Clarence High School

Curriculum Guide – 2017

Grade 7 and 8

Building Relationships

Inspiring Learning

Achieving Potential

Tasmania
Explore the possibilities

INTRODUCTION

Building Relationships Inspiring Learning Achieving Potential

Welcome to the Clarence High Year 7 and 8 Curriculum Guide. This handbook has been put together by teachers to help students and their families understand our curriculum and to assist year 7 students make wise program selections for year 8. It is based on the developing Australian Curriculum and the Tasmanian Curriculum as appropriate.

We have designed a curriculum structure that will support each student to fulfil their potential while maintaining a balanced curriculum over their junior years at Clarence High. Year 7 students do a common course and do not need to make any program choices other than to decide if they want to study French or not. Students going into year 8 are encouraged to select programs that will meet their current and future needs and interests.

Clarence High is a school that values individuals and fosters their potential within the community. We aim for all students to be successful and we look forward to working in partnership with students and their families in order to achieve their goals. We care about all the people in our community and encourage all students to reach out and try their best. We are committed to academic and personal excellence in all fields of endeavour.

Clarence High learning programs will continue to be reviewed and remodelled over coming years to further incorporate the requirements of the Australian Curriculum. In particular, Mathematics, Science, English, History, Geography and Health and Physical Education have been reviewed to reflect the latest Australian Curriculum developments. There will continue to be a focus on building positive relationships, inspiring learning and high expectations for all students. Authentic learning and assessment tasks and positive behaviour supports underpin our work in encouraging the best from all of our students.

ASSESSMENT

The main purpose of assessment is to improve student learning. Assessment is an ongoing process of gathering and using evidence of student achievement.

Effective assessment enables:

- students to better understand their progress towards goals and become more knowledgeable and self-directed in their learning
- teachers to make more informed judgements about student progress and design more effective teaching programs
- parents and carers to better understand and support students' learning and achievement.

Mathematics, Science, English, History, Geography and Health and Physical Education will be assessed against the Australian Curriculum year-based achievement standards. Other programs will continue with Tasmanian Curriculum Framework assessment or school-based assessment.

HOMEWORK

Students will be asked to do work outside school time for a variety of reasons. Students will be asked to:

- **reflect** on their thinking and learning
- **discuss** various topics with their families
- **investigate** family opinion or history
- **research** information from their local environment
- **share** their learning and enthusiasm with family and friends
- **complete** tasks begun in class
- **engage** in challenges as part of particular learning sequences
- **attempt** assignments
- **practise** skills as appropriate
- **review and extend** their learning and understanding

The purpose of this is to help students to develop independent learning skills which will be so vital to their future as life-long learners. Teachers will monitor homework and provide feedback to students.

Students benefit enormously when families actively engage together in discussion of this process. Student learning is enhanced when school and home value both the student and their learning.

SUPPORTIVE SCHOOL COMMUNITY

At Clarence High School we are committed to building a supportive school community where everyone, staff and students, is able to work in a physically and emotionally safe environment.

Our Supportive School Community addresses such things as:

- Building school ethos and connectedness
- Involving students in school decision making processes
- Building a culture of leadership amongst our students
- Ways to facilitate and enhance student learning
- Inclusive and differentiated teaching methods
- Promoting mutual respect and using restorative justice practices
- Anti-bullying and anti-harassment policies and procedures
- A comprehensive education program on cyber bullying and cyber safety
- Peer support
- Resilience education
- Supporting positive behaviour and behaviour management
- Lunch time activities
- Extra-curricular activities such as debating, bands, academic competitions, computing club and sports
- Year structures and activities to support students
- Social activities for staff and students
- Year 8 camp program
- Recognising and celebrating student achievement
- Transitions to and from high school

All of this is built around the underlying values of: learning, excellence, equity, relationships and respect. Our community behavioural expectations of respect for self and others, responsibility and being an active learner form a firm basis for our school core drivers which are building relationships, inspiring learning and achieving potential. Our purpose is to provide the optimum learning environment for our students and build a learning community in which we can all thrive.

MY EDUCATION

My Education is a coordinated whole-school approach to career and life planning. It supports students to identify their personal interests, values, strengths and aspirations, and teaches them how to use this knowledge to make decisions about their future learning, work and life opportunities. My Education is a partnership between the student, parents and carers, the school and the community, and also aims to engage with business and industry in Tasmania by linking education with a student's future employment options.

In year 7 this curriculum is embedded across learning areas with a particular focus on valuing difference in Well Being and on entrepreneurial skills in Inventions, Innovations and Ideas. In year 8 the curriculum is also embedded across learning areas with a particular focus on understanding self and others in Well Being. All students have

access to the My Education Online program which provides information on different careers and includes tools to help students explore careers related to their skills and interests.

INDIVIDUALISED PROGRAMS

Tasmanian Government schools are committed to providing a quality education at your neighbourhood school that is inclusive of the learning needs of all students. Students may have more individualised needs due to psychiatric, intellectual or physical factors.

At Clarence we work with all students to develop a course for each individual that best suits their needs. For most students these courses are made up of programs described in this Curriculum Guide. Some students, as identified by their learning achievements, future plans or behaviour, will be provided with alternative learning opportunities. Examples of these are The House Options program, numeracy and literacy support and community access opportunities. These alternative offerings are supported by the school and as such are considered to be part of our wider curriculum. For some students a more flexible, negotiated program will be necessary. We recognise that each individual is unique and we will attempt to work with each and every student to meet their unique learning needs.

The Learning Centre also provides an individualised program for identified students. Our skilful team of teachers and teacher assistants works daily with students and parents in the delivery of a supportive yet appropriately challenging curriculum. Liaison with other agencies such as Disability Services, Clare House and Youth Justice ensures an appropriate program is provided tailored to the learner's need. Affirmation and celebration of improvement in positive relationships is a high priority. Regular liaison with other service providers ensures individual programs are appropriate and transition planning for education and life beyond Clarence High is provided.

EXTENSION AND ENRICHMENT

At Clarence we value diversity and excellence and so we provide a curriculum that caters for students of all abilities. Gifted and talented children in our school require and enjoy extension and enrichment in their programs. This is provided in the following ways:

- Integrated and differentiated classroom curriculum which provides appropriate support and challenge for all students.

- Encouraging and supporting students to enter a number of competitions such as:

    - Australian Mathematics Competition
    - Maths Challenge and Enrichment
    - Maths Relays
    - MAT Maths Problem Solving Competition
    - Australian Informatics Olympiad
    - University of NSW ICAS Computing competition

- UNSW ICAS Science competition
- UNSW ICAS English competition
- Bell Shakespeare Writing Competition
- Tasmanian Debating Union Competition
- National History Challenge
- Frank MacDonald Memorial Prize
- Simpson Prize
- Australian History Competition
- ANZAC Poetry Competition
- Alliance Francaise
- Science and Engineering Challenge
- Rio Tinto Big Science competition
- Tournament of Minds
- Eisteddfods and other musical and drama competitions
- Robocup
- Stock Market Game
- My State Film Competition
- Junior Public Speaking (UNYA)
- Youth Parliament
- Next Gen Business Challenge
- And various other school-based competitions
- Participation in various optional clubs such as Debating and Computer.

