



**SWAN VALLEY**  
ANGLICAN COMMUNITY SCHOOL

**YEAR 10**

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**COURSE  
HANDBOOK**

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**2027**

*Learners Today, Leaders Tomorrow*

At **Swan Valley Anglican Community School**, our mission is to inspire our students to be the best they can be whatever pathway they choose.

### Our Learner Profile

In an ever-changing world, we strive to develop aspirational and accountable young people within a culturally aware environment.







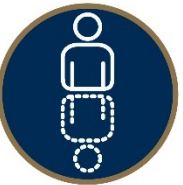

Each child is known and inspired to approach learning in ways that promote curiosity, creativity, collaboration and independence.


Each child will pursue a learning journey in which individual perspective and voice is valued.

### Our students will be:

**OUR LEARNER PROFILE**

*We are:*

			
ACCOUNTABLE	ASPIRATIONAL	COLLABORATIVE	CREATIVE
			
CRITICAL THINKERS	INCLUSIVE	REFLECTIVE	RESILIENT


**SWAN VALLEY**  
 ANGLICAN COMMUNITY SCHOOL

## 2027 YEAR 10 COURSE HANDBOOK

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## YEAR 10

The Year 10 Curriculum at Swan Valley Anglican Community School is rigorous and intended to provide students with the best opportunity to develop the necessary skills and attributes for their senior studies.

The curriculum consists of a number of core subjects that must be studied by all students, and a number of subjects from which students may choose.

**Core subjects:**

Careers  
English  
Health Education  
Humanities and Social Sciences  
Mathematics  
Physical Education  
Religious Education  
Science

**Elective subjects:**

Health & Physical Education:  
Outdoor Education

Languages:  
Italian: Second Language

Technologies:  
Food  
Metalwork  
Textiles  
Woodwork  
Digital Technologies

The Arts:  
Dance  
Drama  
Media  
Music  
Visual Arts

Students choose ANY 3 Elective subjects.

## SUMMARY OF YEAR 10 SUBJECTS

<b>Subject</b>		<b>Length of Study</b>
<b>Core Subjects</b>	Careers	Full Year
	English	Full Year
	Health Education	Full Year
	Humanities and Social Sciences	Full Year
	Mathematics	Full Year
	Physical Education	Full Year
	Religious Education	Full Year
	Science	Full Year

<b>Subject</b>		<b>Length of Study</b>
<b>Elective Subjects</b>	<b>Health and Physical Education</b> Outdoor Education	Full Year
	<b>Languages</b> Italian: Second Language	Full Year
	<b>Technologies</b> Food Metalwork Textiles Woodwork Digital Technologies	Full Year
	<b>The Arts</b> Dance Drama Media Music Visual Arts	Full Year

Subject selections are made online with EDVAL choices. The number of students allocated to each elective will depend upon the number of classes and students permitted in each class.

## CORE SUBJECTS

### CAREERS

This subject will assist you in making decisions about what career opportunities you might be interested in, and executing a career plan. It will focus on creating a personal exploration portfolio, where students can reflect and build evidence of skills and competencies to convince potential employers of employability. It will also give students transferable real-world abilities such as presentation and job interview skills. The world of work is rapidly changing, and you need skills and awareness to successfully navigate your way through changing work roles. This subject will focus on your self-esteem, learning throughout life, developing employability, career development skills and managing career progression.

#### You will learn:

- Career planning and pathways
- How to access information on training and study options
- Identification of skills and knowledge to apply for work
- Personality types and how these impact career choices
- Self-knowledge, understanding and values clarification
- How the future of work is changing
- Resume writing to apply for a job
- Employability skills to translate into the workplace.

#### Types of Assessments:

- Observation
- Group Activities
- Oral Presentation
- Portfolios.

## ENGLISH

The Year 10 English course builds on students' prior learning and achievements, providing a strong foundation for success in Year 11 English pathways. Students engage with a variety of texts and text types, exploring authorial purpose, the impact of language features, and the ways audiences respond to texts. The course places a strong emphasis on the development and refinement of analytical and creative skills across written, spoken, visual, and multimodal forms, including digital and audio-visual modes of communication. Through the study of written and visual texts, such as memoirs, persuasive texts, a novel, and a film, students examine varied representations of people, voices, perspectives, and contexts. Learning activities involve reading, viewing, and creating texts in imaginative, interpretive, persuasive, and analytical forms. Students work both independently and collaboratively on assessments, including a memoir, video presentation, essay, short answer responses, a speech, and examinations.

