Northside Subject Overview Booklet

For Year 7 students in 2027

Introduction

Dance is a visual art form utilising human movement to express ideas. This non-verbal communication is devised with the consideration of specific audiences and purposes and through the purposeful manipulation of dance elements within genre-specific contexts.

The study of dance fosters unique and significant skills and understandings which are transferable to other areas of learning. By engaging in and reflecting on dance activities, students develop skills and abilities to that contribute to their physical, cognitive, emotional, aesthetic, cultural, social, moral and spiritual development. Students learn to think critically as they analyse and critique dance works and identify the influence of particular contexts.

Subject Outline

Through the study of Dance in Year 7 students will examine the ways human movement is generated, learning how to use forming devices in order to shape movement. The program provides students with practical knowledge of movement and 'safe dance' processes thereby increasing their ability to be physically and verbally articulate in the language of dance. Students will be lead through the process of choreography, developing experience and confidence in composing movement, and will learn basic dance technique in order to perform a dance work.

The Year 7 Dance program consists of two units of study over the course of a term; two lessons per week

Course Outline

Unit One: ***Dance Beginning, Choreography and Safe Dance***

Throughout this unit students will explore the various ways humans move to express ideas in meaningful ways. Students will view a variety of cultural dance styles and genres to give them a cultural context of dance. Building on skills through teacher led task-based activities, students will manipulate dance elements to construct purposeful movement sequences. Included in the unit is the study of form (structure), transitions, choreographic devices, space, time, action and dynamics. Students will manipulate these elements of Dance in order to devise choreographed movement to express an idea, demonstrating a focus on innovation and aesthetic value.

Assessment: *MAKING - CHOREOGRAPHING (INDIVIDUAL)*

CRITERIA:

- Students investigate ways that dance works, performers and/or choreographers across cultures, times, places and/or other contexts use the elements of dance, choreographic devices and/or production elements to communicate ideas, perspectives and/or meaning
- Students choreograph dances by selecting and manipulating elements of dance and choreographic devices to communicate ideas, perspectives and/or meaning

Unit Two: ***Dance Beginnings, Performance***

Through this unit students will develop an appreciation of the historical context of different genres of dance together with an understanding of the technical skills specific to the style. Students will participate in classroom workshops which develop their physical skill-set in basic dance techniques as well as their awareness of safe dance practices and the importance of warming up.

Assessment: *MAKING - PERFORMING*

CRITERIA:

- Students rehearse and perform with confidence and clarity, demonstrating technical and expressive skills appropriate to the dance style

Subject Introduction

Design Technologies gives students opportunities to create designed solutions for a range of contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Design Technologies provides students with opportunities to engage in two technologies contexts: **Food and Fibre (Textiles in Year 7 and Food Technology in Year 8) and Engineering and Materials,** which are studied for one semester each in Year 7. By undertaking practical, guided design activities students learn to think, plan, discover and implement ideas and innovations. Design Technologies develops the student's ability to appreciate and explore design, material properties, emerging and traditional technologies, and safe practices.

Subject Outline

Semester One – Food and Fibre – Textile Studies

- Textile materials, fibres and fabric types (natural, synthetic and blended fibres)
- Properties and performance of textiles and how they influence design choices
- Safety, risk management and efficient practices in the textiles workspace
- Introduction to the design process in textile design contexts
- Hand stitching techniques and construction skills
- Sewing machine operation, settings and maintenance
- Surface design techniques, including decoration, embellishment and textile manipulation
- Sustainable textile practices, including upcycling, recycling and ethical production
- Design thinking applied to textile-based products and solutions
- Planning, producing and evaluating textile products

Semester Two - Engineering and Materials

- Engineering and design-thinking projects (Participation in a guided design program)
- Working safely in the Design and Innovation space
- Exploring materials – metals, polymers and timber
- Basic engineering and manufacturing processes
- Introduction to the principles of mechanics, aerodynamics and graphical representations
- Investigating forces, motion and structural stability in simple engineered systems
- Developing and interpreting technical drawings and digital design representations (e.g. sketches, orthographic drawings)
- Planning, constructing and testing prototypes using iterative design and evaluation processes

Assessment Focus

Assessment of learning in the Design Technologies subject area is focused on:

- **Knowledge and understanding** of the principles, techniques and practices relevant to each of the technologies contexts.
- **Processes and production** of products including the selection of materials, ingredients, tools, equipment and technologies to safely make designed solutions.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, demonstration of practical skills, research and investigation assignment, a design folio as well as teacher observation.

