

# 2024 YEAR 9 CURRICULUM GUIDE

Hume Anglican Grammar  
Mt Ridley Campus

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Anglican Grammar  
**Hume**

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**Aim High, Be Proud**

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## Year 9 Course Overview

The Year 9 Curriculum at Hume Anglican Grammar strikes a balance between building on the foundations established in Years 7 and 8 and encouraging students to pursue their interests, taking increased responsibility for their curriculum choices. Students in Year 9 continue to undertake lessons in the core subject areas of English, Mathematics, Science and Humanities as prescribed by the Australian Curriculum. Further, Health and Physical Education and Religious and Values Education are compulsory. These core and compulsory subjects are supported by a range of electives where students can explore and experiment. Students choose two electives per semester. It is important that students gather information about their choices and select subjects based on interests, strengths and future goals.

A general Year 9 course will follow the structure below:

Semester 1	English	Mathematics	Science	HPE	Humanities	RAVE	Elective 1	Elective 2
Semester 2	English	Mathematics	Science	HPE	Humanities	RAVE	Elective 1	Elective 2

All students follow a ten-day timetable that consists of five 60-minute periods per day. A full 10-day span is called a cycle. See the following lesson allocations:

English	8 periods per cycle
Mathematics	8 periods per cycle
Science	7 periods per cycle
Humanities	7 periods per cycle
Health & Physical Education	4 periods per cycle
RAVE*	2 periods per cycle
Electives x 2	12 periods per cycle (6 periods each)

\*A pastoral care program is delivered via extended Homeroom sessions, Chapel and Assembly.

## Subject Selection Timeline

Date	Action
Wednesday, 19th July	Attend Subject Selection Evening with parents
31 <sup>st</sup> July	<b>Web preferences open</b> for students Years 8-11 for subject selection. Students return web preference slips to Secondary School Office by Wednesday, 10 August.
11 August	Web preferences <b>close</b> .
Week 5 Wednesday, 10 August	Online Web preferences selections <b>must</b> completed using the Web Preferences link that will be emailed to students
Early November	Confirmation of 2024 subjects sent to students

## Core Subject Information

### English

#### Overview

English is structured around three core strands: language, literacy and literature. Together these strands enable students to have greater skills and knowledge of speaking, listening, reading and writing. Texts and language are central and essential concepts. This means that the focus of English is on both the analysis and interpretation of texts and the creation of them. The use of language is purposeful and built around an understanding of linguistic concepts. Students learn to appreciate, enjoy and use language, developing a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. The English course seeks to build upon the key skills and knowledge developed in previous year levels.

#### Duration

This subject runs for TWO semesters.

#### Educational Objectives

Students learn to:

- Participate in dynamic and inquisitive classrooms, in activities that challenge them to form ideas and build upon the ideas of others, solving problems and justifying opinions
- Read increasingly complex and sophisticated texts that challenge them to interact with literature as a reflection of our world, developing and elaborating on their opinions as a means of extending inferential and critical thinking and evaluative skills
- Understand how to use language features to create different levels of meaning
- Understand how individual interpretations can vary
- Demonstrate how manipulating language features and images can create innovative texts
- Create texts that respond to issues, interpreting and integrating ideas from other texts
- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation

#### Topics of Study

- Text studies – a range of novels, plays, short stories, documentaries, films, poetry and other multimodal texts
- Argument and language analysis
- Language development, including vocabulary, grammar and sentence structure
- Writing for a range of purposes and audiences
- Oral presentations

#### Methods of Assessment

Students will complete a range of assessment tasks over the semester, these will include:

- Text analysis essays and comparative writing tasks
- Language (grammar) tasks
- Writing folio pieces including creative writing
- Argument and language analysis tasks
- Oral presentations
- Creative writing tasks
- End-of-semester examinations

## Humanities

### Overview

Humanities is the study of human societies, environments, people and their cultures in the past and the present. Humanities (History, Geography, Economics and Business and Civics and Citizenship) provides a framework for developing the key ideas and concepts that enable students to understand the way in which people and societies have organised their world under particular conditions and made meaning of it. The study of Business and Economics introduces students to money management and financial risk. The study of Civics and Citizenship provides the knowledge and skills conducive to functioning as an active member of society. This includes elements of the study of Australia's legal system, tourism and finances.

### Duration

This subject runs for TWO semesters.

