



HILLSIDE
CHRISTIAN COLLEGE

CURRICULUM HANDBOOK

YEAR 7 2017

INTRODUCTION TO YEAR 7

Welcome to HillSide Christian College Secondary section, a community of teachers who are committed to supporting every student to achieve at their personal best. We are delighted to welcome Year 7 students into the College. A great deal of preparation and collaboration with primary schools has occurred to ensure their transition to high school is a positive experience.

HillSide is an Independent Private School. The College Board, Senior Executive team, Staff, HillSide Church, Chaplains and Parents at our College are committed to working together to provide a safe and caring environment where each student is given the opportunity to develop academic rigour and to achieve personal excellence in a positive and safe environment. More especially, we focus on directing students towards a relationship with the Lord Jesus Christ, which is the basis on which all teaching and learning transpires. One of our goals is to also enable every student to develop the knowledge, understanding and skills to make choices ensuring their happiness and success.

In 2017 HillSide Christian College celebrates 40 years of delivering a Christian education. We have and will continue to enjoy a very positive relationship with our parents and the wider community. You can become actively involved in our learning community in a number of ways. Please liaise with staff regarding what you can offer, and we will gladly accommodate your skills and talents. It is our role to ensure that the foundations are laid for each student to give of their best, and to remain motivated to achieve excellence. The College looks to ensure that every student makes a smooth transition from Year 6 to Year 7. In this way, the foundations are laid for each student to give of their best and to remain motivated to achieve excellence.

Working closely with our parents will give us a clear understanding of the strengths and concerns students bring with them to Year 7. We will endeavour to work with our students accordingly. HillSide has a strong reputation in our community for high standards regarding academic outcomes, behaviour and uniform. There is a consistent approach to behaviour, which trains our students to recognise the difference between social space and learning space and to behave accordingly. Every teacher reinforces the behaviour expected in a learning space. In this way, we train each student for the self-discipline and academic rigour that is needed as his or her studies progress.

We pride ourselves in having staff that are highly qualified, experienced, caring and supportive. Our main goal in developing the Year 7 Programme is to build strong learning foundations in all our students. Students will know their learning style and the power of learning techniques. They will also be supported in developing organisational skills, social skills and on how to make choices that honour God.

The best foundation for successful schooling is close parental support. Please contact the College if you wish to discuss your child's transition into Secondary School.

YEAR 7 HANDBOOK

The transition from primary to secondary school is an exciting, yet challenging time for most young people. Students have to adapt to new environments, the making of new friends, different teaching methods and moving from class to class. They also have to adjust to being the 'new kids on the block' after being school leaders in their primary school. For some students, the move from Year 6 to Year 7 may be a fearful experience.

Students move from a familiar and secure environment to a new and unfamiliar one. A survey has indicated that the following concerns worry some Year 7 students:

- Fear of being bullied
- Fear of getting lost
- Fear of being picked on by older students
- Fear of doing poorly in high school or not keeping up with the schoolwork

We commence your child's high school experience in 2017 with a two-day orientation Programme. These two days of fun activities are designed to allow every student to work in teams with other students to get to know the College and to meet their teachers in a fun way. We also monitor our students and if extra support is needed we ensure your child receives it.

Parents Can Help Before High School Begins:

Academic proficiency is not the only skill needed when starting high school. If children are given practical and social life skills by parents in the years leading up to this time, students will have confidence when they arrive and will not have to master all these extra tasks during this major transition phase.

Practical

- Food preparation (making own breakfast/lunch etc.)
- Washing and ironing uniforms (including putting away the ironing board)
- Basic sewing (to repair buttons etc.)
- Tidying up (their room, other areas/items used)
- Gift-wrapping
- Writing and addressing a letter
- Wiping down areas (kitchen benches/cooking surfaces)
- Sweeping
- Familiarity and confidence in catching public transport and crossing roads

Social

- Appropriate manners (please, thank you, excuse me, pardon me)
- Handshake technique (firm handshake, look people in the eye)
- Awareness of surroundings (e.g. knowing when it is and is not appropriate to use slang, and the difference between this and formal language)
- Taking turns (e.g. Let other passengers off the bus before boarding)
- Be the first to say hello to people you pass:

As you approach them, Look them in the eye, Smile... Say good morning / good afternoon, and – really importantly - ensure you use their name. (Our names are significant, and using them is really important).

Academic

- Have a proper dedicated area to study. It does not have to be, but a desk is best in a quiet area. It is best kept as neat as possible and make sure that you can monitor what is being done.
- Ask your children what they did today at school everyday.
- Make children aware that they should become familiar with teachers' names, so you learn them as well.

