



Newtown High School of the Performing Arts

Year 7 Learning Booklet 2024



Table of contents



Introduction	3
NHSPA Assessment Task Absence and Lateness Policy	4
Dance	5
Drama	6
English	8
Geography	9
History	10
Mathematics	11
Music	13
PDHPE	14
Science	15
Technology Mandatory	16
Visual Arts	18

Introduction

Newtown High School of the Performing Arts' approach to teaching and learning is evidence-based. Using research from the Centre for Education Statistics and Evaluation (CESE) and the Department of Education's High Potential and Gifted Education Policy, we ensure our approach to learning is student-centred, challenging and engaging, and fosters a learning culture of high expectations.

Reflecting upon learning and goal setting are integral to developing engaged life-long learners. Stage 4 students create an e-Learning Portfolio with work samples, reflections on learning and goals for the future. The e-Learning Portfolio is used as the basis for deep discussions at the Student Led Learning Conference where students present their learning to parents/carers.

Regular assessment is critical to analysing the effectiveness of learning and supporting each individual student's development. We value varied, ongoing assessment which is meaningful to students, teachers and parents. Teachers provide explicit feedback to support each student at their point of need or challenge, allowing future learning to be relevant, responsive and generated by the interests and imaginations of our learners.

Students engage in learning across the curriculum to achieve broad learning outcomes as defined by NESA through the General Capabilities and Cross Curriculum Priorities which are consistent across all courses.

The Cross Curriculum Priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

The General capabilities are:

- Critical and Creative thinking
- Ethical Understanding
- Information and Communication Technology capability
- Intercultural Understanding
- Literacy and Numeracy
- Personal and Social Capability

The NESA syllabuses include other areas identified as important learning for all students: Civics and Citizenship, Difference and Diversity and Work and Enterprise.

Our approach to learning is about making skills, knowledge and understandings explicit, coherent and practical to enable students to connect, succeed and thrive.



NHSPA Years 7 – 9 Assessment Task Absence & Lateness Policy

Each faculty in the school has formal common assessment tasks, whose schedules are published in the school's official Assessment Booklets. The school is committed to enhancing and encouraging students' learning outcomes. This policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and encourage students to meet their assessment deadlines. Students who do not meet deadlines will be penalised in accordance with this policy. Note that students are still expected to complete all tasks so that outcomes can be attempted, assessed and reported on. All students are given at least TWO weeks notice prior to an assessment task being due.

Illness/misadventure

- In all cases of absence or late submission, students need to bring a note from their parent/carer outlining the reason for the absence/lateness. This will be taken into consideration by the teacher in consultation with the head teacher, to avoid loss of marks.
- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carer at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the teacher in consultation with the head teacher.

Technology

- Technology problems are generally not deemed a valid excuse for late submission of an assessment task. Further, tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

Extra-Curricular, Co-Curricular Events and Excursions

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in performance, technical rehearsal, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the Head Teacher.

ASSESSMENT TASK ABSENCE & LATENESS PROCEDURES

In Class Tasks (Written & Practical) Students absent on the date of an in class task will complete the task in the next lesson or another time (as close as possible to the original due date) as arranged by the class teacher.	Oral Presentations Students who are not prepared for an oral presentation on the due date will lose 20% of the total mark each school day until a copy of the speech is handed to their teacher. Students without a hard copy on the due date have the opportunity to give a speech without using notes on that day to avoid loss of marks.
Hand In Tasks A faculty will deduct 20% of the total assessment task mark each school day if a task is late. After five school days, if the task is still not submitted the student will receive a mark of zero for the task.	Performances Students absent on the date of a performance will be assessed in the next lesson or another time as arranged by the class teacher. In the case of student absence for group performances the task will be rescheduled by the class teacher.



Dance

Students in Year 7 at Newtown High School of the Performing Arts, who study dance, follow the New South Wales Educational Standards Authority (NESA) Dance syllabus. The syllabus comprises three major practices: Performance, Composition and Appreciation. Your child's progress in Dance will be assessed throughout the year using but not limited to *classwork, performance, composition, journals and groupwork*. Through the study of Dance, students will develop skills in the four key capabilities - creativity, collaboration, communication and critical reflection.