Subject Introduction

Digital Technologies gives students opportunities to plan and manage digital projects to create interactive information. Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems. Students define and deconstruct problems in terms of functional requirements and constraints, and evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.

Year 7 Digital Technologies has been designed to assist students to become not only confident and competent users and consumers of ICT and Digital Media but also developers of digital solutions, by applying computational thinking. This course is designed to enhance students ICT knowledge through the use of various multimedia technologies in response to digital communication challenges.

Subject Outline

Semester 1 – Computational Thinking and Coding

Term 1: Starting Coding with Python

- Developing skills and competence to move between platforms, enhancing computational thinking.
- Students learn the fundamentals of computer programming in a visual environment, without the need to write any code.

Term 2: Coding with Python

- Developing programming language competence
- An introductory course using the programming language Python for students with little to no programming experience

Semester 2 – Design and Development of Web Pages

Term 3: Image Editing

- Students will develop skills in software such as Photoshop and Illustrator.

Term 4: Design and Development of Web Pages

- All learning is bought together in a web-based project.

Assessment Focus

Assessment of learning in the Digital Technologies subject area is focused on:

- **Knowledge and understanding** of the principles, techniques and practices relevant digital technologies contexts.
- **Processes and production** of digital projects that create and communicate ideas and information.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, the production of digital products, research and investigation projects, and the compilation of a design folio.

Introduction

By the end of Year 7

Learning and assessment focus

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Drama. They extend their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering intended audiences and intended purposes. They recognise that there are many different arts disciplines and that people may choose to work as artists or use their expressive capabilities in other areas of their recreational and working lives.

Students extend their understanding of arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within one or across many arts disciplines.

Students demonstrate evidence of their learning over time in relation to the following assessable

elements:

RESPONDING
- analysis and evaluation of the use of elements of drama

MAKING: PERFORMING
- conveying dramatic action when collaborating by rehearsing, refining and producing a scripted drama performance.

MAKING: FORMING
- development of roles and characters when collaborating to plan, direct, produce and refine drama in different forms, styles and performance spaces through improvisation.

Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.

- Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus.
- Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas.
- Dramatic action is interpreted, prepared and shaped through scenarios and scripts.

	Unit of Work - 10 Weeks
Year 7	**Exploring Monologues** • Developing an understanding of Human context – role, situation, relationship • Finding a character • Learning text and blocking basics for presentation to an audience • Storytelling through Images **Assessment:** **Responding:** Use of stimulus material to build ideas **Making: (Forming + Performing):** Devising + Performance of Monologue

Subject Outline

From 2012, Northside Christian College has implemented the Australian Curriculum for English. Detailed information regarding the English Curriculum may be found by visiting: www.australiancurriculum.edu.au

Texts studied at Northside are always taught from a Christian perspective and students will be taught to think critically about the values promoted in texts.

Course Outline

UNIT	TEXTS
Defining Moments As students enter the Middle School phase of learning, they launch into a Short Story unit of work centered on a significant Old Testament Bible character as the hero of the story. They will learn about the 'Seven Steps to Writing Success'.	* Various short stories
Freedom! Students will undertake a comprehensive novel study focusing on the theme of freedom. They will examine the characters in depth and will present a monologue in role.	* Either: I am David, The Cay, Island of the Blue Dolphins or Little Women
Analyse This! Students will be undertaking a film analysis of 'The Prince of Egypt'. They will compare and contrast the film with the biblical version of Moses and the exodus. They will prepare an analytical essay written assignment.	
Shakespeare to Snapchat After studying the development of the English language, students take on the role of a Public Relations Officer for a not-for-profit organisation and create a simple media kit promoting a fun run to benefit the organisation. The Media Kit consists of a fact sheet, poster, radio announcement and blog.	* Media Kit

Types of Assessment

The Australian Curriculum for English requires students to complete written and spoken tasks that reflect a range of conditions and text types. Tasks may include written and spoken assignments, as well as written exams where the question may be seen (students are notified of the question in advance) or unseen.

