



SWAN VALLEY
ANGLICAN COMMUNITY SCHOOL

YEAR 9

**COURSE
HANDBOOK**

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 9 COURSE HANDBOOK

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YEAR 9

The Year 9 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. In Year 9, students choose **three Elective subjects**, including at least:

- **1 subject from Technologies**
- **1 subject from The Arts**

Electives are selected in order of preference.

Core subjects:

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

Elective subjects:

Languages:
Italian: Second Language

Technologies:
Food
Metalwork
Textiles
Woodwork
Digital Technologies

The Arts:
Dance
Drama
Media
Music
Visual Arts

SUMMARY OF YEAR 9 SUBJECTS

Subject		Length of Study
Core Subjects	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

Subject		Length of Study
Elective Subjects	Languages Italian: Second Language	Full Year
	Technologies Food Metalwork Textiles Woodwork Digital Technologies	Full Year
	The Arts Dance Drama Media Music Visual Arts	Full Year

Students choose **three Elective** subjects, including at least:

- **1 subject from Technologies**
- **1 subject from The Arts**

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

ENGLISH

In Year 9 English, students will explore literary and non-literary texts to extend and challenge understandings of genre and literary devices, whilst investigating cultural and ethical perspectives separate to their own experiences. Students will engage with a variety of textual forms and genres, including film, multimodal texts, novels, the dystopian genre and poetry in the form of songs. Texts will be explored that encourage understanding of abstract themes, contemporary Australian issues, higher order thinking and intertextuality. Students will begin to think critically about texts studied and interpret differences between various textual forms. Students will create texts in written, oral and multimodal forms, including an essay, short answer responses, TED Talk, narrative and an interpretive text.

You will learn:

- To read and interpret various text types
- Various representations of historical, cultural and social contexts
- Analysis of how images, vocabulary choices and language features work to create meaning
- To correct and experiment with usage of grammar for precision and effect
- Evaluation and integration of ideas and information from texts to form independent interpretations
- Comprehension strategies to interpret and analyse texts
- To structure various textual forms for intended audiences, purposes and effects
- Verbal and non-verbal presentation skills.

Types of Assessments:

- Narrative
- TED Talk
- Multimodal texts
- Essay
- Short answer responses
- Examination.

HEALTH EDUCATION

Health Education is a subject relevant to all young people as they learn the knowledge and skills needed to make positive decisions for their own health and wellbeing as well as those around them. In Year 9, the key focus is on the four units: Respectful Relationships, Racism/Discrimination, Drug Education & Sexual Education. Each of the units encourages you to reflect on your personal behaviours and understand how it can impact your health and those around you. The skills you will learn allow you to make informed decisions that benefit your health and the communities with which you associate.

You will learn:

- To recognise positive relationships in your lives and how to cultivate this for better health
- Appropriate management of conflict with a variety of strategies
- Critical analysis of online information and recognise unsafe online behaviours
- To use a variety of skills and strategies relating to harm minimisation so that you can act assertively to achieve the most positive outcomes
- Cultural differences, bias, stereotypes and different forms of discrimination
- To develop understanding, tolerance and respect for first nations culture as well as for all people
- To explore the concepts of sexual identities and safe practices with a key focus on consent, respect and safety.

Types of Assessments:

- Drug education, harm minimisation project
- Sexual health response task – In class test
- Racism/discrimination project
- Respectful relationships project.

HUMANITIES AND SOCIAL SCIENCES

In Civics and Citizenship, students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of political parties and independent representatives, and the way citizens' decisions are shaped during an election campaign. Students investigate how Australia's court system works in support of a democratic and just society.

In Economics and Business, students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between households and businesses, and the financial, government and overseas sectors through the flow of goods, services and resources in a global economy. Students develop an understanding of the risks and rewards involved in investing money and explore ways to practise financial management.

In Geography, the concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which enable students to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at a range of scales, from local to global, and in a range of locations.

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 Australia's colonial history and World War I. They consider how the experiences of people and groups reflected the attitudes of these time periods, and the significance of both colonisation and World War I.

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 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
- Essay
- Examination.

MATHEMATICS

In Year 9 Mathematics, students work confidently with real numbers and learn when to use exact answers or rounded ones. They explore financial maths by calculating simple interest and looking at different ways people earn income. Their algebra and graphing skills grow as they work with linear equations and learn about gradient. They also apply their measurement skills to solve problems involving perimeter and area, including using Pythagoras' theorem to handle more complex shapes.