These extension and enrichment programs will be advertised through Student News and relevant subject classes. If you would like any further information about any of these options then please contact the office on 6244 2544. A brochure with more information will be published at the beginning of each year.

Leadership

Towards the end of year 7, students may apply for the position of **Junior House Captain**. In this role students assist at primary school sports carnivals, help organise lunchtime sports and the equipment store and play a leading role in building house spirit.

Students can also apply to be a **Learning Centre Buddy**. Students who are selected to be a **Learning Centre Buddy** undertake one day of training. These students will be scheduled to work with Learning Centre students during breaks, will sometimes be withdrawn from class to assist a student as part of the reading program and assist at events such as the Special Olympics.

YEAR 7 CURRICULUM

Year 7 students will engage in the following programs:

Program	Number of periods per week
English	3 periods per week, year long
History, Geography and Civics	3 periods per week, year long
Mathematics	3 periods per week, year long
Science	3 periods per week, year long
Personal Wellbeing including ICT Literacy and Food Studies	4 periods per week, year long
Music	1 period per week, year long
Art	2 periods per week semester
Design	2 periods per week semester
Drama	2 periods per week semester
Inventions, Innovations and Ideas	2 periods per week semester
French	Option – 1 period per week plus lunch tutorial

Literacy will be taught in all programs, with a particular emphasis in English.
Information and Communications Technology will be taught in all programs, with a particular structured focus in Personal Wellbeing.

YEAR 7 HOME GROUP

The Home Group teacher for year 7 students will generally be one of their core teachers. This teacher will teach these students for 3 periods per week and meet with them for Home Group each morning for 10 minutes at the start of each school day. The home group teacher will be your first contact with school for any general inquiries or passing on of important information about your child. With so much teaching contact they will get to know each child in their Home Group and thus be able to provide positive pastoral care. Pastoral care is not restricted to this teacher or program but they will provide a key role in caring for your son/daughter during the year.

Home Group teachers will focus on assisting students in their transition from primary school and connecting with their new social and educational world at high school including Creating ConnectionS Day. There will be a focus on promoting mutual respect and making the best of the opportunities available at Clarence High School.

YEAR 7 CREATING CONNECTIONS DAY

Our program is an integral part of our curriculum for all year 7 students.
Activities will include:

- Challenge activities
- Volcano building
- Surfing Activities
- Kayaking

YEAR 8 CURRICULUM

Year 8 students will engage in the following programs:

Program	Number of periods per week
English	3 periods per week, year long
History, Geography and Civics	3 periods per week, year long
Mathematics including ICT Literacy	3 periods per week, year long
Science	3 periods per week, year long
Health and Wellbeing	3 periods per week, year long
Option 1	3 periods per week, semester
Option 2	3 periods per week, semester
Option 3	3 periods per week, semester
Option 4	3 periods per week, semester

Year 8 students will study English, History, Geography and Civics, Science, Maths and Health and Wellbeing in their allocated teaching group. Students will choose from the range of options for the remaining 6 periods per week. Options will be studied for three periods per week for one semester, i.e. half the year. Classes will be determined by program selections. Students will do four options each year. Information and Communications Technology will be taught in all programs, with a particular structured focus in Mathematics.

Semester options available for year 8 students:

- Applied Technology
- Art Production
- Computer Programming and Robotics
- Computing
- Critical and Creative Challenges
- Dance
- Design
- Drama
- Food Studies
- French
- Indonesian
- Music
- Music Extended
- Three Dimensional Aesthetic Design

(See contents page at the front of the guide for page numbers of these courses).

YEAR 8 HOME GROUP

The Home Group teacher for year 8 students will usually teach these students for a minimum of 3 periods per week and meet with them for Home Group each morning for 10 minutes at the start of each school day. This teacher will be your first contact with school for any general inquiries or passing on of important information about your child. With so much teaching contact they will get to know each child in their Home Group and thus be able to provide positive pastoral care. Year 8 classes will incorporate understanding ourselves, how to work as part of a team, organisational skills and leadership as part of the pastoral care program. Pastoral care is not restricted to this teacher or program but they will provide a key role in caring for your son/daughter during the year.

YEAR 8 CAMP

As part of the year 8 program, students will participate in a three day, two night camp at Spring Beach, Orford. The theme of the camp is "Accept the Challenge: Know yourself, know your team". The camp experience aims to foster and support each student's sense of belonging, community cooperation, friendship and leadership and to assist in their personal growth. Students do this by participating in a range of interest based and action packed activities and by meeting a range of personal challenges.

The camp programme will consist of a variety of cooperative and water based challenges run by qualified staff. Students learn new skills and engage in activities that develop teamwork and help them to get to know each other and themselves better. The aim is to provide a rewarding, unique and happy educational and recreational experience for all year 8 students.

LOOKING TO THE FUTURE

Guidelines for course construction for years 9 and 10

Students have a wide range of choice within the following guidelines:

Students should choose a course made up of year-long and semester programs to a total of 7 lines per semester.

- **English**, **History, Mathematics and Science** must be studied in a year-long program.
  Students wanting to pursue pre-tertiary Science and Mathematics studies should study Science Studies and Maths Studies in year 9 and Further Science Studies and Further Maths Studies or Maths Methods in year 10.

We also require that year 9 students study at least one semester of Health and Wellbeing.

Students are encouraged to select a balanced program that will meet their current and future needs as identified during the pathway planning process. Students should give some consideration to which subjects they might want to study in future years and so ensure they have completed any prerequisites where necessary. Some programs will be offered every second year so students should plan their course over two years.

All students will be involved in the **Work Studies** program for one period a week, which includes ICT literacy.

KEY FOR PROGRAM OUTLINES

- Programs denoted by 3* or 4* in the 'Pathways beyond high school' section refer to pre-tertiary subjects.