### You will learn:

- Skills and knowledge to deconstruct different text types
- Interpretation, analysis and evaluation of various text types
- Response to different text types considering contextual factors
- Explore the purpose of texts, language used for effect and consider audience responses
- How text genres vary in written, visual, oral and multimodal forms
- Improved communication through speaking, reading, listening, viewing, and writing
- Adaptation of writing styles to suit different purposes and audiences
- Both written and spoken language in effective and creative ways
- To experience diversity of story, voice and language from a range of authors and contexts.

### Types of Assessments:

- Composition of a variety of texts imaginative, interpretive, persuasive and analytical forms
- Composition of persuasive, interpretive and imaginative
- Oral and multimodal presentations
- Analytical essays and short answer responses
- Independent and collaborative tasks
- Examinations.

## HEALTH EDUCATION

In Year 10, the content provides you with the opportunity to begin to focus on issues that affect the wider community while continuing to develop appropriate skills to stay safe. The topics studied are: Gender and Diversity, Sexual Health and the Determinants of Health. In the first half of the year there is also a focus on the Keys for Life Pre-Driver Education Program. This program aims to change road users' attitudes to better prepare students beginning their driving journey.

### You will learn:

- How cultural and personal identities are formed and influenced by the media
- To develop understanding relating to various aspects of diversity e.g. culture, sexuality and disability
- To develop sympathy, empathy and communication skills to further enhance conflict management and resolution strategies
- How various external factors can have a profound impact on personal and community health
- Critical health literacy skills relating to selecting and using correct information
- Safe sex practices relating to consent, positive relationships, refusal skills and an understanding of the risks involved
- Key facts and information relating to sexting and sextortion with a key focus on harm minimisation
- The various aspects of gender identity and fluidity in a rapidly evolving environment
- Development of road user safety through positive road user attitudes.

### Types of Assessments:

- Driver safety test
- Driver decision making test
- Health promotion project
- Health inquiry project
- Learner's test
- Media influence on identity test.

## HUMANITIES AND SOCIAL SCIENCES

In Civics and Citizenship, students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.

In Economics and Business, students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity and adapt to future conditions.

In Geography, the concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental change on the full range of scales, from local to global and in a range of locations. The geography of human wellbeing is investigated through comparison between Australia and less economically developed countries.

In History, students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from the lead up to World War II to the present, with an emphasis on Australia in its global context. They consider the impacts of world events on human rights and freedom of different groups of people.

### You will learn:

- Critical thinking and skill application, including questioning, researching, analysing, evaluating, communicating and reflecting
- How to apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary
- Source interpretation - to identify their origin and purpose, and draw conclusions about their usefulness; to compare different points of view/perspectives and describe different interpretations
- To construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives
- To use a range of methods to select, record and organise relevant information and/or data from multiple sources
- To use a range of methods to select, record and organise relevant information and/or data from multiple sources
- To analyse information and/or data to identify simple patterns, trends, relationships and/or change over time.

## **HUMANITIES AND SOCIAL SCIENCES cont.**

- How to draw simple evidence-based conclusions to consider multiple perspectives and/or to propose action in response to contemporary challenges
- To use subject-specific terminology and concepts, provide evidence from a range of sources to support conclusions, and acknowledge these sources.

### **Types of Assessments:**

- Creative task
- Data interpretation
- Short answer test
- Inquiry
- Essay/Extended response
- Examination.

## MATHEMATICS

In Year 10 Mathematics, students deepen their financial maths skills by learning how income tax works and by calculating compound interest. They explore how using rounded values instead of exact ones can introduce errors, especially in measurement. Their algebra becomes more advanced as they work with index laws, inequalities, simultaneous equations and quadratic and exponential functions, both algebraically and graphically.

Students strengthen their understanding of measurement and geometry by examining how enlarging or reducing shapes affects perimeter, area, volume and surface area. They use geometric reasoning to identify similar triangles and apply Pythagoras' theorem and trigonometry to find unknown sides and angles. Their spatial reasoning grows as they calculate measurements for composite 3D shapes. In probability and statistics, students investigate conditional events through multi-stage experiments and simulations, interpret and compare boxplots and analyse associations in data. They also evaluate statistical claims made in the media and explore optional extension content to support their interests and future pathways.