### Educational Objectives

- Chronology, terms and concepts
- Historical questionings and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication
- Investigative analysis of Issues
- Analyse data in various forms
- Economic reasoning and decision-making
- Explain patterns on the surface of the earth
- Application of concepts such as location, distribution, spatial interaction, scale, movement, spatial change over time and spatial association
- Study of the physical and human environments from a spatial perspective

### Topics of Study

- The Industrial Revolution
- World War I
- Australia's legal and economic systems
- Australia and Asia (focus on China)
- Natural habitats of animal and plant life and food production
- Geographies of interconnection

### Methods of Assessment

Students complete a variety of assessment tasks over the semester. These may include:

- Topic tests
- Historical text analysis response
- Oral presentations
- Short investigative projects
- Essays
- Annotated visual displays
- Research reports
- Multimedia presentations and posters
- End-of-semester examinations

## Mathematics

### Overview

Students explore new content in the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies of *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of the content across these three strands. They reinforce the significance of working mathematically within the content and describe how it is explored or developed. We aim to provide a challenging and enriching course suitable for every student. Accordingly, students are grouped in two strands — Mainstream and Advanced - based on Year 8 results. All study the core Australian Curriculum Mathematics course for Year 9 while being in a class appropriate to their capabilities, providing sound and specific preparation for senior year levels. The structure of the two-strand model is dynamic and flexible, with teachers continually evaluating and being responsive to each individual student's progress. During the year, any movement of students between classes would occur only after teacher and parent consultation. **\*\*Students wishing to explore entry into Advanced Math classes, please see details on next page\*\***

### Duration

This subject runs for TWO semesters.

### Educational Objectives

By the end of Year 9, students should be able to:

- Solve problems involving simple interest
- Identify congruence and scale factors in similar figures and explain similarity of triangles
- Recognise the connections between similarity and the trigonometric ratios
- Compare techniques for collecting data in primary and secondary sources
- Make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data
- Apply the index laws to numbers and express numbers in scientific notation
- Expand binomial expressions
- Find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment
- Sketch linear and non-linear relations
- Use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles
- Calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes
- Construct histograms and back-to-back stem-and-leaf plots

### Topics of Study

- Financial mathematics
- Pythagoras' theorem
- Algebra
- Measurement
- Linear relationships
- Geometric reasoning
- Trigonometry
- Statistics and probability
- Non-Linear relationships and proportion

### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These will include:

- Written skills and analysis tests
- Assignments/problem solving exercises and homework sheets
- End-of-semester examinations

## Health and Physical Education

### Overview

Students work towards developing proficiency in a range of high-level movement and manipulative skills and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students also develop and understanding of the Physical Activity and Sedentary Behaviour Guidelines and look at the barriers and enablers in relation to physical activity. They will also look at developing an understanding of skill classification for the various movement skills and finally students will be introduced to basic First Aid concepts.

### Duration

This subject runs for TWO semesters.

### Educational Objectives

- Students explore the Physical Activity and Sedentary Behaviour Guidelines and undertake case study analysis in relation to the guidelines
- Students perform complex movement and manipulative skills proficiently and evaluate individual and group tactics, and movement patterns
- Maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity
- They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour
- Students participate in a First Aid unit, aimed at preserving life, preventing harm and promoting recovery

### Topics of Study

- Basketball
- European Handball
- Ultimate Frisbee
- Touch Rugby
- Lifestyle, leisure and recreation
- Hockey
- Movement skills

### Methods of Assessment

Students will complete a range of assessment tasks during the Semester. These may include:

- Skills assessments
- Project work
- Tests

## Religious and values education (RAVE)

### Overview

Religious and Values Education (RAVE) offers students the opportunity to examine a number of key aspects of personal and communal spiritual development. This includes studying the complex nature of human decision-making, forgiveness and suffering, ethics, the emotion and message of the Old Testament Psalms as well as a unit on the six major world religions, with a particular focus upon the Christian faith.

### Duration

This subject runs for TWO semesters.

### Educational Objectives

- Investigating the spiritual nature, historical stories and modern challenges of the six major world religions: Christianity, Hinduism, Judaism, Islam and Buddhism and Sikhism
- Consider the various influences on personal choices being made during adolescence, and how those choices affect one's spiritual identity
- Develop ideas of what it means to be a relational human being, interacting with others in our families, neighbourhoods and the wider world

### Topics of Study

- Living in a world of choice
- World Religions (the six major faiths)
- On being human
- How to know right from wrong
- Forgiveness
- Psalms from the Old Testament

### Methods of Assessment

Students will complete a number of assessment tasks over the year, these will include:

- Reflective Journal after a world religions tour and visit to the Salvation Army
- Worksheets
- Reflective article after the world religions tour
- Workbook assessment
- Composition of a personal psalm



## Science

### Overview

The key learning area of science aims to help students develop an understanding of the physical world they live in and its place in the universe, of life in all of its many forms, of themselves and of the technology that has evolved out of scientific experimentation in order to enhance our ability to explore, measure, test, analyse, evaluate and communicate.