Learning Area Standard Elaborations Used in Assessment

Listening, speaking and creating
Reading and viewing
Writing and creating

The standard elaborations have been developed using the Australian Curriculum 9.0 achievement standard. The achievement standard for English describes what students are expected to know and be able to do at the end of each year. Teachers use the standard elaborations at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard – a sound level of knowledge and understanding of the content, and application of skills. The standard elaborations are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are provided for students. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

How a student's final Level of Achievement is determined

For each piece of assessment in English, a student's grade or mark is determined holistically. This means that the student's result is determined by the performance across ALL of the criteria outlined in the matrix for each assessment piece. In practice, students will be given one holistic grade for each piece of assessment ranging from A+ to E-.

In English, a student's Semester Report records their progress for the year, not the semester. This means that each student's Semester Two Report will record their progress for the entire year. In subject English, this is the best way to provide parents and students with an accurate indication of progress at the conclusion of the year.

The results students have achieved for their tasks are used to determine their exit Level of Achievement. Their Level of Achievement is determined by examining their achievement for tasks according to the three strands of the English Curriculum – Language, Literature and Literacy – as assessed by the standard elaborations: Listening, speaking and creating/Reading and viewing/Writing and creating.

Subject Outline

The Year 7 HASS curriculum at Northside Christian College involves the study of History, Business, Geography and Civics. Instruction, assessment and reporting in these areas is informed by version 9.0 of the Australian National Curriculum.

Each HASS discipline is approached from a Christian worldview. The manner in which students engage with the curriculum is guided by the Biblical values of truth, empathy, stewardship and reflective inquiry.

HASS at Northside Christian College is a core subject in the Middle School. Students may then elect to do Senior Social Science in Year 10, which introduces each of the senior level subjects including Modern History and Ancient History.

Course Outline

Semester One – History: Australia's ancient past; The Mediterranean World – Ancient Rome OR The Asian World – Ancient China; Civics and Citizenship

Semester Two –Geography: Water in the World, Place and Liveability; Business

Criteria Used in Assessment

Criterion 1: **Knowledge and understanding** – the ability to recall or bring to mind previously learned factual information, and to show understanding by explaining concepts, key ideas and principles.

Criterion 2: **Skill competency** – applies to analysing and organising information from a range of sources, the development of questions and hypotheses, the collection and recording of research information, and the communication of information in written, spoken or multimodal formats.

Types of Assessment

A variety of assessment instruments will be used to provide information on student progress. These will include investigations, projects, and exams.

How the Student's Semester Level of Achievement is Determined

Each criterion must be assessed in each semester, and each criterion is to make an equal contribution to the determination of levels of exit achievement. When standards have been determined in both criteria, results are averaged to determine the semester achievement.

Possible Career Paths

Students who have completed the course in the past have found it valuable, both personally and as preparation for their senior courses.

The subject could be of importance to any student considering a career in sociology, psychology, early childhood care, education, archaeology, research, law or politics.

Many professions and occupations value persons with the skills of being able to develop and express reasoned opinion. The social sciences help to develop these capabilities.

Students should refer to individual universities/learning institutions and tertiary institutions for course prerequisites.

Subject Outline

Students learn to communicate in Japanese using the skills of listening, speaking, reading and writing for practical purposes. They will also develop greater knowledge, understanding and appreciation of Japanese culture and customs.

Course Outline

Term	Unit Theme	Topics
1	Introduction to Japanese	Greeting, names, addressing
		Age, phone number, countries, and nationalities
2	My family	Family and pets
		Hiragana Script
3	Hobbies	Sports and Hobbies
		Hiragana Script
4	Welcome to my restaurant	Ordering food
		Japanese food and drinks

Excursions and classroom activities

As a part of the cultural experience, Year 7 Japanese students will be attending Tempest Teppanyaki Restaurant, Scarborough.