### You will learn:

- Further index laws, including the use of negative indices
- Further algebra, including expanding and factorising binomial expressions
- Financial mathematics, including simple and compound interest
- Solving equations and inequalities, including simultaneous and quadratic equations
- Connecting algebraic and graphical representations of relations
- Measurement, including surface area, volume and capacity of composite shapes
- Scale factor and similarity
- Pythagoras and Trigonometric Ratios
- Statistics and graphical representations of bivariate data, including quartiles
- Chance, including multi-step chance and conditional probability.

### Types of Assessments:

- Class activities
- Tests
- Investigations
- Examination.

## MATHEMATICS YEAR 10 OPTIONAL

Year 10 Optional Mathematics is run concurrently with Year 10 Mathematics; that is, students engaging with the Year 10 Optional curriculum will do so *in addition* to the content studied in the Year 10 course. The 10 Optional content descriptions are intended for students who require additional content to enrich and extend their mathematical study whilst completing the common Year 10 curriculum.

It is not anticipated that all students will attempt the 10 Optional content, but doing so would be advantageous for those intending to pursue ATAR Mathematics in the senior secondary years. A selection of topics from the 10 Optional curriculum can be completed according to the needs and interests of students.

Students studying 10 Optional content will complete all standard Year 10 assessments to determine their grade in Mathematics; they will also complete 10 Optional assessments that are formative and for feedback only.

### You will learn:

- Performing operations with surds, fractional indices and logarithms
- Solving simple exponential equations and a wide range of quadratic equations
- Drawing and interpreting functions including parabolas, hyperbola, circles and exponential functions
- Algebraic manipulation of expressions using algebraic fractions
- Surface area and volume of pyramids, cones, spheres and related composite solids
- Formulating simple geometric proofs
- Further investigation of trigonometry, including sine and cosine rule, graphing trigonometric functions and solving simple trigonometric equations with use of the unit circle
- Calculating and interpreting the mean and standard deviation of data and using these to compare data sets.

### Types of Assessments:

- Class activities
- Tests (Year 10 curriculum – contributes to Mathematics grade)
- Investigations (Year 10 curriculum – contributes to Mathematics grade)
- Examinations (Year 10 curriculum – contributes to Mathematics grade)
- Tests (Year 10 Optional topics – formative, do not contribute to Mathematics grade).

## PHYSICAL EDUCATION

Physical Education provides you with an understanding of the skills needed for confident participation in sport and recreation activities. It will give opportunities to develop your knowledge and skills in a range of sports. You will focus on developing strategic awareness, based on performance in structured game play.

This program is designed to complement the Co-Curricular and Inter-House sports programs. You will participate in a range of sporting and physical activities which may relate to the current sports season. The aim of the course is to improve the physical fitness, skill level, cooperation and teamwork, and the confidence of every student. The goal is for you to achieve a level of competence to participate in various sports at the interschool, inter-House or social game level, and that you maintain an involvement in regular physical activity upon leaving school.

### You will learn:

- Practical skills in 3 – 4 sports
- Basic biomechanical principles such as acceleration and application of force
- Strategic awareness to improve team performance
- Cooperation and teamwork
- Rules of game play in various sports
- Application of fair play and ethical behaviour.

### Types of Assessments:

- Skilled performance
- Strategic awareness
- Participation and interaction.

## RELIGIOUS EDUCATION

Religious Education is a compulsory academic subject designed to be an engaging and intellectually stimulating program that nurtures students spiritually. The Religious Education classroom is an environment in which you are encouraged to investigate, learn, question, debate, and reflect on the truth-claims and truth-content of both religious and secular thinking.

### You will learn:

- The Story of the Church - the role of the Church in the modern era and the structure of the Anglican Church in Australia and its clergy
- Faith in Action, Actions Leading to Faith - how acts of faith include understanding and assisting in the plight of the homeless in order that “just as you did it to one of the least of these who are members of my family, you did it to me”
- Philosophy of Religion - to examine the philosophical concept of God and his existence and whether this can be reconciled with evil and suffering and science’s challenge of God’s non-existence
- World Religions - an understanding and appreciation of the beliefs, values, rites and ceremonies of other major world religions, including Islam and Buddhism.

### Types of Assessments:

- Reflection and Research
- Test
- Quiz
- Class participation and discussion.