Term	Topics	Task Details
1	<p>Safe Dance Practice, Technique & Performance</p> <p>Dance performance with a focus on safe dance practice and performance quality. Through the study of Dance performance students will develop their communication skills and creativity. Students will then use critical reflection on their dance practice in their Dance journal.</p>	<p>Classwork and Journal reflections - ongoing course work</p> <ul style="list-style-type: none"> Students will perform their classwork exercises. Students will be assessed on their application of Dance Technique. Students will submit a Dance Journal on safe dance practice in relation to their classwork.
2	<p>Safe Dance Practice, Technique & Performance</p> <p>Students will continue to work on safe dance practice related to dance performance. There will be an increased focus on written work and critical reflection through the study of dance appreciation.</p>	<p>Performance and Analysis</p> <ul style="list-style-type: none"> Students will perform their class dance. Students will be assessed on their application of Technique and Performance Quality. Students will submit a written analysis on safe dance practice in relation to their class dance - focusing specifically on alignment.
3	<p>Composition and Appreciation</p> <p>Students will continue to work on dance performance and dance appreciation. Students will be introduced to dance composition fostering critical and creative thinking. Students will explore aspects of the elements of dance in response to 'weather' in their composition work. Through the study of Composition students will develop skills in teamwork and collaboration.</p>	<p>Composition Task</p> <ul style="list-style-type: none"> Students will compose and perform a short movement sequence in response to a given stimulus. Students are assessed on their manipulation of the elements of dance to communicate a concept/intent. Students will submit a written analysis of their compositional process - focusing specifically on their reflection of how they have applied elements of dance and transitions to their movement.
4	<p>Dance performance, in increasing complexity, with a focus on safe dance practice and performance quality. Through the study of Dance performance students will continue to develop their communication skills and creativity.</p>	<p>Formative Classwork - ongoing course work</p> <ul style="list-style-type: none"> Self-assessment, peer assessment and formative assessment through technique classes and journal reflections.



Drama

The Drama syllabus comprises three major practices: *Making*, *Performing* and *Appreciating*. Students will engage in a practical, experiential mode of learning in order to develop their understanding of the Elements of Drama and then apply this knowledge to a variety of contexts. Students will develop their improvisation and performance skills, explore their physicality and characterisation skills, their ability to collaborate to create original performance work and their interpretive skills when translating a piece of scripted drama from the page to the stage.

Students will actively engage in effective collaborative activities, enhance their creativity by applying it to a variety of practical tasks, and understand the value of Drama as a tool to communicate complex ideas to an audience. They will also expand their ability to critically reflect on their learning through oral and written tasks. Student progress in Drama will be assessed throughout the year using, but not limited to performance experiences, written log book, extended reflections, and a range of individual, peer and teacher assessment and feedback practices.

Term	Learning (Topics)	Task Details
1	<p>Newtown: Here I Am Students will be involved in a variety of collaborative and creative tasks this term as they are introduced to and explore the Elements of Drama. This unit is a cross-curricular unit with the HSIE faculty, where students engage with the real historical and cultural make up of Newtown, utilising this research in performance to educate and celebrate. Students work collaboratively to develop a short performance piece where they learn how to recognise and apply the Elements of Drama to the practical work they embark on in the classroom workshop activities.</p>	<p>Devised Performance and Written Reflection Students will devise a short 1 min Advertisement on Newtown in small groups. Individually Students will complete a 300 word written reflection on how they have used the Elements of Drama in performance.</p>
2	<p>Heroes & Villains This unit is aimed at further extending on students' character work and physicality in the form of Melodrama. With a focus on developing stock characters, designing unique heroes and villains in order to tell an original story, students have the opportunity to engage collaboratively to bring big characters and stories to life on stage. They devise, rehearse and polish a group piece aimed at entertaining an audience of their peers.</p> <p>Unlocking the Stage In Unlocking the Stage, students explore new and varied ways of experimenting with performance spaces and character. They are introduced to scripted texts, and through workshop activities, are taught about how to make use of performance spaces for effect. Throughout the unit they will have opportunities to play a number of different characters, working individually and in small groups to realise ways of bringing interesting moments to the stage.</p>	<p>Devised Performance Students will devise a short performance incorporating the stock characters and conventions of melodrama.</p>