There are other incursions/class activities such as:

- Watching Japanese anime
- Interacting with the visiting Japanese students
- Finding a Japanese pen friend
- Tasting Japanese food

Lesson time

Once a week, Full year

Resources and textbooks

A customised booklet
Online websites such as Memrise, Quizlet and Gimkit
Iitomo 1 as a reference textbook

Learning Area Standard Elaborations Used in Assessment

Students will be assessed according to their proficiency in the following Criteria:

Communicating meaning in Japanese	Interacting in Japanese
	Mediating meaning in and between languages
	Creating text in Japanese
Understanding language and culture	Understanding systems of language
	Understanding the interrelationship of language and culture

Types of Assessment

In Japanese, students will be given opportunities throughout the year to demonstrate their achievement in various assessment tasks.

The Australian Curriculum for Japanese requires students to complete written and spoken tasks that reflect a range of conditions and text types. Students also need to demonstrate their listening and reading skills where the question may be unseen.

Achievement standard by Australian Curriculum

In Years 7 and 8, students are beginning their learning of Japanese language, and this will be influenced by prior learning and experiences of language learning. Students use Japanese to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom.
Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students use familiar katakana and kanji, and hiragana with support of the chart, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

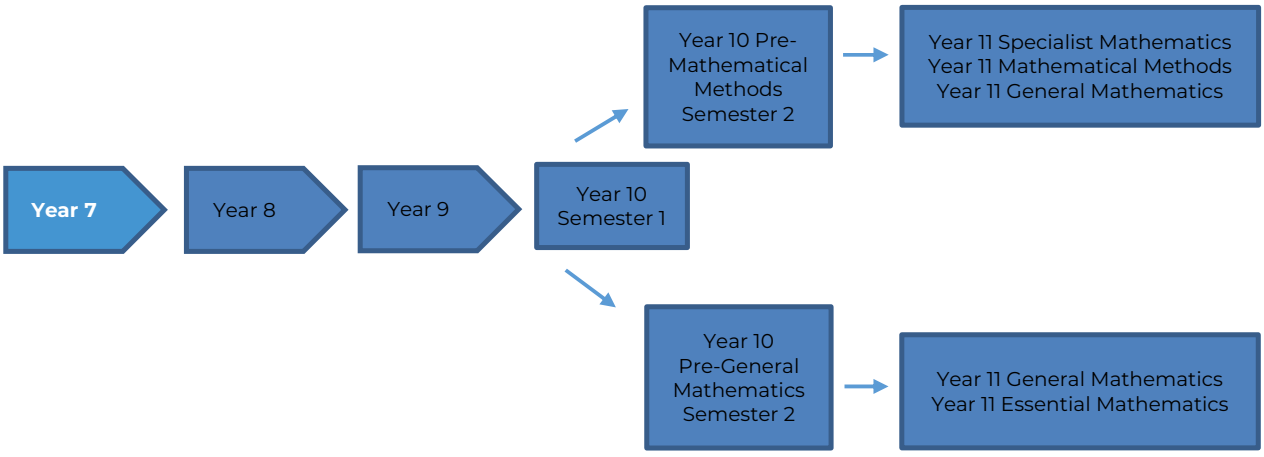
Possible Career Prerequisites

As Australia extends its trade links throughout the world and increasingly Australians are working, travelling and studying overseas, learning Japanese offers students many opportunities. A command of Japanese offers the worker, student or traveller an opportunity for a deeper appreciation of the country and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.

Subject Outline

Mathematics in Year 7 follows the Australian Curriculum and is not academically streamed. Teachers use a differentiated approach to provide meaningful learning opportunities for all students, in line with the Australian Curriculum. Year 7 is a consolidation year, supporting students as they transition from a range of primary school backgrounds and develop confidence in their mathematical thinking.

Mathematical pathways at Northside Christian College are depicted below.



Course Outline

Semester 1	
Term 1	Term 2
Measurement Positive Integers Fractions	Negative Integers Decimals Algebra
Semester 2	
Term 3	Term 4
Percentages Probability Statistics	Geometry Cartesian plane Transformations

Assessment

Assessment practices include a balance of formative and summative approaches. Formative assessment is ongoing and used to monitor student learning, inform teaching strategies, and provide timely feedback to support individual progress.