### Duration

This subject runs for TWO semesters.

### Educational Objectives

- Become familiar with and be able to apply the language and fundamental concepts of science
- Develop, through laboratory work, manipulative skills and processes associated with sound scientific practice
- Use the experimental approach to problem-solving
- Develop the skills and confidence to access, process and communicate information so they may be scientifically informed and aware
- Build an understanding and appreciation of their world in order to develop a system of values characterised by great respect for living things and a commitment to nurture the natural world
- Develop skills in analytical and critical thinking to acquire the skill of proposing a hypothesis then designing and evaluating an experiment to test it, but also the skill of applying their key knowledge and key concepts to explain or predict new phenomena.

### Topics of Study

- Materials and the atom
- Chemical reaction types
- Heat, sound and light
- Electromagnetic radiation
- The brain and the nervous system
- Coordination and control
- Electricity
- Bacteria, viruses and disease

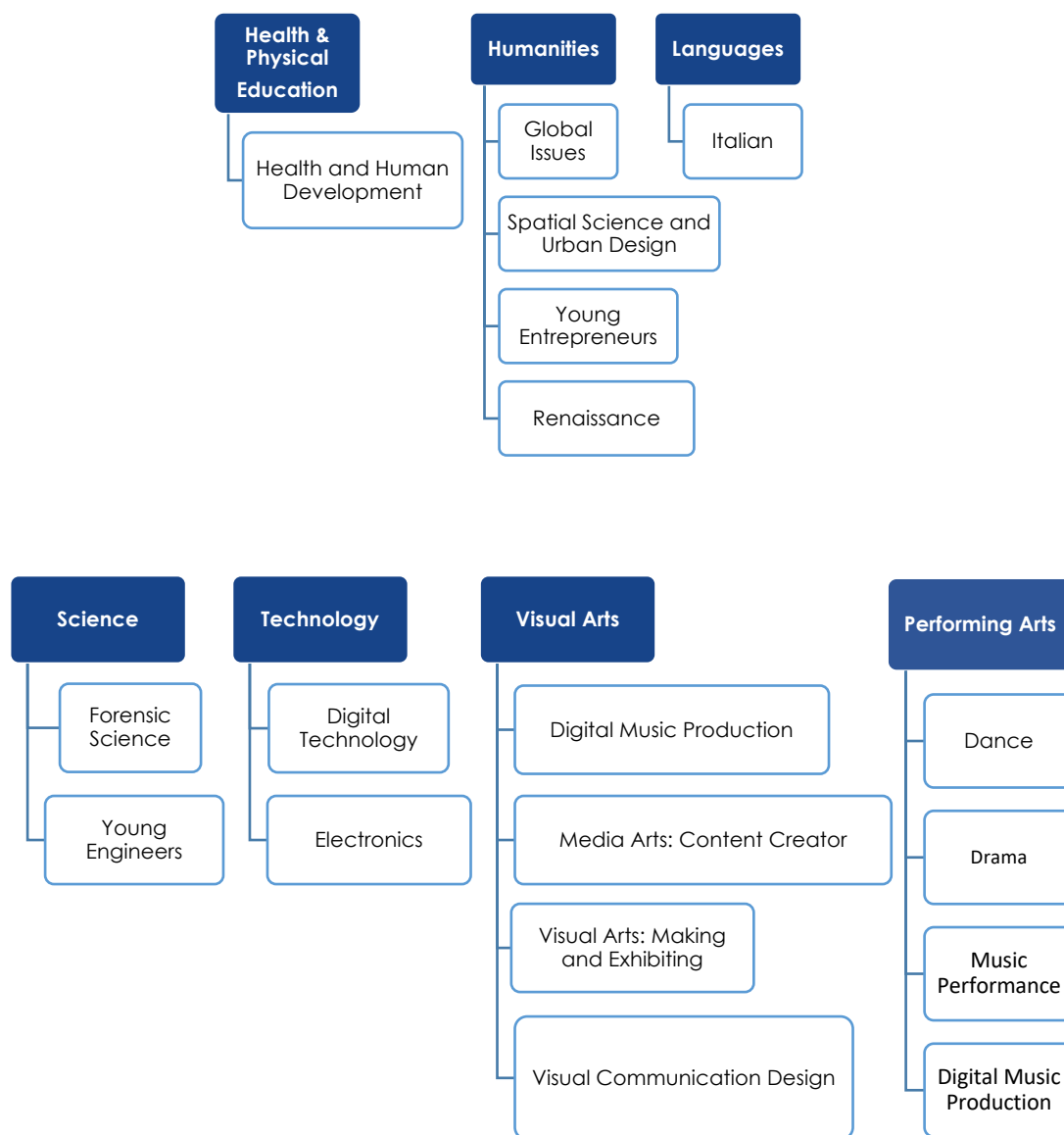
### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These will include:

- Topic tests
- Practical reports
- Activity book assessment
- Projects and assignments
- End-of-semester examinations

## Elective Subject Information

A vital part of the progression towards the Victorian Certificate of Education in Years 11 and 12 is the provision of an elective program at Years 9 and 10. Electives permit students to try new subject areas and elaborate on previous skills. Students choose two per semester, a total of four. **Note:** All electives run for one semester with the exception of Italian which must be taken for two. While we aim to run all courses and give each student their first preferences, this may not always be possible due to timetabling constraints or low enrolments.



## Dance

### Overview

Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. The study of Dance in Year 9 allows students to use their bodies to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in genre-specific dance sequences. Students will develop a broad understanding and appreciation of dance through the inquiry of how different societies, including Aboriginal and Torres Strait Islander people, incorporate dance into their culture. Dance benefits students naturally, lending itself to developing enhanced physical skills. The subject provides opportunities to build confidence through performance. Students develop communication, and problem-solving skills through choreographic group work. The students are also required to demonstrate the ability to evaluate their own work and that of their peers meaningfully and constructively, developing their powers of analysis and reflection.

### Duration

This Subject runs for ONE semester.

### Educational Objectives

Students learn to:

- use actions, dynamics and spatial elements
- use choreographic tools including responding to stimuli
- create and use dance motifs
- record the choreographic process
- develop understanding of musicality – including features of music
- perform a learnt choreography
- analyse and appreciate their own and others work; including professional performances

### Topics of Study

- Safe dance practice
- Deconstructing the elements of dance
- Genre-specific movements for various styles e.g. Jazz dance, Hip Hop, Ballet, Contemporary
- Appreciation for dance through group presentation
- An introduction to the Australian dance industry
- Choreographic workshops

### Methods of Assessment

Making:

- Individual and group performance
- Individual and group choreography
- Technical skills and artistry

Responding:

- Explore, respond and interpret different dance works
- Evaluate their own and others success in expressing the choreographer's intentions
- End-of-semester examination

## Digital Music Production

### Overview

This is a practical course combining computer-based music creation and live performance using technology. Students will learn key music making and performance skills, as well as industry skills involving technology.

In composition, students will use MIDI, audio recordings, and sampling techniques to develop their understanding of the elements of music and the properties of sound. In performance, students will perform group works with technology used to enhance performance.

They will use some stage equipment and technology such as lighting consoles to create live performance environments.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Perform as a group using instruments enhanced by technology.
- Become familiar with a variety of Music software, being able to sample, manipulate and create musical compositions through this format, such as Ableton Live and Adobe Audition.
- Explore the history and function of a variety of musical technologies
- Use digital music equipment, including Launch Pads, Drum Machines and DJ Consoles

### Topics of Study

- Technical skills assessment
- Aspects of technology impact and development
- Written assessment
- Performance
- Composition

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Composition tasks using music technology software
- Written essay
- Weekly topics covering music theory and technology (history and function);
- Live performance
- End-of-semester examination

## Digital Technology

### Overview

Digital Technology in Year 9 develops students' knowledge of computer programming. Beginning with event-based programming, students learn and apply coding languages to develop solutions to various problems. Students then explore website design principles and work as a group to design their own website. The course concludes with an introduction to databases using Microsoft Excel and Infographics. Students will learn how companies use data to help meet their objectives, and how to create a data visualisation of their own.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Programming in Small Basic and RobotProg
- Designing and developing website solutions
- Edifying a range of data, including digital images and raw quantitative data using Microsoft Excel
- Designating tasks and managing responsibilities amongst members of a team

### Topics of Study

- Investigating the role of hardware and software in managing, controlling and securing data
- The nature of data, compression and its role in information
- Qualitative and quantitative data collection, management and storage
- Data Visualisation to demonstrate and address complex problems
- Solving real world problems
- Programming
- Web development
- Coding