	3ppw Full Year	3ppw Full Year	3ppw Semester	
	Year 9 and 10 separate	**Years 9 and 10 together**	**Years 9 and 10 together**	
English	9 English 10 English			
Mathematics	Further Mathematical Studies (10) Maths Methods (10) Mathematical Studies (9)	Maths for Life Mathematics in Society		
History and Geography	9 History 10 History		Big History (2017) Humanitarian Studies	
Science	Further Science Studies (10) Science Studies (9)	Science and Technology	Marine Science	
Health and Wellbeing		Health and Recreation Sport and Active Lifestyle Outdoor Education	Health and Recreation for Girls Sport and Active Lifestyle for Girls Sport and Active Lifestyle Pure Fitness	
Arts		Music – General Studies Music – Project Based Learning Drama	Media- Movie Making Music - Performance Art Production - Drawing Art Production - Painting and Mixed Media	Ceramics, Glass and Sculpture Dance Drama
Vocational and Applied Learning Including other School Based Programs	‘	Design and Applied Technology Sport Science Personalised Learning (3 - 9 ppw) Hospitality and Catering Food Studies	Business Management and Enterprise Craft and Fashion Creative Writing (2018) Design – Enterprise Digital Photography and Graphic Design Digital Technologies 1 Digital Technologies 2 Fashion Production Food Studies	French 3D Graphic Design Hospitality and Catering Human Interactions Indonesian Information Systems 1 Information Systems 2 Journalism (2017) Personalised Learning STEM Projects

TIMETABLE FRAMEWORK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HG	**8.40 – 8.50**	**8.40 – 8.50**	**8.40 – 8.50**	**8.40 – 8.50**	**8.40 – 8.50**
1	**8.50 – 10.05**	**8.50 – 10.05**	**8.50 – 10.05**	**8.50 – 10.05**	**8.50 – 10.05**
Break 1	10.05 – 10.20	10.05 – 10.20	10.05 – 10.20	10.05 – 10.20	10.05 – 10.20
2	**10.25 – 11.40**	**10.25 – 11.40**	**10.25 – 11.40**	**10.25 – 11.40**	**10.25 – 11.00**
3					**11.00 – 11.40**
Break 2	11.40 – 11.55	11.40 – 11.55	11.40 – 11.55	11.40 – 11.55	11.40 – 11.55
4	**12.00 – 1.15**	**12.00 – 1.15**	**12.00 – 1.15**	**12.00 – 1.15**	**12.00 – 1.15**
Break 3 LUNCH	**1.15 – 1.45**	**1.15 – 1.45**	**1.15 – 1.45**	**1.15 – 1.45**	**1.15 – 1.45**
5	**1.50 – 3.05**	**1.50 – 3.05**	**1.50 – 3.05**	**1.50 – 3.05**	**1.50 – 3.05**

NOTE: There is an allowance for 5 minutes of movement time between the end of breaks and the start of periods.

7 ENGLISH, HISTORY, GEOGRAPHY AND CIVICS

In year 7 each class will usually have the same teacher for these areas of study. This will allow the natural connections between them to be actively pursued. Literature provides an ideal introduction to some of the significant ideas and issues that will be explored through the History, Geography and Civics program. Literacy skills, thinking routines and using ICT are a focus of these learning areas and will be explicitly taught and reinforced.

7 ENGLISH

Time allocated: 3 periods per week, year long

What will students do in this program and what skills will they develop?

The English curriculum is designed according to the three elements in the Australian National Curriculum.

Language

- Text structures and organisation
- Text devices
- Grammar and conventions
- Speaking and listening

Literature

- Reading and viewing
- Response to texts
- Analysis of texts

Literacy

- Texts in context
- Creating texts
- Text perspectives

Students will:

- Create a range of spoken, written and visual texts
- Become increasingly proficient in language skills including spelling, grammar and punctuation
- Develop their writing process skills including drafting, editing and proofreading
- Understand prose terms and devices including plot, theme, setting and the language of visual texts including camera angles, lighting, script.

What are the big ideas students will learn about in this program?

- What thinking strategies can I use to improve my understanding?
- How does language work? How can I improve my literacy skills?
- What is friendship?
- What place do heroes have in our society?
- What is poetry? What do you find in a newspaper? How do films work?

Assessment

Student learning in this program will be assessed against the Australian Curriculum English Year 7 Achievement Standard.

7 HISTORY, GEOGRAPHY AND CIVICS

Time allocated: 3 periods per week, year long

History, Geography and Civics is an inquiry based interdisciplinary curriculum that draws on the Australian Curriculum for History, Geography and Civics and Citizenship.

What will students do in this program and what skills will they develop?

Students will:
- Explain the diverse nature of Australian society
- Understand Australia's political and legal systems
- Compare ancient cultures in Asia and Europe
- Use a variety of sources to understand and explain the past
- Investigate how economic and physical environments influence where people live

What are the big ideas students will learn about in this program?

- How can culture and community shape identity and relationships?
- What were the relationships between people, resources and places in ancient civilisations?
- What are the social, economic and political systems and the connections between them?
- How does physical geography influence demographic patterns?
- What factors contribute to a cohesive and democratic society?

Assessment

Student learning in this program will be assessed against the Australian Curriculum History and Geography Year 7 Achievement Standards.

7 MATHEMATICS

Time allocated: 3 periods per week, year long

What will students do in this program and what skills will they develop?

Students will:

- Engage in active inquiry and 'hands on' problem solving activities
- Justify and explain reasoning to others
- Engage in mathematics which moves from the concrete to the more abstract; from the visual to the theoretical; from the practical to the general at their own pace
- Learn how to record their findings and communicate using acceptable mathematical conventions
- Engage in focussed learning of specific skills and strategies
- Engage in learning activities from each of the following strands: number and algebra, statistics and probability, measurement and geometry
- Use calculators and other information technologies to investigate and analyse data, patterns and relationships
- Apply skills, knowledge and understandings to inquiries with relevance beyond school
- Be organised with equipment and maintain a mathematics exercise book with worked examples and their investigations recorded
- Develop a portfolio of work which demonstrates developing understanding

What are the big ideas students will learn about in this program?

- What is mathematical problem solving and how can it enhance my thinking skills?
- How can mental computation help me function effectively?
- How can calculators and spread sheets be used as problem solving tools in maths?
- How can I communicate mathematically using logic, graphs and tables?
- How can I be a critical consumer of numerical and graphical information presented through the media and in society?
- What is the difference between perimeter, area and volume?
- How are fractions, decimals and percentages related?
- How can knowledge of pattern and algebra help me understand my world?
- How can I use geometric reasoning to understand transformations, angles, parallel lines, transversals and triangles?
- What numeracy skills do I need to develop in order to function effectively as a citizen in our society?

What opportunities are there for extension and enrichment?

Students are challenged to their abilities in the classroom, with rich, problem solving tasks throughout the course. All students have the opportunity to participate in a range of competitions and challenges from organisations including the Australian Mathematics Trust and the Mathematical Association of Tasmania.

Assessment

Student learning in this program will be assessed against the Australian Curriculum Mathematics Year 7 Achievement Standard.

7 SCIENCE

Time allocated: 3 periods per week, year long

What will students do in this program and what skills will they develop?