Students build their geometric reasoning by establishing when triangles are congruent, exploring similar figures and developing the basic trigonometric ratios. They extend their formula work to calculate volume, capacity and surface area of right prisms and cylinders. In probability and statistics, they carry out experiments and simulations involving two-stage events and interpret comparative graphs using correct statistical language. They also assess how data is used in the media and judge whether claims are reasonable. Optional content is available to extend students' understanding based on their interests and future pathways.

You will learn:

- Rates, Ratios and Proportion
- Index Laws and Scientific Notation
- Financial mathematics, including Simple interest
- Further algebra, including the distributive law
- Linear graphs and Coordinate Geometry
- Measurement, including surface area, volume and capacity
- Congruent figures
- Pythagoras and Trigonometric Ratios
- Statistics and graphical representations of data
- Chance, including two-step chance without replacement and relative frequency.

Types of Assessments:

- Investigations
- Tests
- Examination
- Class activities.

PHYSICAL EDUCATION

Physical Education in Year 9 provides you with an understanding of the skills needed for confident participation in sporting activities. It will take a 'Game Sense' approach to give opportunities to develop 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. The Game Sense approach allows you to engage in decision making, within sports grouped according to net/wall (eg tennis, volleyball, badminton), striking sports (eg softball, cricket), invasion games (eg netball, football, ultimate frisbee). It will also include individual carnival sports (eg cross country, athletics). The aim of the course is for you to achieve a level of competence and understanding to participate in various sports at the interschool, inter-House or social game level, and to maintain an involvement in regular physical activity upon leaving school. The course is also designed for you to have an appreciation of physical activity, leading to a healthy lifestyle.

You will also be given an understanding of basic scientific principles such as forces and ways to measure a number of the body's responses to physical activity. In competitive contexts, you will participate ethically and demonstrate ways to build motivation and encourage teamwork.

You will learn:

- Application of practical skills in a range of sports
- To understand basic biomechanical principles such as application of force and response to exercise
- Improvement in team performance through strategic awareness
- To cooperate and work as a member of a team
- Application of the rules of game play in various sports
- Engagement in 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 Bible and Christian Beliefs and the Story of the Church - The story of Jesus through the Gospel, the Acts of the Apostles and the beginning of the Christian Church. The Protestant Reformation and the beginning of Anglicanism. How Jesus used parables to tell and share key messages from God. How the Sacraments maintain our connection to God, Jesus and one another.
- Ethical Decision-Making and Living - Students explore Christian ethics in relation to relevant personal, environmental and social concerns, and develop a growing capacity to "love tenderly and act justly". Using critical thinking skills, they examine ethical theories and evaluate how effective they are in informing ethical decision-making.

Types of Assessments:

- Tests
- Creative tasks
- Class participation and discussion.

SCIENCE

In Year 9, students explore how adaptations enable organisms to survive and respond to changes in their external environment and the impact of abiotic and biotic components on ecosystems. They use the structure and properties of atoms to determine the atomic and mass numbers for elements and the arrangement of elements on the periodic table. They use chemical formula to represent covalent and ionic compounds and chemical equations to represent chemical reactions. They explore how interactions within and between Earth's spheres affect the carbon cycle, water cycle and global climate. They begin to develop a more sophisticated view of energy transfer by exploring wave and particle models of energy transfer for light and sound.

You will learn:

Biological sciences

- Plants and animals have structural, behavioural and physiological adaptations that enable their survival in their environment.
- Organisms have mechanisms to respond to changes in their environment; endotherms and ectotherms respond differently to changes in external temperature; tropisms help plants respond to external stimuli.
- Population size and species diversity can be affected by abiotic and biotic factors; sampling techniques can be used to monitor abiotic factors and estimate numbers of organisms; ecological monitoring can be used to inform ecosystem health and impacts of human activity.

Chemical sciences

- The atomic number and mass number of an element can be used to determine the number of protons, neutrons and electrons in an atom of the element; isotopes of an element have the same number of protons but different numbers of neutrons in their nuclei and have the same chemical properties.
- The structure and properties of atoms relate to the organisation of the elements in the periodic table; elements in the same group on the periodic table have similar properties.
- Compounds are formed when atoms lose, gain or share electrons; non-metal elements combine to form covalent substances; positively charged ions and negatively charged ions combine to form ionic compounds; compounds can be represented using chemical formulae and models.
- Chemical reactions involve rearranging atoms to form new substances; word and balanced chemical equations can be used to represent the rearrangement of atoms in a chemical reaction and demonstrate the law of conservation of mass.