## SCIENCE

In Year 10, students investigate processes that underpin heredity and natural selection to understand the continuity of life. They develop a more sophisticated understanding of atomic theory and explore patterns and relationships within the periodic table to explain ionic and covalent bonding. They predict the effect of changing reactant and reaction conditions, use patterns of reactions to predict reaction products and represent reactions using chemical equations. They explore the key events in the formation of stars, galaxies and planetary systems and how space exploration has contributed to knowledge of the formation and evolution of the universe and improved life on Earth. They understand that motion and forces are related by applying physical laws and mathematical models. They apply the law of conservation of energy to analyse system efficiency.

### You will learn:

#### Biological sciences

- Cell division processes of meiosis and mitosis produce new cells with chromosome numbers specific to their role; chromosomes contain genes that are composed of DNA (deoxyribonucleic acid).
- Patterns of monohybrid inheritance, including autosomal dominant/recessive and sex-linked recessive inheritance, can be predicted using pedigrees and Punnett square crosses.
- The theory of evolution by natural selection explains the past and present diversity of living things, including variation within a species, adaptations and speciation.

#### Chemical sciences

- The ability of atoms to form chemical bonds can be explained by the arrangement of electrons in the atom; ionic bonding involves electron transfer and covalent bonding involves sharing of electrons.
- Reactions follow general patterns that help to predict the reaction products, including precipitation reactions and reactions of acids with bases, metals and carbonates; word and balanced chemical equations can be used to represent these reactions.
- The rate at which a reaction occurs can be altered by changing factors, including temperature, concentration and the surface area of a reactant.

#### Earth and space sciences

- The formation of stars, galaxies and solar systems has continued since the time of the Big Bang; stars have a life cycle determined by their mass.
- Space exploration contributes to knowledge of the formation and evolution of the universe and Earth, as well as providing useful tools and technologies to improve our life on Earth.

#### Physical sciences

- Motion can be quantitatively determined; quantities, including time, distance, displacement, speed, velocity and acceleration can be classified as scalar or vector; vector diagrams can be used to represent the magnitude and direction of motion.
- Newton's laws of motion can be used to predict motion; the relationship between force, mass and acceleration of objects can be quantitatively determined.
- The law of conservation of energy can be applied to analyse system efficiency in terms of energy inputs and outputs, transfers and transformations.

## SCIENCE cont.

### Types of Assessments:

- Science understanding and content
  - Theory tests and research application
- Science Investigative skills
  - Practical tasks: procedure given
  - Investigative tasks: procedure guidance
- Examination.

## HEALTH AND PHYSICAL EDUCATION ELECTIVES

### OUTDOOR EDUCATION

Outdoor Education promotes the development of effective individual and group skills through participation in a range of outdoor pursuits and activities. Emphasis is placed on developing leadership qualities and creating a sense of responsibility for self, others, and the natural environment.

At the completion of this course, you should have developed an appreciation for the outdoors and have confidence to plan and prepare for a camp in a respectful and responsible manner. In addition, you will learn to cooperate effectively in group settings, develop leadership qualities and develop respect for yourself, others and the environment.

You should be prepared to participate in various activities on and off campus, including two excursions and an overnight camp. Outdoor pursuits are likely to include kayaking, hiking, camping and mountain biking activities.

**Students need an aptitude for physical activity in an outdoor environment and will be required to demonstrate their ability in a swimming test prior to the kayaking unit.**

#### Extended Practical Lessons for Outdoor Education

Teachers work with experienced instructors who have all the needed equipment, and students benefit from this expertise. In this situation it is necessary to run an extended practical lesson.

To ensure students learn the necessary skills before going on longer trips and camps, the Outdoor Education teachers may need to hold classes outside of the regular school hours when working with experienced instructors.

Where possible, the preference is to schedule these sessions right before or after a break during the day to save on travel time.

#### **You will learn:**

Practical and theoretical activities on the following topics:

- Goal setting
- Equipment planning
- Team building and problem-solving activities
- Camping skills: tenting, menu planning, cooking and planning for an expedition
- Caring for the natural environment
- First aid
- Minimum Impact
- Relationship with nature
- Navigation and mapping skills
- Fitness
- Risk Management.

### **Types of Assessments:**

- School based skill performance
- Expedition skills
- Response tasks: tests, logbooks
- Investigations: research assignments.