Students will:
- Become familiar with safe laboratory practices.
- Use microscopes and experiments to find out about the world around them.
- Develop skills in experimental design and enquiry.
- Use their knowledge and skills to investigate our environment
- Work in teams in order to bring a range of perspectives to their problem solving.

What are the big ideas students will learn about in this program?

- How is the earth unique?
- How can we describe and explain natural systems?
- How can we use science to develop solutions to environmental problems?
- How do we design a fair scientific test?
- How have simple machines changed our world?
- How do food chains and webs help us understand the natural world?
- What is the water cycle and what impact do humans have on this cycle?
- What is the earth's relationship to its moon and the sun?
- What is the difference between renewable and non-renewable resources?

Assessment

Student learning in this program will be assessed against the Australian Curriculum Science Year 7 Achievement Standard.

7 PERSONAL WELLBEING

Time allocated: 4 periods per week, year long

What will students do in this program and what skills will they develop?

Students will:

- Learn to manage personal, physical and social changes as we grow older
- Investigate the benefits of healthy relationships and practise building and maintaining relationships
- Learn to value diversity and be inclusive
- Participate in physical activities that develop health and skill related fitness
- Apply personal and social skills to play fairly, safely and inclusively

What are the big ideas students will learn about in this program?

Students will consider the following questions.

- How do I stay healthy?
- How do I work effectively as part of a group or team?
- How does my body change and how does this impact on what I need in friends?
- How do I develop empathy?
- What language is appropriate when, where and with whom? How can I communicate respectfully?
- How can I use information and communication technology ethically and effectively?
- How do I develop and apply movement skills?

What opportunities are there for extension and enrichment?

Students can represent our school in a variety of sporting teams. For example: soccer, badminton, hockey, basketball, football, netball, indoor and outdoor cricket, touch football, water polo, canoe polo, table tennis and more!

Lunchtime competitions cater for a wide range of sporting abilities. These include carpet bowls, super sevens cricket, table tennis, netball and indoor soccer. Simply organise a group of friends and get involved.

Students may also participate in the following House and inter high carnivals:

- swimming
- cross country
- athletics
- surfing

Assessment

Student learning in this program will be assessed against the Australian Curriculum Health and Physical Education Years 7 and 8 Achievement Standard.

7 MUSIC

Time allocated: 1 period per week, year long

What will students do in this program and what skills will they develop?

Students will:
- Learn to play a wind (brass or woodwind) instrument of their choice
- In second semester, be offered the option to learn a second instrument or remain on their first choice
- Be supported by instrumental and class teachers in individual, small group and whole class groups
- Participate in small ensembles and class band
- Learn basic theoretical information about sound and music and how to read and write music
- Compose short pieces and listen to and describe music
- Gain exposure to many styles of music

What are the big ideas students will learn about in this program?

- What is music and what role does it play in society?
- What are the elements that make up music?
- How can instrumental performance develop and build confidence, motivation and self-discipline?

What opportunities are there for extension and enrichment?

Students will have the opportunity to:
- Participate in school bands. These cater for all levels of skill and ability and include: training band for beginners; junior stage and concert band for intermediate level; leading to the senior stage and concert band
- Participate in eisteddfods, school assemblies and other performances including the Clarence Creates Celebration Evening

Assessment

Student learning in this program will be assessed against the Australian Curriculum Arts (Music) Years 7 and 8 Achievement Standard.

7 ART PRODUCTION

Time allocated: 2 periods per week, semester

The Art Production course provides a unique and exciting experience for students. The program is about ideas, images and feelings. It is also about students understanding and appreciating their art and the artistic expression of others. Through this subject we teach students how to see their world, guide them in finding a personal meaning in their art and create opportunities for all students to be engaged in the making of art.

What will students do in this program and what skills will they develop?

The year 7 Art Production course provides an introduction to the Art courses offered in higher grades. As a taster course, it offers the experience of producing a folder of art-works in a range of media. Students are given work that nurtures their creativity and encourages the development of confidence through individual achievements.

Students will:

- Develop a portfolio of artworks through working with a variety of materials including: grey lead pencils; coloured pencils and textas; inks and dyes; oil pastels; water colours; paint; collage; papier-mâché.
- Learn to observe more deeply what is in the environment through the enhancement of visual awareness.
- Develop confidence and proficiency through the learning of technical skills.
- Express ideas creatively and imaginatively in a range of media.
- Develop pride in finishing and exhibiting art work.
- Participate in appraisal of art works from different cultures using relevant concepts and language.
- Participate in discussion on the diversity of approaches to practical work.
- Develop some understanding of the art elements in relation to practical art works.

What are the big ideas students will learn about in this program?

- How can learning in art nurture confidence in individual artistic ability?
- How can learning in art encourage responsibility as individuals and as members of a group?
- How can learning in art be used to develop the ability to communicate visually?
- What is the place of art in popular culture?

What opportunities are there for extension and enrichment?

Students will have the opportunity for the exhibition and public display of their work, including at the Clarence Creates Celebration Evening.

Assessment

Student learning in this program will be assessed against the Australian Curriculum Arts (Visual Art) Years 7 and 8 Achievement Standard.

7 DESIGN

Time allocated: 2 periods per week, semester

What will students do in this program and what skills will they develop?

Students will:
- Work safely in the workshop.
- Use hand and power tools safely and correctly.
- Research designs and modify them for their specific purpose.
- Use a range of materials, e.g. veneers, glass, plastics or metal to create unique products such as boxes, key tags, picture frames, mirrors etc.
- Draw to scale then measure and mark up their projects.

What are the big ideas students will learn about in this program?

- How can I shape, join and change different materials?
- How can I make a unique gift for a family member?
- What processes do designers use in designing, making and evaluating their projects?
- What strategies can we use to solve problems?

What opportunities are there for extension and enrichment?

Students will have the opportunity for the exhibition and public display of their work including at the Clarence Creates Celebration Evening.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Vocational and Applied Learning (VAL) standards.

Clarence High School provides basic materials to enable the completion of this course. Students wanting to make or use more costly materials will need to cover these additional costs.

7 DRAMA

Time allocated: 2 periods per week, semester

What will students do in this program and what skills will they develop?

Drama in year 7 is designed as a taster course to allow students to experience this art form. It aims to encourage the development of appropriate drama skills through the completion of a range of activities which will include a selection from the following:

- Creating improvisational plays
- Poetry memorization and performance
- Performance in groups and solo
- Experiencing published scripts
- Story telling activities
- Undertaking mime performances

Students will gain an understanding of the various styles of dramatic literature including children's literature, poetry, fairy tale, melodrama, adventure, comedy and thematically based literature.

What are the big ideas students will learn about in this program?