Beginning High School

- Have a copy of the student timetable and encourage students to look it up the night before to prepare for the next day.
- Check your child's diary and sign it at least once a week.
- Provide the school with an email address that you frequently use as your child's teachers will communicate with you via email.
- Have some ideas of healthy lunch options. Fruit and sandwiches or equivalent will give them energy all day. Try to direct what they will buy for lunch if possible.
- Parents are encouraged to attend events at the school such as parents' nights, recitals and sporting carnivals. Students may say they are embarrassed but will often secretly be quite pleased - especially if you can remain subtly anonymous.

Reassure your child that it is normal to feel uncertain, anxious and excited.

Make sure travel arrangements to and from the College are organised.

Learn about the College rules, routines and timetables.

Ensure your child has the correct uniform, and all the necessary equipment required for school.

Year 7 Organisation

One of the major challenges that many Year 7 students face in their transition from primary school to high school is the organisation of their school work for the wide range of classes they attend each week. For some students the lack of organisation has led to poor results in the classroom and assessments. Some of the problems encountered are:

- Work for all learning areas placed randomly in their file or their bag; no separate sections for each subject. Consequently important assessment sheets or course outlines are lost.
- Students are not regularly cleaning out their files and removing old schoolwork.
- Lack of paper to use if they need to hand in a short classroom activity. Always have some spare paper available to avoid them tearing pages from their exercise books.
- Too many files. This adds extra weight to already heavy bags. Use electronic copies at home if possible.

What Parents Can Do To Help With Organisation

The transition from having everything in one classroom to moving between classrooms and different teachers is something that most Year 7 students enjoy. However, it also adds pressure to pack up quickly in one class and go into the next class prepared.

You can help your child to stay organised by:

- Checking their books and bag nightly or weekly. In this way any ‘stray’ handouts can be placed in the appropriate book and supplies of paper and stationery can be checked.
- Students’ books take a ‘battering’ throughout the term. They go in and out of their bags up to several times a week. A torn, untidy book is often the consequence. This is the reason we recommend only purchasing good quality books and covering the books is also a good option.
- Keep a good supply of paper, exercise books, display files and plastic sheets at home so students can ensure that their work is always neat and tidy. It is also a good idea to keep a supply of red and blue pens and lead pencils.
- Encourage your child to read widely and often.
- Generate a timetable for home and ensure that your child has a homework and study routine.

The Lower Secondary Programme takes into account the special needs of students in Years 7, 8 and 9. Year 7 students are fully integrated into the Lower Secondary Programme, with a tailored programme and strong support structures. The Lower Secondary Curriculum and Pastoral Care programme is geared to allow the students to flourish in Secondary School

The staff at HillSide Secondary section focus on:

- instruction that is student centred
- high academic standards
- collaborative learning
- the idea that learning should have a context and be relevant
- the fact that learning is about team work between the teacher, the parents/guardians and the students

YEAR 7 2017 CURRICULUM

In 2017, the learning programmes for all Year 7 students will be based on the entire Australian Curriculum.

Core Subjects (50% subject allocation)

Subjects with substantial time allocation in Year 7:

Australian Curriculum	: English
Australian Curriculum	: Mathematics
Australian Curriculum	: Science
Australian Curriculum	: Humanities and Social Science (HASS)

Other non-core compulsory subjects (50% subject allocation)

Australian Curriculum	: Health & Physical Education
Australian Curriculum	: Languages: Japanese
Australian Curriculum	: Technologies
Australian Curriculum	: The Arts
HillSide Curriculum	: Christian Education
HillSide Curriculum	: Club & Culture, Chapel and Discipleship

Cycle for non-compulsory subjects

- The Arts
Media (Sem. 1), Music (Sem. 2)
- Technology & Enterprise:
Digital Tech. (ICT), Food Tech. (Sem. 1), Design Tech. (Sem. 2)

- Languages: all year
Japanese
- Health and Physical Education: all year
- Christian Living: all year

Year 7 Subject Allocation 2017

The four core subjects English, Mathematics, HASS and Science will constitute 50% total instruction time. Other non-core subjects make up the remaining 50% portion of instruction time. Students will rotate through some non-core subjects, including Technologies and The Arts and will participate in one context area per subject area (e.g. Media and Music). Students do not select an “option” in 2017. Student cohorts rotate through the subjects. Japanese, Christian Living and PE/Health run all year.

Students will not have electives until Year 9.