## LANGUAGES ELECTIVES

### ITALIAN: Second Language

#### ITALIANO ANNO 10

You will discover that learning a language is an enjoyable way to learn about the world and its people. A number of exciting opportunities are presented for you to embrace the culture behind the language. Activities include watching excerpts from Italian films, listening to Italian music, learning about the shared interests between Australian and Italian teenagers, simulating authentic interactions in a number of contexts, and learning about travel to Italy and schooling in Italy. All of these experiences are complemented by the celebration of the annual Italian Week, which showcases cultural, linguistic and gastronomic competitions.

Technology plays an important role in this course as it facilitates the use of interactive online programs, providing access to authentic and up to date material on the internet, increasing independent learning.

You will also have the opportunity to apply for the Catherine McDonnell Memorial Scholarship towards your school fees for Year 11 and 12 studies. There is a 10% language marks bonus which may be added to the Western Australian Certificate of Education (WACE) score for students who select Italian as an ATAR subject.

#### You will learn:

- **questo mio mondo** (My world here and now). Explore the Italian language and culture from a personal perspective, enabling the sharing of information related to personal identity, aspects of everyday life, and popular culture
- **cose da fare, luoghi da visitare** (Things to do, places to go). You can share information about your own sense of personal, social and community environment.

#### Types of Assessments:

- Listening
- Reading
- Speaking
- Writing
- Cultural task
- Class presentation.

## TECHNOLOGIES ELECTIVES

### DESIGN AND TECHNOLOGIES: Food

The study of Food Technology in Year 10 encourages you to gain a wider knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns.

In Semester One, students will look at various topics in food microbiology and Nutrition. You will explore food processing skills and techniques, applying principles of food safety, preparation and presentation. Students will explore the art of food styling, using creative décor and decoration to transform ordinary dishes into extraordinary culinary delights. Collaborating in groups, you will investigate existing food delivery meal services, culminating in the planning and production of your very own Meal-kit Recipe Card.

Semester Two promises even more culinary adventures as students dive into the exciting world of Food Trucks. You will choose a cuisine and design a meal, meticulously applying principles of HACCP (Hazard Analysis and Critical Control Points) to ensure the highest standards of food safety. The year will end on a high note with a fun task where personalised Christmas hampers filled with festive sweets are created, letting creativity and cooking skills shine!

You should have a basic knowledge of food and nutrition, prior coursework in Food Technology, an interest in cooking and culinary arts, strong teamwork and communication skills, creativity and attention to detail, and good organisational skills.

#### You will learn:

- Food processing skills and techniques
- Food preparation and presentation
- Food safety and Hygiene
- The principles of food microbiology and nutrition
- Food styling and decoration techniques
- HACCP principles.

#### Types of Assessments:

- Investigate/Ideate
- Production
- Visual representation (design)
- Project management
- Research task
- Written test.

## DESIGN AND TECHNOLOGIES: Metalwork

In this course, you will develop light metal fabrication skills and use a range of welding techniques. A broad range of metalwork hand tools and power tools to develop skills in cutting, shaping and finishing metal will be utilised. You will research and apply design principles to design then produce a Lego figurine, Outdoor Garden Artwork and Wall Art. You will learn how to draw in 2D and 3D using CAD software, as well as documenting your work in the areas of investigation, design and evaluation.

### You will learn:

- Safety procedures
- Project design and evaluation
- Time management
- How to use hand tools such as hacksaws, files, measuring and marking tools
- How to operate power tools such as angle grinders, pneumatic sanders and cordless drills
- Welding techniques such as Oxyacetylene and Metal Inert Gas (MIG)
- Fabrication skills
- Computer numerically controlled (CNC) operation.

### Types of Assessments:

- Visual representation (design)
- Investigate/Ideate
- Production
- Portfolios and work samples
- Evaluating
- Project management.

## DESIGN AND TECHNOLOGIES: Textiles

In this course, students are introduced to the world of textiles through a range of engaging and hands-on projects that develop practical skills, creativity, and an understanding of the design process.

Semester One focuses on foundational sewing techniques. Students begin by designing and sewing a personalised bunting garland, including creating a custom slogan using the Cricut machine and applying iron-on vinyl. They then design and make a special Mother's Day gift, followed by a fully lined tote bag featuring an external pocket, internal zip pocket, and magnetic fastening. These projects help students refine their precision, build their confidence using a sewing machine, and explore their creativity.