### Methods of Assessment

Students will complete a number of assessment tasks over the semester. These may include:

- Topic tests
- Assignments
- Problem solving tasks
- Regular homework tasks
- Projects
- Open-ended student guided tasks
- End-of-semester examination

## Drama

### Overview

Now and in the future, drama supports those who are innovative thinkers, adept communicators and excellent team players. Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events. In Year 9 Drama, students continue to build on their skills from Year 7 and Year 8 by participating in workshops in practical areas such as the dramatic elements, expressive skills, performance styles and exploring different dramatic ideas. Students begin to explore a variety of performance styles, by focusing on famous dramatists such as Artaud and Grotowski as well as the history and conventions associated with physical theatre. This course is designed for students who wish to develop confidence, self-discipline, creativity, team-work skills and cultural awareness. Its emphasis on personal development makes it of value to all students. This course is varied with a balance of individual and group activities.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Personal development
- Performance skills including role play, improvisation, scripted drama, characterization, rehearsal skills and storytelling through the elements of drama and theatrical conventions
- Group dynamics – decision making, responsibility, discussion skills, team work, negotiation and inclusivity
- Scriptwriting, directing, and other playmaking strategies including researching techniques
- Character exploration and analysis

### Topics of Study

- Workshops covering key understandings of theatrical conventions and elements of drama
- Intro to major performance styles
- Physical theatre
- Theatre styles
- Production areas including lighting, makeup, sound and costume

### Methods of Assessment

Students will complete a range of assessment tasks during the semester. These may include:

- Participation in drama workshops
- Developing characters through playmaking
- Presenting work to an audience
- Developing drama techniques including expressive skills and performance skills
- Drama journal evaluating class activities and personal growth (including Dream Diary)
- Analysing and reviewing a live performance
- Creative writing, research and analysis of drama
- End-of-semester examination

## Electronics

### Overview

Electronics technology aims to enable students to develop an understanding of the function of basic electronic components, simple circuits and their relationship to each other, whilst working with tools in a safe manner and environment. Students will develop an appreciation and understanding of the importance of electronic design. Students will analyse the appropriate use of components including new materials and for specific purposes relating to electronic devices. Students will be able to follow a plan to produce a functioning product using materials that are environmentally sustainable.

### Duration

This unit runs for ONE semester.

### Educational Objectives

- Safe working practices
- Identification of components and values
- Working individually or as part of a group
- Problem solving and communication
- Design and reading of circuit diagrams
- Soft-soldering and tinning where needed
- Introduction to micro-controllers

### Topics of Study

- Occupational Health and Safety in the workplace
- Electronic components and what they do
- Safe and correct use of a variety of hand and power tools
- Clean energy – renewal and non-renewable energy sources
- How to use micro-controllers to help with everyday life

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Workbook assessments
- Folio
- Theory assessments
- Class projects
- End-of-semester examination

## Forensic Science

### Overview

Forensics is the term given to an investigation of a crime using scientific means. It is also used as the name of the application of scientific knowledge to legal matters. Forensics aims to introduce and develop students' skills, understanding and knowledge of scientific processes and their application to forensic science. The relationship between science, the environment, and our everyday world is an important and meaningful area of study in this course.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Students will communicate scientific investigations and information clearly
- To design experiments by collecting data systematically, formulating questions and drawing conclusions
- Promote students' critical thinking skills in the context of scientific inquiry
- Develop the ability to apply logical thinking in different situations and find solutions to problems
- Maintain safe practices; work independently and collaboratively as appropriate
- Construct models and visual aids that demonstrate scientific ideas

### Topics of Study

- The history of scientific forensic techniques
- Different forensic professionals
- Types of physical and trace evidence
- Fingerprinting
- Crime scene analysis
- Ballistics
- Tool marks
- Blood splatter
- Forgery
- Chromatography
- Real-life case studies

### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Topic tests
- Practical reports
- Bookwork assessment
- Individual and group projects
- End-of-semester examination



## Global Issues

### Overview

Global Issues is the study of contemporary social, environmental and economic issues that affect Australia and the rest of the world. The study of Global Issues will introduce students to the challenges faced by developing nations in improving living standards, alleviating poverty and seeking equality for all. Students conduct research on a series of current affairs topics such as the Cost-of-living Crisis, continued impacts of colonisation and war and conflict.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Define key concepts and terms and use them appropriately
- Gather and interpret statistical data on the selected global issue/s
- Identify and discuss factors that influence the selected global issue/s
- Identify trends, patterns, similarities and differences in economic data and other information
- Develop research skills
- Evaluate the costs and benefits associated with action taken to address the selected global issue/s
- Access and synthesise information gathered from a range of sources and draw conclusions