- How can we learn to understand others' points of view through role play?
- How does drama reflect the concerns and values of our society?
- Why is time management and planning crucial to the completion of a dramatic performance?
- How can viewing the dramatic work of others help us critique and develop our own performance skills?
- How can drama enhance self-confidence?
- How can we learn to be part of a supportive audience?
- How can we learn to effectively express our opinion and respectfully listen to the opinions of others?

What opportunities are there for extension and enrichment?

Students may have the opportunity to be involved in drama performances to audiences other than the class. Students may have the opportunity to perform at the Clarence and City of Hobart Eisteddfods, and at the Clarence Creates Celebration Evening.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Arts (Drama) standards.

7 INVENTIONS, INNOVATIONS AND IDEAS

Time allocated: 2 periods per week, semester

What will students do in this program and what skills will they develop?

Students will:

- Develop ways to promote creativity using a specific theme such as invention and innovation
- Explore approaches which tap their potential for learning, thinking and creativity
- Produce a series of creative concepts and ideas and be actively involved in helping to critique and enhance the ideas of others
- Develop a tool box for creative endeavours
- Learn problem solving processes that develop their creative and critical thinking capabilities and challenge their thinking
- Experiment with the skills that lead to meaningful creative works and employ these skills in their daily living and creative life
- Work together in small teams to research, design, make, appraise and modify projects
- Complete practical projects in the areas of identity, community challenges and enterprise

What are the big ideas students will learn about in this program?

- What is creativity?
- What is innovation?
- How can we develop and use our creative capacities?
- Why is it important to sometimes 'think outside the box'?
- How can we use reflection to develop and refine our own ideas and evaluate the ideas of others?
- What makes a good solution?

What opportunities are there for extension and enrichment?

This course explores approaches which tap students' potential for learning, thinking and creativity. Its primary focus is on integrative, holistic strategies to engage and extend students. There will be an exhibition of student work from Inventions, Innovations and Ideas in the latter part of the course.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Vocational and Applied Learning (VAL) standards.

7 FRENCH (option)

Time allocated: One period per week out of English plus a lunchtime study group

French is only available to students achieving at a high standard in English or who have had previous French learning and wish to continue their learning.

What will student do in this program and what skills will they develop?

Students will:

- Build on previous experiences of language learning.
- Develop cross-cultural understandings through involvement with songs, plays, music, cooking, poetry and games.
- Develop their French speaking, listening, reading and writing skills focussed around language associated with greetings, simple social interactions, animals, weather and colours.
- Analyse and discern patterns in language which will enhance their use of their own language.
- Translate French-English and English-French.
- Use books, magazines and IT to enhance their language learning.

What are the big ideas that students will learn about in this program?

- How can we communicate in culturally appropriate ways?
- How can I use what I have learned to introduce myself and discuss my interests in another language?
- How are French and English similar and different?
- What other countries apart from France use French?

What opportunities are there for extension and enrichment?

Students can compete in the Language Perfect competition. Students will have the opportunity to send postcards to French school students.

Assessment

Students will be assessed against school based standards.

8 ENGLISH

Time allocated: 3 periods per week, year long

What will students do in this program and what skills will they develop?

The English curriculum is designed according to the three elements in the Australian National Curriculum.

Language
- Text structures and organisation
- Text devices
- Grammar and conventions
- Speaking and listening

Literature
- Reading and viewing
- Response to texts
- Analysis of texts

Literacy
- Texts in context
- Creating texts
- Text perspectives

Students will:
- Create a range of spoken, written and visual texts
- Become increasingly proficient in language skills including spelling, grammar and punctuation
- Develop their writing process skills including drafting, editing and proofreading
- Understand prose terms and devices including plot, theme, setting and the language of visual texts including camera angles, lighting, script.

What are some of the big ideas that students will learn about in this program?

Teachers will use an inquiry approach so that students can explore significant questions and discuss and reflect on texts, language, people and the world.

- How does culture affect identity?
- How do we build effective relationships?
- What do we need to know about the media?
- How can an individual achieve the impossible?
- Are fairy tales just for children?
- Why do films need antiheroes?
- How do authors construct characters?

Assessment

Student learning in this program will be assessed against the Australian Curriculum English Year 8 Achievement Standard.

8 HISTORY, GEOGRAPHY AND CIVICS

Time allocated: 3 periods per week, year long

History, Geography and Civics is an inquiry based interdisciplinary curriculum that draws on the Australian Curriculum for History, Geography and Civics and Citizenship.

What will students do in this program and what skills will they develop?

Students will

- Investigate a significant civilisation and its influence on the world
- Explain different prints of view from diverse belief systems in Australia
- Investigate the causes and consequences of increased urbanisation
- Understand the forces, processes and factors that shape landforms and landscape

What are the big ideas students will learn about in this program?

- How do environment, culture and community shape identity and relationships?
- What were the relationships between people, resources and places in ancient civilisations?
- How does change in physical geography influence demographic patterns?
- Why do people migrate?
- What are the rules we live by?

Assessment

Student learning in this program will be assessed against the Australian Curriculum History and Geography Year 8 Achievement Standards.

8 MATHEMATICS

Time allocated: 3 periods per week, year long

What will students do in this program and what skills will they develop?

Students will:

- Engage in active inquiry and 'hands on' problem solving activities
- Engage in and contribute toward a structured, supportive and inquisitive atmosphere which values rigorous mathematical thinking
- Justify and explain their reasoning to others
- Engage in mathematics which moves from the concrete to the more abstract; from the visual to the theoretical; from the practical or particular to the general at their own pace
- Engage in focussed learning of specific skills and strategies
- Engage in learning activities from each of the following strands: number and algebra, statistics and probability, measurement and geometry
- Use information technologies to investigate and analyse data, patterns and relationships
- Develop skills in recording their findings and communicate using acceptable mathematical conventions
- Develop a portfolio of work which demonstrates developing understanding

What are the big ideas students will learn about in this program?

- How can I communicate mathematically?
- What numeracy skills do I need to develop in order to function effectively as a citizen in our society?
- How can proportional reasoning be used to help solve problems?
- What have fractions, decimals and percentages got to do with ratio and proportion?
- What are the chances? What's the real deal with gambling?
- How do negative numbers work?
- What are indices and how are they used?
- What is π and what has it got to do with circles?
- How can identifying patterns and using algebra help solve problems?
- How can I measure the size and capacity of various objects?
- How can geometric reasoning help me understand congruence and the properties of quadrilaterals?
- How can I learn mathematics that is important for engaging in further study or gaining employment?

What opportunities are there for extension and enrichment?

Students are challenged to their abilities in the classroom, with rich, problem solving tasks throughout the course. All students have the opportunity to participate in a range of competitions and challenges from organisations including the Australian Mathematics Trust and the Mathematical Association of Tasmania.