Earth and space sciences

- Global systems, including the carbon and water cycles, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.
- Changes to global systems can be used to explain patterns of global climate change.

SCIENCE CONT.

Physical sciences

- Sound waves are longitudinal waves produced by vibrating objects; sound waves travel through solids, liquids and gases at different speeds; sound is reflected when coming into contact with a solid or liquid surface.
- Light is an electromagnetic wave; light is made up of photons that have both particle and wave properties; light can be reflected from plane and curved mirrors and refracted when passing through concave and convex lenses.

Types of Assessments:

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

LANGUAGES ELECTIVES

ITALIAN: SECOND LANGUAGE

This course offers you the opportunity to extend your communication skills in the context of health, fashion and travel. You will explore and enhance language through the application of skills and strategies.

You will communicate in Italian, initiating and maintaining interactions with others to discuss and compare events of significance in the lives of young people, including holidays, special events and travel. You will engage in individual and collaborative tasks that involve exchanging information, making arrangements or obtaining goods or services. Information from texts and ideas related to aspects of your personal and social worlds will be explored, comparing views and presenting information to inform or interest others. You will respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions and creating imaginative texts to inform or entertain, or to convey experiences or express ideas.

You will learn:

- The Individual: My Surroundings, What I Like to Do
- The Italian Speaking Communities: Eating out and Places to visit in Italy
- The Changing World: Young People, Shopping.

Types of Assessments:

- Listening
- Reading
- Cultural tasks
- Class presentations
- Education Perfect
- Speaking
- Writing
- Cooking
- Community interview
- Poster design.

TECHNOLOGIES ELECTIVES

DESIGN AND TECHNOLOGIES: Food

This course provides you with the essential knowledge and skills in food safety and hygiene. Students will investigate various aspects of food, including nutrition, preparation, presentation, sustainability, and multicultural foods. Throughout the year, you will explore the culture and traditions surrounding food and understand how these influences shape what we eat today. In a design brief challenge, you will choose a specific cuisine to research and present, immersing yourself in its history, ingredients, and cooking methods.

In the latter part of the year, you will investigate various types, shapes, and names of pasta, make pasta from scratch, design a unique pasta dish with a complementary sauce, and present your creation. Students will also stay up-to-date with the latest food trends, exploring contemporary issues in the food industry. By the end of the course, you will have a comprehensive understanding of food safety, nutrition, and global culinary practices, along with practical cooking skills and a deeper appreciation for the cultural aspects of food, preparing you for further studies in senior secondary school or later working in the food industry.

You will learn:

- Food processing skills and techniques
- Food preparation and presentation
- Food safety and hygiene
- Precision cutting techniques
- Food cuisines, culture and food traditions
- Food sustainability.

Types of Assessments:

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

DESIGN AND TECHNOLOGIES: Metalwork

The focus of this course is production experience. You will develop light metal fabrication skills and use a range of welding techniques. Developing safe working practices with hand tool skills, power tool usage and some larger machines will be utilised. The major projects for this course are the Nut Figurine, an RHS Vehicle and a sheet metal 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 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 Textiles, you will have opportunities to use design and technologies knowledge and understanding, processes and production skills. You will continue to grow and develop techniques using sewing machines, overlockers and embroidery and the Cricut machine to produce garments and product unique items, taking into account the economic and environmental impact of using textiles.

Working independently and collaboratively you will have the opportunity to use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. You will investigate sustainability and indigenous cultural values impacting practical projects and design.

You will identify and establish safety procedures that minimise risk and manage projects which transfer theoretical knowledge to practical activities. Students will be provided access to Cricut technology to apply digitally produced embellishments on garments.

Practical projects may include pyjama pants, bucket hats, happi coats, and other projects.

You will learn:

- Following patterns to produce own garments / items
- Adapting patterns to tailor to own requirements (correct fit & style)
- Working safely and efficiently – time management
- Different methods to introduce colour, design and patterns to fabric
- Analyse, select and purchase fabrics for projects
- Principals of design
- Current fashion trends (design portfolio)
- Fast Fashion and the environmental impact
- Recycling fabric
- Design specifications
- Careers in the Textiles industry.