### Topics of Study

- Economic concepts
- Equality Rights
- Global Indigenous Peoples
- Global trade and its political and economic implications
- Distribution of income and global income inequality
- War and conflict

### Methods of Assessment

Students complete a variety of assessment tasks over the semester. These may include:

- Oral presentations
- Short investigative projects
- Extended Responses
- Essays
- Annotated visual displays
- Short research reports
- End-of-semester examination

## Health and Human Development

### Overview

Health Education aims to equip students with the range of skills and knowledge they will require to maintain healthy lifestyles as they move into adulthood. In Year 9, students will develop their understanding of the concept of health and they will investigate the development of humans across the lifespan. Students will examine positive and negative risks taken during youth, such as using drugs, alcohol and energy drinks, and consider strategies to minimise potential harms. Students will learn to analyse the health status of population groups and consider the various factors that influence health.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Decision making and assertiveness skills
- Understanding health and wellbeing as a concept with varied and evolving perspectives and definitions
- The ability to describe the health status of an Australian population group
- Health report writing skills
- Analysing basic health data

### Topics of Study

- What is Health?
- Development across the lifespan
- Health of population groups
- Drugs and alcohol
- Examining risk and minimising harm
- Infectious and non-infectious diseases

### Methods of Assessment

Students will complete a number of assessment tasks over the semester. These may include:

- Topic tests
- Project
- Written reports
- Oral presentations
- End-of-semester examination

## Italian

### Overview

In Year 9, students will bring their prior experience and capabilities of learning Italian to apply to new concepts. The course will expand the range and nature of their learning experiences and of the contexts in which they communicate with others in Italian. Students will expand vocabulary and grammar giving them an opportunity to experiment with different forms of communication. Students continue to learn to use Italian to communicate and interact with each other, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. Students explore language variation and change, noting how intercultural experiences, technology, media and globalisation influence language use and forms of communication. Students will also investigate links between the Italian language and cultural representation and expression and learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

### Duration

This subject runs for TWO semesters.

### Educational Objectives

- Exchange and compare ideas, experiences, opinions and feelings through spoken and written transactions
- Convey and organise information and compare diverse perspectives from multiple sources in Italian
- Create and respond to imaginative texts about themes, events and values
- Translate texts for Italian to English and vice versa
- Understand and extend knowledge of more complex features and patterns of Italian grammatical systems
- Analyse the features of a range of spoken, written and multimodal texts
- Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity

### Topics of Study

- Where do Italians live?
- Italian family life
- Typical day in the life of an Italian
- Friends and free time

### Methods of Assessment

Students complete a variety of assessment tasks over the semester. These will include:

- Written assessments
- Reading assessments
- Listening assessments
- Speaking assessments
- End-of-semester examinations

## **Media Arts: Content Creator**

### **Overview**

The Media Arts course is designed to give students an overview of the relationship between media and its audience. This is done through the exploration of the tools used by media producers to communicate stories and narratives. Study of media theory supports students' application of these tools in practical tasks. Students will consider how narratives are framed and manipulated by those who create them. Film and photography are a key focus in this course. The aim is to expose students to a wide variety of media, problem solving skills and creative stimuli, providing enough experience for students to make an informed choice about the possibility of pursuing this pathway for VCE. This experience of this subject challenges students to think about themselves as critical media consumers and creative media producers.

### **Duration**

This subject runs for ONE semester.

### **Educational Objectives**

Through taking this unit, students will develop:

- Creative problem solving
- Technological skill in media equipment and ICT
- Software knowledge in Adobe creative suite software and Macintosh iLife software
- Teamwork
- Personal discipline through individually managed projects

### **Topics of Study**

- Film and Photography
- Framing and composition
- News and the media
- Narrative and genre

### **Methods of Assessment**

- Research
- Planning
- Practical completion
- Evaluation
- End-of-semester examination

## Music Performance

### Overview

This unit focuses on building performance and musicianship skills. Students present performances of selected group works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. Students undertake basic keyboard and guitar study to further their instrumental experience. They study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances. It is recommended students are technically proficient on a chosen instrument and are encouraged to be undertaking private instrumental and/or vocal music tuition. Students will be involved in a performance evening as part of the assessment for this course.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Develop performance skills and gain experience in front of an audience.
- Develop an understanding of approaches that can be used to optimise performance
- Recognise and write rhythms, melodies, intervals, chords and scales using conventions in music notation
- Recognise elements of music, which influence stylistic characteristics and genres
- Devise a composition drawn from analysis of selected music genres

### Topics of Study

- Performance skill development
- Solo and group performance
- Music Styles
- Musical Instruments
- Contextual issues and analysis of works
- Musicianship through written and aural means
- Creative organisation of sound
- Instrumental basics: Keyboard and Guitar.

### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Solo performance
- Group performance
- Organisation of Sound
- Written/aural assessment
- End-of-semester examination

## Spatial Science and Urban Design

### Overview

Spatial Science and Urban Design explores the issues and approaches to urban design and town planning. With an increasing urban population, this course offers a current awareness at how development of cities and suburbs impacts liveability for people, the environment and the political implications surrounding increasing mass urbanisation. Throughout the course students will develop a variety of geo-spatial and analytical skills that are in high demand throughout Australia and the Asia-Pacific region; providing an insight into the working environment of an urban designer and associated fields. The study of local, regional and national cases through classroom and field work tasks offers students a contemporary and relevant learning experience.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Understanding Spatial Science
- Exploring the need for Urban Design
- Development of geo-spatial interpretation and analytical skills
- Exploring the impacts of urban design and development on people and the environment and the challenges this poses.

### Topics of Study

- What is Spatial Science and Urban Design?
- The causes of Urbanisation on Australia
- Urban design and sustainability
- Urbanisation – The challenges and implications
- Case study 1 – Melbourne's Interconnectivity
- Case Study 2 – Land reclamation
- Case Study 3 – Impacts of Covid – The Tree Change Movement
- Case Study 4 – Comparison of international Urban Design

### Methods of Assessment

Students complete a range of assessment tasks over the semester. These may include:

- Research Tasks
- Geo-spatial Tehnology presentation
- Extended Responses
- Short Answer Tests
- End-of-semester examination

## The Renaissance

### Overview

The aim of the subject is to develop students' historical enquiry and research skills and a love and passion for learning about the past. Students will examine the rise of the Renaissance and how it impacted the world during the Middle Ages and subsequently our modern society. Additionally, the subject introduces Object Base Learning which focuses on learning through objects such as art works, manuscripts, rare books and artefacts from the Renaissance period. Using objects in teaching will allow students not only to understand their subject but will also develop skills such as teamwork and communication, analysis, practical observation and drawing. It will also trigger innovative dissertation topics. The subject connects with several subjects offered at the school such as Italian, Art and Music through cross-curriculum lessons and activities. We will explore the world of the Renaissance through famous artwork and paintings as well as study the rise of the Medici family and their influence in the Renaissance as we know it today.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Adopt a new method of learning called 'Object Base Learning'
- Explain the causes and consequences that influenced the birth of the Renaissance
- Understand the key events happening in Italy during the 14th and 15th Century that influenced our modern society
- Be able to analyse a primary and secondary source in order to understand the world of the Renaissance
- Explain and understand the difference between Primary and Secondary sources and how they influence our view on historical events
- Be able to make connections with both subjects of Italian and Art and how they help understand the Renaissance better
- Be able to compare and contrast the different Renaissance movements happening in England and Italy
- Be able to identify the difference between the Dark Ages and the Renaissance

### Topics of Study

- Revision of the seven key Historical skills and Introduction to the Dark Ages
- The Medici Family
- Introduction to the Renaissance and the key events that instigated this movement
- Humanism and Secular writing
- Science in the Renaissance
- Art in the Renaissance and its most famous artists and artworks
- Galileo Galilei and his contributions to our modern society
- Northern Renaissance and King Henry VIII

### Methods of Assessment

- Structured Questions
- Role Plays and Scripts
- Extended Responses
- Case Studies
- Source Analysis and Object based learning
- End-of-semester examination

## Visual Arts: Making and Exhibiting

### Overview

Visual Arts: Make and Exhibit enables students to develop their skills and confidence in a range of art forms. In this semester-based unit, students choose from one of three art form streams. Students have access to a range of traditional art resources as well as the latest technologies including Creative Cloud software and SLRs cameras. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries. Students plan and apply the studio process to make and exhibit artworks. They examine how Australian artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. Their research focuses on critical, reflective and creative thinking.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Understanding and application of a range of art forms.
- Understanding and application of the studio process to successfully communicate, challenge and express their own ideas
- Understanding and application of critical, reflective and creative thinking strategies
- Ability to analyse artworks
- Ability to effectively apply OH&S knowledge in the Art Studio.