Assessment

Student learning in this program will be assessed against the Australian Curriculum Mathematics Year 8 Achievement Standard.

8 SCIENCE

Time Allocated: 3 periods per week, year long

What will students do in this program and what skills will they develop?

Students will:

- Develop skills in experimental design
- Work in teams in order to bring a range of perspectives to their problem solving
- Collect and record data, graph and interpret data and use simple models to explore the behaviour of matter
- Explore the properties of materials through experimentation
- Investigate the differences between plants and animals through the study of cells and systems
- Build their understandings of energy, magnetism and electricity
- Understand the impact of minerals in daily life

What are the big ideas students will learn about in this program?

- How do we design a fair scientific test?
- How do we obtain the materials we need?
- How do the chemical and physical properties of materials affect their use?
- What is the rock cycle and what part do heat and kinetic energy play in it?
- How do cells function?
- What is the relationship between structure and function at cell, organ and body system levels?
- What are the different forms of energy and how do they cause change in systems?
- How do we draw on evidence to support our views while considering others points of views?

Assessment

Student learning in this program will be assessed against the Australian Curriculum Science Year 8 Achievement Standard.

8 HEALTH AND WELLBEING

Time allocated: 3 periods per week, year long

What will students do in this program and what skills will they develop?

Students will:
- Learn to access and seek help for self and others to stay healthy, safe and well
- Develop skills to evaluate health information
- Plan, using health resources, to improve the health and wellbeing of self and of their communities
- Practise, apply and transfer movement concepts and game strategies
- Create and monitor personal fitness plans

What are the big ideas students will learn about in this program?

- What are the dimensions of health?
- How do I improve my knowledge of the issues affecting young people?
- How do I keep myself and others safe?
- How do I apply my physical and social skills to help my team be more effective?
- How do I apply my knowledge of fitness concepts to improve my physical performance?
- What makes a resilient person?
- What skills and strategies promote positive relationships?
- How do I manage and evaluate my wellbeing needs?

What opportunities are there for extension and enrichment?

Students can represent our school in a variety of sporting teams. For example: football, soccer, badminton, hockey, basketball, netball, indoor and outdoor cricket, touch football, water polo, table tennis and more!

Lunchtime competitions cater for a wide range of sporting abilities. These include carpet bowls, super sevens cricket, table tennis, netball and indoor soccer. Simply organise a group of friends and get involved.

Students may also participate in the following House and inter high carnivals:
- Swimming
- Cross Country
- Athletics
- Surfing

Assessment

Student learning in this program will be assessed against the Australian Curriculum Health and Physical Education Years 7 and 8 Achievement Standard.

8 APPLIED TECHNOLOGY (option)

Time allocated: 3 periods per week for a semester

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What will students do in this program and what skills will they develop?

Students will:

- Explore the properties of materials through experimentation and a range of techniques which may include glass slumping, plastic forming, copper embossing, metal scroll work etc.
- Explore simple machines through designing, making and testing objects with moving parts such as toys, boats, catapults, windmills etc.
- Explore some basic engineering principles.
- Design unique solutions to a given problem e.g. how do we make the most energy efficient windmill, or how can we use mechanisms to create a moving toy for a particular age group?
- Learn how to use workshop equipment safely.

What are the big ideas students will learn about in this program?

- How do the properties of materials affect their use?
- How do we use mechanisms to get the movement we want in our project?
- How can we ensure that our practices contribute to a sustainable future?
- How can we design a practical solution to solve problems?

What opportunities are there for extension and enrichment?

Students will have the opportunity for the exhibition and public display of their work including at the Clarence Creates Celebration Evening.

Assessment

Student learning in this program will be assessed against the Australian Curriculum Design and Technology (Materials and technologies) Years 7 and 8 Achievement Standards.

Clarence High School provides basic materials to enable the completion of this course. Students wanting to make or use more costly materials will need to cover these additional costs.

8 ART PRODUCTION (option)

Time allocated: 3 periods per week, semester

The Art Production course provides a unique and exciting experience for students. The program is about ideas, images and feelings. It is also about students understanding and appreciating their art and the artistic expression of others. Through this subject we teach students how to see their world, guide them in finding personal meaning in their art and create opportunities for all students to be engaged in the making of art.

What will students do in this program and what skills will they develop?

The Art Production course is aimed at all ability levels. Students are motivated and encouraged to spend class time fully engaged in their own work. They are also increasingly encouraged to be engaged in reflective thinking about the meanings of their art and to increasingly develop their own ideas through their art work. Pride in work and individual achievement is reinforced through displays and class discussions.

Students will:

- Develop a portfolio of art works through working with a range of materials including; grey lead, graphite and coloured pencils; artline markers and textas; charcoal, chalks and oil pastels; watercolours; paint; collage and mixed media; introductory printmaking; papier-mâché.
- Further develop visual observation skills.
- Develop confidence and proficiency through the development of technical skills.
- Express ideas creatively and imaginatively in a range of media.
- Be introduced to aspects of contemporary art as relevant to their practical work.
- Develop pride in finishing and exhibiting art work.
- Participate in appraisal of art works from different cultures using relevant concepts and language.

What are the big ideas students will learn about in this program?

- How can learning in art facilitate a sense of self and of personal identity?
- How can learning in art encourage responsibility as individuals and as members of a group?
- How can art work be used to express and communicate particular meanings?
- What is the place of art in popular culture?

What opportunities are there for extension and enrichment?

Students will have the opportunity for the exhibition and public display of their work including at the Clarence Creates Celebration Evening.

Assessment

Student learning in this program will be assessed against the Australian Curriculum Arts (Visual Art) Years 7 and 8 Standard.

8 COMPUTER PROGRAMMING AND ROBOTICS (option)

Time allocated: 3 periods per week, semester

What will students do in this program and what skills will they learn?

Students will:

- Explore a variety of digital technologies
- Learn computer programming principles using:
    - Python through the NCSS Challenge
    - LEGO Mindstorms and Edison robot programming
- Work individually as well as a part of a small group
- Be considered for a team of students to represent the school in the Robocup Junior Australia competition. Although some dedicated class time will be available to prepare team robots and control programmes, some after school time and weekend commitment will be necessary
- Be exposed to a range of problem solving tasks involving logical thinking and mathematical concepts that may require a computing solution
- Build a digital portfolio of their work

What are the big ideas students will learn about in this program?

- How do computer programs work and why are logical structures important?
- How do monitoring and control processes allow machines to appear intelligent and to perform useful functions?
- How does the process of design, make and appraise assist program developers to produce useful computer applications?

What opportunities are there for extension and enrichment?

Students are encouraged to enter the Informatics Computing Competition, the Australian Computer Skills Competition, NCSS Python Challenge as well as Robocup Junior Australia.