Year 7 Timetable

Below is an example of the 2017 Year 7 timetable for Semester 1. In Semester 2 Design & Technology will replace Food Technology, and Music will replace Media. The subjects below are listed with a Room Number. This indicates the breadth of subjects and probable change of locations:

Year 7					
	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 8.40	Form 1				
Lesson 1 8.40 - 9.35	D/Tech (ICT) S15	Maths S11	HASS S4	English S14	Chapel
Lesson 2 9.35 - 10.30	Maths S11	Science S10	Media S15	Japanese P10	Discipleship S12
10.30 - 10.55			Recess		
Lesson 3 10.55 - 11.50	HASS S13	English S14	Science S10	Media S15	Christian Living S9
Lesson 4 11.50 - 12.45	Health S12	HASS S13	Christian Living S14	D/Tech (ICT) S15	Phys Ed S4
12.45 - 1.20	Lunch				
1.20 - 1.25	Form 2				
Lesson 5 1.25 - 2.20	English S14	Food Tech S2	Maths S11	Science S10	Media S15
Lesson 6 2.20 - 3.10	English S14	Food Tech S2	Maths S11	Science S10	Club & culture

Year 7 to Year 10 as a platform

All subjects from Year 7 through to Year 10 are designed to lay a foundation for Year 11 and Year 12 courses, with students gradually specialising in chosen subjects.

Year 9 and 10

- Students study all compulsory subjects.
- Students have a choice and elect to study the non-core subjects in greater or lesser capacity. That is, these are optional for the student, but core subjects must be studied. Physical and Health Education must also be studied.
- Students are encouraged to further pursue options that they can study in Years 11 and 12.

Year 11 and 12 ATAR courses

- Students studying ATAR subjects get direct entry into university by successfully completing a minimum of 4 ATAR subjects in both Year 11 and 12.
- Students must attain a minimum 14 “C” grades to achieve a WACE.
- Students may also qualify for university entrance with 4 ATAR and 2 GENERAL COURSES.

LIST OF ATAR COURSES CURRENTLY ON OFFER (based on the choices of current students)

English	Religion and Life
Mathematics Applications	Outdoor Education
Mathematics Methods	Applied IT
Physics	Media Production
Chemistry	
Human Biology	
Careers and Enterprise	

LIST OF GENERAL COURSES CURRENTLY ON OFFER (based on the choices of current students)

English	Religion and Life
Mathematics Essentials/Foundations	Outdoor Education
Human Biology	Applied IT
Health Studies	Media Production
Careers and Enterprise	Material Design Technology

Students studying VET may also complete Certificate II and III in Business and Hospitality/Tourism.

CHRISTIAN LIVING

The search for meaning

At HillSide, students will be taught about Jesus Christ and guided to find meaning in walking with Him. The curriculum builds on Biblical Literacy, prayer, worship and moral instruction. The College uses CEP resources for its content. Students will have four periods per week involving Chapel, Discipleship, and Christian Living studies.

Religious belief, teaching and practice

HillSide is a Christian school, but will objectively study other religions. The school is, however, not pluralistic and only presents a Christian worldview. Christian beliefs and practices will be the overarching theme of this course. Within each religion, as well as across religions, there is complexity and diversity. In general terms, a religion is a system of beliefs and practices that guides how people live. Each religion offers particular insights and understandings about life. These find expression in a variety of religious beliefs, teachings and practices. Followers of each religion also come together to express aspects of their religion through worship celebrations, rituals, and by observing special events and seasons. Religious leaders and/or structures play an important role in developing and supporting the expression of religious beliefs, teachings and practices.

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning Programmes should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example: narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

MATHEMATICS

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build on the developmental aspects of the learning of mathematics.

At this year level: Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.

Problem Solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.

Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

SCIENCE

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

HUMANITIES AND SOCIAL SCIENCE

The HASS content will be taught over a period of two years in year 7 and 8.

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC – c. 650 AD. It was a period defined by the development of cultural practices and organised societies. The study of the ancient practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

There are two units of study in the Year 7 curriculum for Geography: *Water in the world* and *Place and liveability*.

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. *Water in the world* develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using

studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

The economics and business content at this year level involves two strands: Economics and Business Knowledge and Understanding, and Economics and Business Skills.

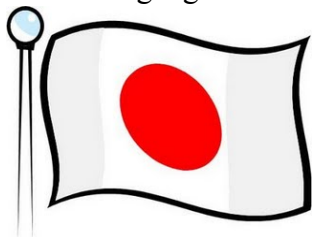
The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.

The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are Programming decisions.

LANGUAGES

Students study Japanese. The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.



HEALTH AND PHYSICAL EDUCATION

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Year 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

The focus areas to be addressed in Year 7 and 8 include, but are not limited to:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).

THE ARTS

In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

DANCE

In Years 7 and 8 learning in Dance involves students making and responding to dance independently, and with their classmates, teachers and communities. They explore dance as an art form through choreography, performance and appreciation.

Students build on their awareness of the body through body part articulation. They extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention. They extend the combinations of fundamental movement skills to explore dance styles. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection.