Semester Two shifts the focus to design theory and sustainable practices in the textiles industry.

Throughout the year, students will be encouraged to express their personality through their work, use design thinking to guide the creative process, and develop an appreciation for ethical and sustainable practices in fashion. Access to modern technologies such as the Cricut machine allows students to explore embellishment techniques and digital fabrication.

### You will learn:

- About the elements of design and apply these to their own projects
- Develop confidence using an overlocker
- Investigate the types and uses of fabrics
- Explore sustainability in the fashion and textiles industry
- Repurpose a potato chip packet into a reusable pencil case
- Complete a major task where they learn to follow a commercial sewing pattern to construct an individual dress of their choice
- Sewing techniques (basic and advanced)
- How to use a sewing machine and overlocker
- Elements and principles of design
- Use of Cricut and vinyl application
- How to read and follow a commercial pattern
- Garment construction and finishing techniques
- Sustainability and slow fashion
- Fabric investigation and analysis
- Repurposing materials for creative reuse
- Project planning and time management
- Creative problem-solving and innovation.

### Types of Assessments:

- Visual representation (design)
- Investigate/Ideate
- Production
- Portfolios and work samples
- Project management
- Evaluation.

## DESIGN AND TECHNOLOGIES: Woodwork

In this course, you will develop joinery and framing skills and use a range of joining techniques. A broad range of woodwork hand tools to develop skills in cutting, shaping and finishing wood will be utilised. You will also use design principles to research and design a picture frame and small table project. You will learn how to draw in 2D and 3D using CAD software, as well as documenting your work in the areas of investigation, design and evaluation.

### You will learn:

- Safety procedures
- Project design and evaluation
- Time management
- How to use hand tools such as tenon saws, chisels, files, measuring and marking tools
- How to operate power tools such as sanders, cordless drills, domino and biscuit cutters
- How to operate machinery such as the drum sander, radial arm saw, wood lathe and drill press
- Computer numerically controlled (CNC) operation.

### Types of Assessments:

- Visual representation (design)
- Investigate/Ideate
- Production
- Portfolios and work samples
- Evaluating
- Project management.

## DIGITAL TECHNOLOGIES

This course will further develop computational thinking, coding and collaboration. Data management and handling is studied through pivot tables and database creation. This flows into security, encryption and hacking. Collaboration is used to create a multi-pronged media campaign on a social topic of choice. Microbits are used in a series of mini-projects to develop skills in Java Script.

### You will learn:

- Collaboration skills
- Collection, storage and use data to analyse events
- Algorithms
- Artificial Intelligence applications
- Interactive games using electronic circuits.

### Types of Assessments:

- Written tests
- Visual representations (design)
- Portfolios and work samples
- Production
- Project management.

## THE ARTS ELECTIVES

### DANCE

In Year 10, Dance students continue to extend their use of the elements of dance (BEST), and choreographic processes to expand their choreographic intentions in their choreography. They extend their technical dance skills to include style-specific movement skills. Through performance, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the use of the elements of dance, choreographic processes and design concepts in their own dance and the dance of others. They investigate dance and the influences of the social, cultural, and historical contexts in which it exists.

#### You will learn:

- Improvisations to find solutions to movement tasks
- Use of the elements of dance (body, energy, space, time) to create dance that communicates choreographic intent
- Choreographic devices (unison, canon, repetition, abstraction, contrast and motif) and choreographic structure (narrative, binary, ternary) selected and combined to communicate choreographic intent in group and duo dance
- Skills and technique in contemporary, jazz and cultural dance genres
- Safe dance practice
- Techniques that focus on developing retention of movement and performance skills (expression, projection, focus)
- Systematic and corrective rehearsal strategies
- Dance performance opportunities
- Reflective writing using dance terminology, analysing and evaluating choices made in dance making
- Analytical writing to discuss how the elements of dance, choreographic processes and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to choreographic intention of a dance work
- Dance genres/styles are influenced by the social, cultural and historical contexts in which they exist.

#### Types of Assessments:

- Contemporary, cultural, and jazz performances
- Demonstration and development of genre specific techniques
- Small group and whole class composition performances
- Extended answer response
- Critical analysis of a live performance.