Assessment

Student learning in this program will be assessed against the Australian Curriculum Digital Technologies Years 7 and 8 Achievement Standard.

8 COMPUTING (option)

Time allocated: 3 periods per week, semester

What will students do in this program and what skills will they learn?

This is a general computing course. Learning opportunities will revolve around the following components:

- Using computers – hardware and system components
- Basic programming
- Making a computer game
- Design – 3D and 2D including animation concepts
- Understanding the internet
- Careers in computing
- Multimedia – advanced Powerpoint, Moviemaker, audio basics
- History of computing, networking, fundamentals

What are the big ideas students will learn about in this program?

- How can computer technologies enhance learning and improve communication?
- How can computer technologies create possible future personal pathways?
- How does the process of design, make and appraise apply to producing useful digital products?

What opportunities are there for extension and enrichment?

Students are encouraged to enter the Informatics Computing Competition, the Australian Computer Skills Competition and the NCSS Python Challenge.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Information and Communication Technologies standards.

8 CRITICAL AND CREATIVE CHALLENGES (option)

Time allocated: 3 periods per week, semester

What will students do in this program and what skills will they develop?

This course explores approaches which tap students' potential for learning, thinking and creativity. Its primary focus is the further development of critical and creative thinking skills which enhance the quality of our thought and understanding of our own thinking.

Students will:

- Understand about how they learn
- Develop creative strategies for problem solving
- Use problem solving processes that develop their creative and flexible thinking capabilities
- Develop their critical thinking skills and habits
- Work together in small teams to research, design, make, appraise and modify projects
- Explore and utilise marketing ideas
- Solve real-life problems using understanding from science, technology, engineering and maths (STEM)

What are the big ideas students will learn about in this program?

- How can I learn best?
- What is my spark and how can I develop it further?
- How can I make a difference in my school community?
- How can I understand and respect different perspectives?
- How can I communicate effectively about an issue with various audiences?
- What evidence is relevant to an issue and how could I weigh up that evidence?

What opportunities are there for extension and enrichment?

Students will have the opportunity for extension through competitions such as Tournament of Minds and Future Problem Solving. Students will share their work with the community through exhibitions.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Vocational and Applied Learning (VAL) standards.

8 DANCE (option)

Time allocated: 3 periods per week, semester

Pathways beyond high school: Dance 2C, Dance Choreography and Performance 3C

What will students do in this program and what skills will they develop?

Students will:

- Develop an understanding of safe dance practice including warm ups, stretching, conditioning and injury prevention
- Develop skills in different dance techniques and cultural styles
- Develop an understanding of choreographic devices and elements of dance
- Develop skills in improvisation and abstract movement.
- Participate in class based dance activities involving regular physical movement and group work
- Have scaffolded development towards performance opportunities including in class performances, school events, and specific dance projects.

What are the big ideas students will learn about in this program?

- How can we learn to empathise with other people?
- How does dance reflect the concerns and values of our society?
- Why is time management and planning crucial to the completion of a dance based performance?
- How can viewing the dance work of others help us to critique and develop our own performance skills?
- How can dance enhance self-confidence and personal identity?
- How can we learn to be part of a supportive and, at times, interactive audience?
- How can we learn to value a diversity of opinions while still effectively expressing our own?

What opportunities are there for extension and enrichment?

Students may have the opportunity to be involved in dance performances to audiences other than the class at various times throughout the year, including events and audiences at other schools. Students may have the opportunity to perform at the Clarence Plains Festival and at the Clarence Creates Celebration Evening.

Assessment

Student learning in this program will be assessed against the Australian Curriculum Arts (Dance) Years 7 and 8 Achievement Standard.

8 DESIGN (option)

Time allocated: 3 periods per week, semester.

What will students do in this program and what skills will they develop?

Students will:
- Further develop their wood, plastic and metal working skills.
- Use hand and power tools on a range of projects.
- Research designs and modify them for their specific purpose.
- Use three dimensional computer modelling to create designs.
- Make a range of projects incorporating different materials.
- Learn the basic principles and elements of design.

What are the big ideas students will learn about in this program?

- How do crafts people design for a client?
- How does function affect the appearance of designed objects?
- What are the unique properties of various materials?
- How do we evaluate the effectiveness of our designs?
- How can I work to ensure the safety of myself and others?

What opportunities are there for extension and enrichment?

Students will have the opportunity for the exhibition and public display of their work, including at the Clarence Creates Celebration Evening.

Assessment

Student learning in this program will be assessed against the Australian Curriculum Design and Applied Technologies (Materials and technologies) Years 7 and 8 Achievement Standard.

Clarence High School provides basic materials to enable the completion of this course. Students wanting to make or use more costly materials will need to cover these additional costs.

8 DRAMA (option)

Time allocated: 3 periods per week, semester

What will students do in this program and what skills will they develop?

Students will:

- Develop an understanding of the various styles of dramatic literature including children's literature, poetry, melodrama, adventure, comedy and thematically based literature
- Develop understanding of the technical side of drama including light, sound, costume, set design and video production
- Develop vocal projection skills
- Understand stage language
- Complete a range of activities including a selection from the following:
    - Create improvisational plays
    - Poetry memorization and performance
    - Perform in groups and solo
    - Write original scripts
    - Story telling activities
    - Write and perform monologues
    - Undertake mime performances

What are the big ideas students will learn about in this program?

- How can we learn to empathise with others?
- How does drama reflect the concerns and values of our society?
- Why is time management and planning crucial to the completion of a dramatic performance?
- How can viewing the dramatic work of others help us to critique and develop our own performance skills?
- How can drama enhance self-confidence and personal identity?
- How can we learn to be part of a supportive and, at times, interactive audience?
- How can we learn to value a diversity of opinions while still effectively expressing our own?

What opportunities are there for extension and enrichment?

Students may have the opportunity to be involved in drama performances to audiences other than the class at various times throughout the year. Students may have the opportunity to perform at the Clarence and Hobart City Eisteddfods and as part of the Clarence Creates Celebration Evening.

Assessment

Student learning in this program will be assessed against the Australian Curriculum Arts (Drama) Years 7 and 8 Achievement Standard.

8 FOOD STUDIES (option)

Time allocated: 3 periods per week

What will students do in this program and what skills will they develop?

Students will:

- Develop efficient kitchen work habits i.e. "mise en place" (work station set up)
- Learn basic cooking skills and techniques
- Plan, prepare and produce café quality food products
- Learn safe food handling skills
- Use local produce in season
- Understand how to make healthy food choices
- Complete an inquiry project for each unit

Each semester will be divided into two units:

a) Baking
b) Home cooking skills

The week is organised into one demonstration lesson, one practical class and a theory lesson.

What are the big ideas students will learn about in this program?