<p>3</p>	<p>The Magic of Theatre This unit introduces students to the Elements of Production. Students will read the play, Emil and the Detectives and be introduced to the design elements of theatre. Students will engage in practical activities to develop design ideas in costume, set, sound and props. Students will then incorporate these skills into a scene, where they will work collaboratively to bring their scene to life.</p>	<p>Scripted Theatre Production Task In groups, students will present a piece of scripted theatre incorporating the Elements of Production in Performance. Individually students will design a costume for a character in the play, and write a 200 word rationale justifying their choices.</p>
<p>4</p>	<p>Playbuilding: Purposeful People Students engage in collaborative activities as they explore the process of playbuilding. Using influential people as a stimulus, students will learn to devise and create a non-linear narrative for performance.</p> <p>Intro to Impro - No Blocking Allowed In their final unit of Year 7, Drama students engage with the basic rules and conventions of Improvisation, exploring new ways of working in groups to quickly and dynamically bring stories to life. They learn about the power of improvisation as a building tool, aiding them in their creation of character, situation, symbol and more.</p>	<p>Devised Theatre Task In small groups, students are to devise a 3 minute non-linear narrative based on influential people.</p>

English

In Year 7 English, students develop their skills in responding to and composing texts in a variety of forms in order to make and express meaning effectively. Students exercise their curiosity through experimenting with form and language in different modes and technologies for specific audiences and purposes. They also work collaboratively to build new ideas in extended projects and develop their communication and teamwork skills. Your child's progress in English will be assessed throughout the year using, but not limited to, analytical and creative writing, visual representation and group presentation tasks.

Term	Learning (Topics)	Task Details
1	<p>How Stories Shape Us Students learn about the importance of narratives as a component of human expression and the forms and conventions of narrative short fiction writing, including setting, plot, character, purpose and audience. Students also learn about the role that poetry and poetic language plays in society, alongside the forms and conventions of these text types. Students develop an understanding of the way in which texts communicate themes and messages and use specific language techniques to achieve this in their own creative compositions.</p>	<p>Students compose and hand in a creative short story focusing on a theme of their choice.</p>
2	<p>The Power of Pictures Students learn about the ways in which visual texts, including picture books and films, communicate meaning in conjunction with written, spoken and auditory techniques. They develop an understanding of the way in which these texts can make statements about the world and communicate a wide variety of human experiences, including those of Aboriginal Australians, through the complex use of multimodal techniques. Students demonstrate their understanding of the function of visual techniques in conjunction with other language modes through their own creative compositions.</p>	<p>Students construct and hand in a visual narrative based text on a topic of their choosing.</p>
3	<p>Novel Study Students learn about the enjoyment of reading extended print texts and develop a capacity to explain language features and conventions of novels. They learn about the characteristics of genres through undertaking close reading, and the way in which composers target their works for particular audiences and contexts. Through constructing an advertising campaign for a novel, students also learn about the ways in which to best present information in order to influence and persuade an audience. Students develop their reflective capacity in this module through analysing their creative choices in their advertising campaign.</p>	<p>Students work in a group to create an advertising campaign presentation for a novel of their choice and an individual reflective essay.</p>
4	<p>Making the Ancient and Medieval Modern Students explore a range of ancient and medieval narratives to develop an understanding of the role of storytelling in these societies and how this has changed over time. They also learn about the social and cultural contexts of these periods, and investigate the legacies of texts from the past. Students develop skills in appropriation through adopting an ancient or medieval narrative and retelling it using contemporary storytelling methods.</p>	<p>Students deliver a group retelling of a medieval narrative in a modern context in a medium of their choice.</p>



Geography

Students study Geography in Semester 2 [Terms 3 & 4]. In Year 7 Geography, students learn to think and act like geographers via two topics: *Landscapes and Landforms*, and *Place and Liveability*. Students work collaboratively to research and present information about landscapes and landforms in creative ways, using dispositions of 'think why and how', 'teamwork and influence' and 'make and express meaning'. They develop their numeracy and literacy in the context of geographical skills, learning to use and interpret maps, graphs, data and information. They apply critical reflection and imagination to a range of issues, including devising and using criteria to judge liveability, measuring and comparing liveability in different places around the world, considering different perspectives on what a liveable place might be like, and devising proposals for improving the liveability of places. They also participate in the cross curricular Sydney Park Project to explore the history of the park, the resources it contains, water filtration, liveability, and develop many of the skills across subjects in the process. Your child's progress in relation to knowledge, understanding, communication and skills in Geography will be assessed through ongoing course work as well as learning tasks.