Formative assessment:

Quizzes
Homework tasks
Assignments
Class discussions and problem-solving activities

Summative assessment:
Supervised tests

Criteria used in Assessment

The following criteria are used in making judgments about a student's level of achievement in this course:

Knowledge and Procedures
This criterion refers to the student's ability to recall, access, select and apply mathematical definitions, rules and procedures, to demonstrate numerical and spatial sense and algebraic facility, with and without the use of mathematical technology.

Modelling and Problem Solving

This criterion refers to the student's ability to apply problem-solving strategies to investigate and model situations, generate and use data, analyse and interpret results in the context of problems to investigate the validity of mathematical arguments and models.

Communication and Justification

This criterion refers to the student's ability to interpret, translate, communicate, present and justify mathematical arguments and propositions, using mathematical and everyday language and symbols to develop logically supported arguments.

Subject Outline

Skills learned / developed in the course:

- Duration, beat, time values and metre are used to create and vary rhythm.
- Pitch, tonalities, scales and intervals are used to create and vary the horizontal arrangement of sound.
- Tonalities and harmonies are used to organise music in different vertical arrangements.
- Contemporary, traditional and genre-specific musical forms are used to structure music.
- Interaction between the linear and the vertical arrangement of music is used to create the texture or density of sound.
- Vocal, instrumental, electronic and computer-generated sound sources have characteristic sound qualities (tone colour) that can be altered through methods of production and manipulation.
- Relative softness and loudness of sounds, and digital and electronic devices, are used to change dynamic levels and expression of music.

The Music course involves the study of the following units for one term; two lessons per week

Year 7	Units studied
Weeks 1 – 5	Keyboard Music
Weeks 6 - 10	Guitar

Course Outline

Year 7 Music is divided into the following three dimensions:

RESPONDING -

- identification and analysis of how the elements of music are used in different styles
- evaluation of musical choices made to communicate meaning as performers and composers

MAKING: COMPOSING –

- composition of music demonstrating notation, manipulation and use of the elements of music, stylistic convention, aural skills and music

MAKING: PERFORMING –

- interpretation and performance of songs and instrumental pieces (in unison and in parts) demonstrating the use of technical skills, expressive skills and aural skills

Types of Assessment

Typical Assessment in a Semester may include:

- RESPONDING - Identification and analysis of how the elements of music are used in different styles
- MAKING: COMPOSING – Introduction to song writing, chord progressions and recording
- MAKING: PERFORMING – Guitar and Keyboard performances

How The Student's Final Level of Achievement Is Determined

When standards have been determined in each of the three criteria of Listening, Composing and Performing, the following table is used to determine the exit level of achievement, where A represents the highest and E the lowest.

A	**Standard A in any two exit criteria, and no less than a B in the remaining criterion.**
B	Standard A in any two exit criteria, and no less than a B in the remaining criterion.
C	Standard A in any two exit criteria, and no less than a B in the remaining criterion.
D	Standard D in any two exit criteria
E	Does not meet the requirements for D standard

Introduction

At Northside, we are committed—through God's guidance—to nurturing each child's unique, God-given potential to the fullest. Our goal is to support every student in achieving personal excellence, according to their individual abilities. This philosophy underpins the Health and Physical Education program in Year 7.

The College strives to foster values of sportsmanship, stewardship, and friendship through the activities included in this course. The Health and Physical Education subject integrates both theoretical and practical components to develop informed, well-rounded students.

The theoretical component focuses on fostering respectful and healthy relationships, exploring identity and diversity, and understanding the lifelong benefits of physical activity. These concepts are reinforced through practical experiences, where students participate in a range of sports designed to develop movement skills, apply theoretical knowledge, and demonstrate leadership, collaboration, and fair play.

Subject Overview

Health and Physical Education is a compulsory component of the Year 7 curriculum. Students undertake the subject for the full academic year, with two lessons scheduled each week—one theory-based and one practical. This balanced approach ensures that students develop both a strong understanding of key health concepts and the physical skills necessary to support lifelong wellbeing.

Course Outline:

The program for Year 7 Health and Physical Education is as follows.