- What skills do I need to cook?
- How can I broaden my knowledge of cooking with produce in season?
- What do I need to learn about food preparation and food presentation?
- How can I make healthy food choices?

Assessment:

Student learning in this program will be assessed against the Australian Curriculum Design and Technologies (Food specialisations) Years 7 and 8 Achievement Standard.

8 FRENCH (option)

Time allocated: 3 periods a week, semester

What will students do in this program and what skills will they develop?

Students will:

- Build on previous experiences of language learning
- Develop cross-cultural understandings through involvement with songs, plays, music, cooking, poetry and games.
- Develop their French speaking, listening, reading and writing skills focussed around language associated with themselves, their friends, leisure activities, buying food and clothes and other social interaction. Grammar extension includes passé, composé and imparfait tense structures.
- Analyse and discern patterns in language which will enhance their facility with both French and English.
- Translate French-English and English-French.
- Use books, magazines and information technology to enhance their language learning.

What are the big ideas that students will learn about in this program?

- How can we communicate in culturally appropriate ways?
- How can I use what I have learned to introduce myself and discuss my interests in another language?
- How are French and English similar and different?
- How can learning about another language help in understanding English better?
- What other countries, apart from France, use French?

What opportunities are there for extension and enrichment?

Students can compete in the Language Perfect competition. Students will have the opportunity to send postcards to French school students.

Assessment

Students will be assessed against school based standards.

8 INDONESIAN (option)

Time allocated: 3 periods per week, semester

Pathways beyond high school: Australia in Asia and the Pacific 3C, University of Tasmania college programs Asian Studies and, for high achieving students, Introduction to Indonesian

Students of all levels can achieve in this course.

Why learn Indonesian?

Indonesian – or *Bahasa Indonesia* as it is known by Indonesian speakers – is spoken by approximately 240 million people throughout the archipelago. Indonesia is one of Australia's closest neighbours and also one of our most popular overseas tourist destinations. There are strong relationships in education and business between Australia and Indonesia.

What will students do in this program and what skills will they develop?

Students will:

- Develop a deeper understanding of Indonesia's diverse culture and way of life.
- Learn how to meet and greet, order at a restaurant, find the beach and barter for clothes at the local market – all in the target language.
- Read, write and speak Indonesian with developing competence.
- Investigate a range of interesting and informative Indonesian texts with the goal of creating their own.
- Use an online programme, Language Perfect, to develop and support vocabulary and sentence structure skills.

What are the big ideas students will learn about in this program?

- How do Indonesians celebrate their diverse cultural and religious heritage?
- What are the rules and patterns of the Indonesian language and how have they been influenced by other languages and cultures?
- How can learning a second language be beneficial to society?

What opportunities are there for extensions and enrichment?

Students can compete in the Language Perfect competition.

Assessment

Students learning in this program will be assessed against school based standards.

8 MUSIC

Time allocated: 3 periods per week, semester 1

This course offers students the opportunity to engage in a balance of practical and theoretical tasks designed to expand student knowledge and skills in music. There is a strong focus on styles and social perspectives, performance and presentation, creativity, developing musical ideas and the technical and theoretical elements relating to music.

(Students need to have completed Music in order to join Music Extended.)

What will students do in this program and what skills will they develop?

Students will:
- Continue to develop their solo instrumental, ensemble and general musical skills
- Investigate the relationship between music and society
- Be able to deconstruct musical styles
- Compose and notate music
- Communicate musical works to an audience through performance
- Learn about sound and learn to use computer technology
- Participate, support and co-operate with others

What are the big ideas students will learn about in this program?

- How does music reflect societal values?
- What are the elements of music and how are they interconnected?
- How can music be used to communicate specific meanings?
- How can instrumental performance develop and build confidence, motivation and self-discipline?

What opportunities are there for extensions and enrichment?

Students will have the opportunity to:
- Participate in school bands. These cater for all levels of skill and ability and include; training band for beginners; junior stage and concert band for intermediate level; leading to the senior stage and concert bands. Join the band tour
- Participate in ensembles and rock bands
- Participate in eisteddfods, school assemblies and other performances within the school and wider community, including at the Clarence Creates Celebration Evening
- Access individual and small group lessons with specialist brass, woodwind or percussion teachers

Assessment

Student learning in this program will be assessed against the Australian Curriculum Arts (Music) Years 7 and 8 Achievement Standard.

8 MUSIC EXTENDED

Time allocated: 3 periods per week, semester 2

Students selecting Music Extended need to have completed Music in semester one.

What will students do in this program and what skills will they develop?

Students will:
- Explore the blues
- Learn to improvise
- Have the opportunity to compose original works using music notation software
- Consolidate solo instrument and ensemble skills
- Attend the Music Count Us In showcase, which is an annual event held at the Bellerive Boardwalk

What are the big ideas students will learn about in this program?
- What are the blues?
- How do I improvise?
- What do I need to do to improve on my instrument?
- How do I start composing music?

What opportunities are there for extensions and enrichment?

Students will have the opportunity to:
- Participate in school bands. These cater for all levels of skill and ability and include; training band for beginners; junior stage and concert band for intermediate level; leading to the senior stage and concert bands. Join the band tour.
- Participate in ensembles and rock bands
- Participate in eisteddfods, school assemblies and other performances within the school and wider community, including at the Clarence Creates Celebration Evening
- Access individual and small group lessons with specialist brass, woodwind or percussion teachers

Assessment
Student learning in this program will be assessed against the Australian Curriculum Arts (Music) Years 7 and 8 Achievement Standard.

8 THREE DIMENSIONAL AESTHETIC DESIGN (option)

Time allocated: 3 periods per week, semester

What will students do in this program and what skills will they develop?

This course focuses on the "artistic" appearance of objects traditionally thought of as crafts. It deals with designing, making and decorating 3D objects in different materials.

Students will:

- Have the opportunity to work with a range of materials which may include papier- mâché, glass, wire, cane, plaster cloth and clay.
- Design and make items such as tiles, mugs, piñatas, gargoyles, masks and sculptures.
- Use the process of design to develop an understanding of aesthetics, marketability, packaging and advertising.
- Appreciate the differences between handcrafted and slip cast clay products.
- Explore different techniques and processes whilst making and decorating functional or non-functional objects.

What are the big ideas students will learn about in this program?

- How can I learn to produce original designs?
- What are the properties and qualities of various materials?
- How can different materials be shaped, joined and changed?
- How can I work safely with various tools and materials?
- How can I design, make, cost, package and sell objects for profit?

What opportunities for extension and enrichment are there in this program?

Students will have the opportunity for the exhibition and public display of their work, including at the Clarence Creates Celebration Evening.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Arts (Visual Arts) standards.

Clarence High School provides basic materials to enable the completion of this course. Students wanting to make or use more costly materials will need to cover these additional costs.