## DRAMA

In Year 10, Drama students will be given opportunities to develop their knowledge and skills to present drama for purposes and wider external audiences, safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and taken from appropriate, published script excerpts (e.g. Australian drama post-1960 or world drama), using selected drama forms and styles. Students will have opportunities to research devised drama and read in selected script excerpts in context. Student work in devised and scripted drama is the focus of reflective and responsive processes. Students are encouraged to develop their use of extended answer forms and interviews, using drama terminology, language and different forms of communication, based on their own drama and the drama of others.

Drama forms and styles for Year 10:

Grotowski's Poor Theatre, Youth Theatre, and Theatre of the Absurd.

### You will learn:

- Presentational vs Representational drama
- Approaches to characterisation based on different theatre styles
- Script interpretation processes
- Devised and scripted rehearsal processes
- Narrative structure: with a focus on cyclical structures
- Types of stages: including in-the-round and adapted spaces
- Theatre design and technologies (set design, lighting design and sound design)
- Visual elements and principles of design
- Safe and effective self-management and collaborative practices in drama
- Audience theory: shaping audience responses through theatre forms and styles
- Oral, analytical and reflective responses to drama.

### Types of Assessments:

- Scripted performance
- Devised performance
- Written and oral responses
- Set, lighting and sound design
- Theatre reviews
- Performances to a live audience.

## MEDIA

In this course, students are exposed to Media Arts. They experience how media can represent the world in which they live. Students experience safety in using technologies and in interaction with others.

As an audience, they are exposed to the sensory elements of the media, and they learn to focus their attention on the visual text and to respond at the end of the viewing. Students make and share media artworks using technologies, and by selecting images and sounds to represent an idea or familiar story. Throughout the year, students explore and manipulate the elements of media to create, develop and send a message to a variety of audiences.

### You will learn:

- Processes used in the production of video-editing
- Personal and group timelines and development of problem-solving processes
- Camera angles
- Script writing for narrative story-telling
- Pre-production and planning
- Short documentaries
- Safe use of technology
- Media production skills to integrate and shape codes and conventions
- Technical skills.

### Types of Assessments:

#### Making

- Pre-production (Planning)
- Production (Filming)
- Post-production (Editing).

#### Responding

- Personal Reflection.

## MUSIC

In Year 10, you will take your music skills and knowledge to the next level. This is your chance to expand and strengthen your musical abilities through exciting activities in performing, music production, listening, and analysis. Get ready to unleash your creativity and discover your own unique style and musical ideas by experimenting with the different elements of music.

If you love performing, you can choose to focus on preparing original and/or cover songs for music concerts held each semester, where you will have the chance to showcase your talent in front of a live audience. Alternatively, if you are more interested in music production, you can create a portfolio of original work, experimenting with different sounds, instruments, and techniques.

### You will learn:

- Expand and strengthen music skills in performing, production, listening, and analysis
- Learn to combine and manipulate elements of music to express unique musical ideas
- Prepare and perform original and/or cover songs for live music concerts
- Create a portfolio of original music, experimenting with different sounds and techniques
- Analyse various musical pieces to understand their structure and emotional impact
- Develop aural skills by identifying pitch, rhythm, and harmony in music
- Collaborate with peers to create group performance projects
- Research music-related topics to explore history, culture, and evolution
- Utilize music technology tools for composition, production, and remixing
- Reflect on musical progress and insights through a personal journal.

### Types of Assessments:

- Performance Showcase
- Music research project
- Aural skills test
- Music production portfolio
- Music analysis project
- Reflective journal.

## VISUAL ARTS

In Year 10, students use visual art language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artwork. Students extend their knowledge and practise of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience.

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials.

Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of critical analysis frameworks, incorporating visual art language, art terminology and conventions.

### You will learn:

- The Design Process- Brainstorm, Research, Design, Refine, Make, Evaluate
- Production of a Visual Arts Folio to display the above design process
- Develop original ideas and experiment with art materials before arriving at a final studio artwork
- Introduction of ideas inspired by an artistic style in their own artwork
- Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork
- Analyse artworks and Investigate artists and art movements, both contemporary and traditional
- Participate in an artist led workshop.

### Types of Assessments:

- Folio
- Skill building activities such as drawing, painting & printmaking skills
- Final resolved studio artwork
- Image analysis – Short answer response
- Investigation – Artist research
- Modern Art movements timeline
- Artist statement.