUTDOOR RECREATION

UNITS STUDIED

1. Theory: Rock Climbing
   Excursion: Northern Outlook
2. Theory: Reef Education, Snorkelling & Bushwalking
   Excursion: Smithfield Pool & Fitzroy Island
3. Theory: Environmental Education
   Excursion: Goldsborough Bushwalk
4. Theory: Wilderness First Aid

CORE SKILLS TAUGHT

- Technical knowledge, such as abseiling, climbing techniques and procedures to suit the features of the surface
- Caving, climbing and abseiling technique policies and procedures to enable safe conduct of all caving activities
- Care and maintenance of equipment to ensure prolonged life span and safety requirements
- Different types of caves, and associated features, hazards, risks, and how to apply minimal impact techniques
- Snorkelling techniques
- Recycling techniques, policies and procedures
- Survival skills: stove design, camp fridge
- Knot tying techniques
- Team work
- Leadership

ASSESSMENT

1. Theory: Written Assessment
2. Theory: Supervised Written Exam & Multimodal Presentation
3. Theory: Community Project
4. Theory: Booklet

ADDITIONAL INFORMATION

Students will be required to attend Camps and practical sessions off campus which may include:
- Northern Outlook
- Fitzroy Island
- Smithfield Pool
- Goldsborough Bushwalk
SCIENCE ENRICHMENT

UNITS STUDIED
Units are determined by students and teacher and may include:

- Forensics
- Sustainable Living
- Coral Reef Ecology
- Light
- Bottle Rockets
- Scientific Investigations

CORE SKILLS TAUGHT

- Questioning
- Hypothesising
- Predicting
- Planning and Conducting Investigations
- Collecting accurate data
- Graphing of data
- Safe use of Equipment
- Identifying relationships
- Evaluate conclusions
- Critically analysing secondary data
- Problem solving
- Analysing patterns and trends in data
- Evaluating data
- Summarising data
- Improvements to quality of data
- Use of scientific language

ASSESSMENT

Assessment may include the following:

- Experimental Design
- Report Writing
- Folios of Work
- Presentations

ADDITIONAL INFORMATION

Possible field excursion for Ecology unit.
VISUAL ART

UNITS STUDIED

1. Pop Art
2. Ceramics
3. Relief Printmaking
4. Montage

CORE SKILLS TAUGHT

• Use visual language (elements & principles of design)
• Use technical terms for mix media, painting, printmaking & sculpture, monoprinting & ceramics
• Solve visual problems in design and art making techniques in design
• Use specific processes involved in mix media, lino cut reduction, assemblage sculpture & painting, drawing, monoprinting & ceramics
• Use the Inquiry model to research, develop, reflect and resolve to create an artwork, to create an experimental folio of work
• Develop art making skills in 2D & 3D art
• Respond to artists’ works and arts concepts
• Reflect on own & other artists’ works
• Use & manipulate visual language (elements & principles of design)

ASSESSMENT

1. Pop Art Portrait including Visual Diary
2. Ceramic Sculptural Pot including Visual Diary
3. Lino Cut Print including Visual Diary
4. Short Response Exam
5. Ceramic Sculpture Montage Work including Visual Diary

ADDITIONAL INFORMATION

Resources needed:
• A4 Visual Diary
• A3 Fixed Leaf Display Folder
• 2B, 4B 6B pencils

Creating art works do require time and if students fall behind they may be required to attend out of class time studio time i.e. lunchtimes and/or after school to complete their pieces.
WOODWORK

UNITS STUDIED

Students will be working on projects such as:
- Stool
- Electronic storage box
- Games holder
- Table tennis bat
- Acrylic desk tidy

CORE SKILLS TAUGHT

- Health and safety in a work shop
- The use of all forms of hand tool
- How to use a Tenon and Coping saw
- Wood finishing techniques
- Clamping of wood
- Safe use of a chisel
- Marking out techniques
- Wood selection for jobs
- Use of hammer and nails
- Selecting and using wet and dry papers
- Polishing acrylic
- Using battery operated equipment
- Using mains powered equipment
- Wood finishing techniques
- Acrylic finishing and cutting techniques

ASSESSMENT

1. Projects
2. Assignments

ADDITIONAL INFORMATION

- Students need to follow safety guidelines
- Students will be shown a range of manual skills and some power tools.
- They will be encouraged to select the correct tool for each task
- Students will gain knowledge of cutting and polishing acrylic
- Students need to wear closed footwear