As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn about style and choreographic intent in Aboriginal and Torres Strait Islander dances, and how these dances communicate social contexts and relationships. Students learn about sustainability through The Arts and sustainability of practices in The Arts.

As they make and respond to dance, students explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance. They evaluate choreographers' intentions and expressive skills in dances they view and perform.

Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups.

DRAMA

In Years 7 and 8, learning in Drama involves students making and responding to drama independently, and with their classmates, teachers and communities. They explore drama as an art form.

Students build on their understanding of role, character and relationships. They use voice and movement to sustain character and situation. They use focus, tension, space and time to enhance drama. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. They shape drama for audiences using narrative and non-narrative dramatic forms and production elements.

As they experience drama, students draw on drama from a range of cultures, times and locations. They explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore drama forms, students learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists.

As they make and respond to drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension. They consider social, cultural and historical influences of drama. They evaluate the directors' intentions and expressive skills used by actors in drama they view and perform.

Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse performances.

MEDIA ARTS

In Years 7 and 8, learning in Media Arts involves students making and responding to media arts independently, and with their classmates, teachers and communities. They explore media arts as an art form.

Students build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks. They build on their understanding and use of time, space, sound, movement, lighting and technologies. They examine the ways in which audiences make meaning and how different audiences engage with and share media artworks.

As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. Students explore social and cultural values and beliefs of Aboriginal and Torres Strait Islander Peoples as represented in media artworks and consider how these may influence the media artworks they make. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles.

As they make and respond to media artworks, students explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view and genre conventions, and media conventions. They consider social, cultural and historical influences and representations in media arts. They evaluate how established behaviours or conventions influence media artworks they engage with and make.

Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They develop ethical practices and consider regulatory issues

when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.

MUSIC

In Years 7 and 8, learning in Music involves students making and responding to music independently, and with their classmates, teachers and communities. They explore music as an art form through listening, composing and performing.



Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture. They sing and play independent parts against contrasting parts. They recognise rhythmic, melodic and harmonic patterns and beat groupings. They understand their role within an ensemble and control tone and volume. They perform with expression and technical control. They identify a variety of audiences for which music is made.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore form in music, students learn that over time there has been further development of techniques used in traditional and contemporary styles of music.

As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They consider social, cultural and historical contexts of music. They evaluate the expressive techniques used in music they listen to and experience in performance.

Students maintain safety, correct posture and technique in using instruments and technologies. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.

VISUAL ARTS

In Years 7 and 8, learning in Visual Arts involves students making and responding to visual arts independently, and with their classmates, teachers and communities.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They extend their thinking, understanding and use of perceptual and conceptual skills. They continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks. They consider society and ethics, and economic, environmental and social factors. They exhibit their artworks individually or collaboratively, basing the selection on a concept or theme. Students document the evolution of selected art styles and associated theories and/or ideologies. They reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore different forms in visual arts, students learn that over time there has been further development of techniques used in traditional and contemporary styles. They identify social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments in visual arts.

As they make and respond to visual artworks, students design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes. They develop an informed opinion about artworks based on their research of current and past artists. Students examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues. They acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies.

TECHNOLOGIES

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

The Australian Curriculum: Technologies describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.

DIGITAL TECHNOLOGIES (ICT)

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or Programmable multimedia assets or simulations of relationships between objects in the real world.

In Year 7 and 8 students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

They further develop abstractions by identifying common elements while decomposing apparently different problems and systems to define requirements, and recognise that abstractions hide irrelevant details for particular purposes. When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation, such as using pivot tables, graphs and clearly defined mark-up or rules. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

They broaden their Programming experiences to include general-purpose Programming languages, and incorporate sub Programmes into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems. Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

DESIGN & TECHNOLOGY

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Year 8 students will have had the opportunity to create designed solutions at least once in the following four technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. Students should have opportunities to design and produce products, services and environments.

In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments.

With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when making designed solutions.

FOOD TECHNOLOGY

In this course students will focus on the design process and will have the opportunity to be creative and decorate in their practical work. The main focus will be on Food Technology (cooking). In this module the students are able to create many different dishes and learn about safety, hygiene, use of utensils and how to work co-operatively in a group situation. Students will use the design process to create their own products.

OUTDOOR EDUCATION

The focus for Outdoor Education is experiencing the outdoors. Students are introduced to outdoor activities where they can develop and improve their technical skills and apply appropriate practices to ensure safe participation in surfing and abseiling related activities. Students will have the opportunity to demonstrate these skills on a day trip and an overnight expedition. Practical activities will also be used as a medium for developing interpersonal and self-management skills. This will only be offered in 2017 during Club and Culture but will not be assessed or delivered as a general subject.

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