### Topics of Study

- Making: Studio Practice and Exhibition  
Choose stream:
  - 1) Drawing and Digital Art
  - 2) Drawing and Painting (Skateboard)
  - 3) Drawing and Photography
- Responding: Australian Artists

### Methods of Assessment

Students are assessed in a variety of ways including:

- Visual Arts journal and artworks
- Exhibition
- End-of-semester examination



## Visual Communication Design

### Overview

In this course students will examine the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students will employ a design process to generate and develop visual communications. They will develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Throughout the semester, students will also explore a range of manual and digital methods to develop and refine presentations. They will also identify and evaluate the effectiveness of strategies used by designers to appeal clearly to a specific target audience.

### Duration

This subject runs for ONE semester.

### Educational Objectives

This course enables students to:

- Develop and apply drawing skills using a range of techniques to make their design thinking visible
- Develop a range of skills in selecting and applying media, materials, and manual and digital methods to suit design purposes
- Apply a design process to create visual communications
- Understand how key visual communication design elements, design principles, media, materials, and manual and digital methods contribute to the creation of their own visual language
- Understand how historical, social, cultural, environmental and contemporary factors influence visual communications

### Topics of Study

- Drawing for communication – applying drawing methods that are suitable for observational, visualization and presentation.
- Design elements and principles – applying techniques to generate alternative design options
- Respond and Interpret – the analysis and evaluation of visual communication designs for different audiences and purposes in different contexts
- Exploration of various methods and media including 3D printing

### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Folio of completed visual communications
- Visual diary - the submission of a visual diary containing a collection of resources, ideas, sketches and annotations
- Written responses including questions in class, homework, and evaluation of completed designs
- 3D printed prototypes
- End-of-semester examination

## Young Engineers

### Overview

This elective will give students the opportunity to practice critical thinking, problem-solving, creative and collaborative skills through project-based investigations. The course is intended to make connections between STEM learning areas (Science, Technology, Engineering and Mathematics) and real-life global applications, going beyond the simple transfer of knowledge. This project-based learning will be delivered through an Aeronautics unit that involves design, manufacture and testing of flight-capable machines, including the science and technology of operating aircraft and rockets within the atmosphere.

### Duration

This subject runs for ONE semester.

### Educational Objectives

By the end of the course, students will have been introduced to:

- Analytical skills to research a topic, develop a project plan and timeline, and draw conclusions from research results
- Science skills to break down a complex scientific system into smaller parts, recognize cause and effect relationships, and defend opinions using facts
- Mathematic skills for calculations and measurements
- The requirement of paying attention to detail in following a standard blueprint, recording data accurately, or writing instructions
- Technical skills to troubleshoot the source of a problem, repair a machine or modify a model, and computer capabilities to stay current on appropriate software and equipment

### Topics of Study

- Fundamental flight forces
- Moving through fluids
- Controlling flight
- Rockets
- Flight investigations: aircraft design and aerofoils

### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Research projects
- Problem solving exercises
- Extended practical investigations
- Design and construction activities
- Tests and Data Analysis
- End of Semester examination

## Young Entrepreneurs

### Overview

This course specifically caters for those students who have a passion for problem-solving and are skilled critical thinkers. Students learn the basics of planning and launching their own successful business. They learn how to come up with new business ideas, attract investors to market their business and manage expenses. The course will be driven by project work, working in groups to establish a successful business or product. This course will challenge students to develop the core skills they need to be successful; leadership, communication, decision making, self-management and responsibility. Students will work on one project per term. The first will be presented to Hume Anglican Grammar's very own 'Sharks' – Mr Sweeney and his Senior Leadership Team. The other will be presented to local community members and parents.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Understanding the role of the entrepreneur
- Understanding economic principles
- Exploring major fields of business activities: production and delivery
- Defining a business and organisation
- Ability to market and promote a business or product
- Promotion of core competencies required to be a successful entrepreneur

### Topics of Study

- Entrepreneurship Basics
- Small business basics
- Business ideas and opportunities
- Defining a business
- Marketing basics and promotion

### Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Oral presentations
- Short investigative projects
- Annotated visual displays
- Research reports
- Multimedia presentations and posters
- End-of-semester examination

## Contacts

Please contact the following staff should you have any queries.

<b>FOR ALL ENQUIRIES</b>		
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