Types of Assessments:

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

DESIGN AND TECHNOLOGIES: Woodwork

The focus of this course is production experience. You will develop practical skills using a variety of hand tools, power tools and machinery. You will also use design principles to research and design a Lolly dispenser, turned bowl, trinket box, serving tray and chopping board. 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 disc 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

Digital Technologies skills will be further developed through topics including computer networks, data transfer and data compression. The online learning platform Grok Academy is used to learn text coding using Python and data representation and interrogation. Students complete a 3D design project to meet set functional requirements. Key software includes PowerPoint, Excel, Tinkercad, and Grok Academy.

You will learn:

- Hardware and software interplay
- Data collection: How, why, opportunities and risks
- Design concepts and principles
- 3D designing
- Python coding.

Types of Assessments:

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

THE ARTS ELECTIVES

DANCE

In Year 9 Dance students are given further opportunities to choreograph using the elements of dance (BEST), choreographic devices and structures to develop choreographic intent. They build on and refine technical competence in their dance skills in specific dance styles, including the contemporary, jazz and cultural dance styles. Students are given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality. They further discuss the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and analyse. They also investigate the evolution of particular dance genres/styles.

You will learn:

- Improvisations skills to find new movement possibilities for the same idea
- Use of the elements of dance: body, energy, space, time (BEST), selected and manipulated to create dance that communicates choreographic intent
- Choreographic devices (unison, canon, repetition, abstraction, contrast and motif) and choreographic structure (narrative, binary, ternary) to create group dance that communicates choreographic intent
- Group work practices
- Skills and techniques in contemporary, hip hop and cultural dance genres
- Safe dance practice
- Techniques that focus on developing retention of movement and performance skills (expression, projection, focus)
- Dance performance opportunities
- Reflective writing using dance terminology and evaluating effectiveness in dance making
- Interpretation using dance terminology to discuss how the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to the meaning of a dance work
- Evolution of various dance genres/styles.

Types of Assessments:

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

DRAMA

In Year 9, Drama students will be given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script excerpts (e.g. Australian drama pre-1960 or world drama), using selected drama forms and styles. Student work in devised and scripted drama is the focus of reflective and responsive processes supported through scaffolded frameworks using drama terminology and language.

Drama forms and styles for Year 9: melodrama, multi-formed devised drama.

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 'well-made plays'
- Types of stages: including proscenium arch stages, promenade and traverse stages
- Theatre design and technologies (set design, lighting design and costume 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 live audiences.

MEDIA

In this course, students are introduced to the world of Media Arts through a variety of foundational, engaging, and hands-on creative projects. They explore how media can reflect and shape the world around them by learning how to tell stories, share information, and communicate ideas to a range of audiences.

They learn to reflect critically on media works—both their own and others’—and begin to understand how audience, purpose, and representation shape the final product.

Students work both independently and collaboratively, developing confidence in using digital technologies safely and effectively. They explore roles within media production teams and gain practical experience across the production process—from planning and scripting to shooting and editing.

You will learn:

- Creating digital media such as posters and tutorial-style videos
- Basic image manipulation using software (e.g. Adobe Photoshop)
- Graphic design and layout fundamentals, using Adobe InDesign
- Safe and responsible use of media technologies and online platforms
- Collaboration and group roles within a media production team
- Responding to and analysing media with a focus on audience and representation
- Processes used in producing and editing video content
- Planning and pre-production using scripts, shot lists and storyboards.

Types of Assessments - Making:

- Pre-production (Planning)
- Production (Photography, Filming, Recording)
- Post-production (Editing and Finalising Projects).

Types of Assessments - Responding:

- Personal reflections on creative processes
- Written analysis of media conventions and representation
- Class discussions and self-assessment on project outcome.

MUSIC

In Year 9, you will have the opportunity to develop your music skills and knowledge further. This is your chance to build a solid foundation and explore various aspects of music through engaging activities. You will delve into performing, music production, listening, and analysis, allowing you to expand your musical abilities. Get ready to explore your creativity and begin discovering your own unique style and musical ideas by experimenting with 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:

- Develop 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 9, students use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artwork which communicate artistic intention. Resolved artwork are displayed and appraised, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists in the production of their own work. Students are required to critically analyse traditional and contemporary artwork using various analysis frameworks, incorporating appropriate 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.

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.