	THEORETICAL COMPONENT	PHYSICAL ACTIVITY CONTEXT
Term 1	Understanding movement and the health benefits of Physical Activity • Physical Activity Guidelines • Influences on Physical Activity • Technique affecting Performance • Developing Strategic Awareness	European Handball • Ongoing practical assessment
Term 2	Respectful relationships, Adolescence and Change. • Relationships and Emotions • Equality in Relationships • Physical, Social and Emotional Changes	Netball/Basketball • Ongoing practical assessment
Term 3	Identity and Diversity • Developing a Positive Identity • Valuing and Appreciating Diversity • Developing Empathy	Lacrosse • Ongoing practical assessment
Term 4	Road and Sun Safety and First Aid • Water and Sun Safety • Road Safety • First Aid - DRSABCD	Swimming and Surf Lifesaving • Ongoing practical assessment • Beach Safety Program - Excursion

Rationale

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

Some of the Topics Covered Include:

TERM	UNITS/THEMES	UNIT LENGTH IN WEEKS
1	Introduction to Science	4
	States of Matter	2
	Mixtures	2
2	Classification and Biodiversity	5
	Food Chains and Food Webs	4
3	Forces	9
4	Our Place in Space	7

Assessment Criteria

Students are assessed through examinations, experimental investigations and research investigations.
The following criteria are addressed to grade students in tasks:

- Science Understanding
- Science Inquiry

Both criteria are equally weighted to give an overall grade ranging from A^+ to E^- on a 15-point scale.

Subject Outline

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They extend their understanding of arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they reflect on the creative process.

Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works.

By the end of year 7 students are able to:

- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times
- modify and polish arts works, using interpretive and technical skills
- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes
- identify, apply and justify safe practices
- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages
- reflect on learning, apply new understandings and identify future applications.

Viewpoints - Responding, Making and Presenting

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting.

Time Allocation

As a compulsory subject - One term of approximately 9-10 weeks.
Two x 70 minute lesson per week, classes divided into their normal, allocated form class groupings. (around 22 – 25 students per class)

Overview of Possible Topics and Media Areas, including relevant responding tasks

The following table outlines possible media areas and topics that can be covered in the course:

Year 7	
Drawing	Exploring Line – techniques and processes Mark-making using different tools
Printmaking	Simple print methods. Found objects prints Monoprints, Etching
Clay	Pinch pots / slab construction.
Sculpture	Paper sculpture, Found objects Wire Sculpture. Simple sculpture forms

Painting	Colour theory & Colour wheel, Exploring with colour.
Responding	As students make, investigate or critique artworks as artists and audiences, they may ask and answer questions to interrogate the artists' meanings and the audiences' interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of visual arts practices. These questions provide the basis for making informed critical judgements about their own art and design works and other artworks they see, hear and interact with as audiences.

Communication Skills

The student learns techniques that will enable them to:

- plan and organise to achieve purposes and outcomes.
- Investigate, interpret and analyse.
- Reflect, evaluate and synthesise.
- Draw informed and insightful conclusions.
- demonstrate creativity and technical skills to express, present and represent ideas, concepts and information.
- Implement processes to achieve intended purposes.
- Use Visual Arts and Media languages meaningfully.
- Work successfully in groups and individually

Assessment Instruments

A variety of instruments will be used to provide information on a student's progress. These may include projects, folios, written tasks, non-written presentations and/or practical tasks. The general criteria for each instrument are indicated below, the specific criteria are those listed as specific objectives. Reference should be made to those specific objectives relating to the practical activities attempted when assessing work.

Criteria used in Assessment

Determining Levels of Achievement: Exit levels are awarded according to the minimum standards in each of the two criteria:

Responding – identifies, explores, responds to, analyses, interprets and evaluates artworks

Making – plans, designs and explores knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

These are outlined in the following table:

VHA	Standard *A* in any two exit criteria and no less than a *B* in the remaining criterion
HA	Standard *B* in any two exit criteria and no less than a *C* in the remaining criterion
SA	Standard *C* in any two exit criteria, and no less than a *D* in the remaining criterion
LA	Standard *D* in any two exit criteria
VLA	Does not meet the requirements for Limited Achievement

Visual Diary / supporting document:

The visual diary should be continually updated by the student, and is an important part of the assessment for each task, depending on the nature of the specific task, and with the discretion of the teacher. It can contain written critiques of practical work, resource material and information sheets, the meaning of art terms and technical procedures.