Term	Learning (Topics)	Task Details
3	<p>Landscapes and Landforms Students explore landscapes and landforms using examples from Australia and around the world, developing their geography skills in this context. They learn about and explain processes that create landscapes and shape individual landforms and describe the values that different groups place on landscapes and landforms. They work collaboratively and creatively to demonstrate aspects of particular landscapes and landforms. Students also partake in ongoing self-assessment, peer-assessment and self-reflection to think critically and creatively about how they learn, to become independent, self-regulated learners.</p>	<p>LANDSCAPES AND LANDFORMS Test</p> <p>ONGOING Course work</p>
4	<p>Place and Liveability Students learn about liveability in Australia and around the world; they investigate the NHSPA liveability website to discover aspects of liveability and develop their geography skills, including literacy and numeracy. They work with liveability data, develop their own criteria for assessing liveability of places, and investigate factors that influence people's perceptions of liveability. Students use their knowledge, research and mapping skills to think critically and creatively to design a 'liveable town' map; and they propose strategies to enhance liveability in places in Australia, including communities affected by natural hazards. Students continue to use self and peer assessment and reflection.</p>	<p>PLACE AND LIVEABILITY Project</p> <p>ONGOING Course work</p>



History

Students study History in Semester 1 [terms 1 & 2]. In History, students develop the skills and understanding needed to think and act like historians as they investigate the ancient past and communicate in engaging ways. They use these skills in their own History Mystery investigation and picture book. Through these investigations, students interpret sources and explore possibilities and perspectives about ancient societies; think about how and why things happened in the past, make and express meaning in a variety of forms and use teamwork skills to share ideas. Through the study of time and chronology, students will further develop their numeracy skills. Literacy will also be developed as students learn the spelling and definition of key terms, practice comprehension of a range of texts, and learn effective paragraph writing skills. Students will use their critical reflection, classroom resources, ICT and the world around them to learn and communicate about History. Your child's progress in relation to knowledge, understanding, communication and skills in History will be assessed through ongoing course work as well as learning tasks.

Term	Learning (Topics)	Task Details
1	<p>Investigating the Ancient Past Students learn about the importance of understanding and conserving ancient sources, the contact ancient societies had with each other and the features of different ancient societies. Students will use their critical and creative thinking to examine ancient agriculture, the 'Out of Africa' theory, and different perspectives and interpretations of past events. Students will examine evidence of Australia's ancient past including artwork, oral traditions, artefacts and agricultural sites. Students will use their curiosity and apply History skills to conduct their own investigation into a 'History Mystery' from the ancient past.</p>	<p>History Mystery Project</p> <p>Ongoing Course Work</p>
2	<p>Ancient Egypt Through their investigation of Ancient Egypt, students will develop an understanding of timelines, different calendar systems, and archaeological techniques and issues. They will learn about Ancient Egyptian geography and significant historical events. They will also learn about the beliefs and values, roles and experiences of different groups and individuals in society. Students will use their critical reflection to develop their own analysis and evaluation of historical sources.</p> <p>Ancient China Students will use their curiosity to pose questions and find information about China's geography and the way it affected its ancient societies. After learning about the roles of emperors, priests, merchants, craftspeople, scholars and peasants, students will demonstrate their understanding by making and expressing meaning in a variety of forms. Working collaboratively and individually, students will assess the role of significant individuals, such as Confucius or Qin Shi Huang Di, on shaping Chinese cultural and political life over the past 3000 years.</p>	<p>Ancient Egypt Test</p> <p>Ongoing Course Work</p>



Mathematics

In Year 7, students develop understanding and fluency in Mathematics through inquiry, exploring and connecting mathematical concepts, using creativity to develop problem-solving skills and mathematical techniques, communication, and reasoning. Students develop a range of mental strategies to enhance their computational skills to operate competently with integers, fractions, decimals and percentages, and apply these in a range of practical contexts. They extend and generalise number patterns, developing a greater understanding of the use of pronumerals and the language of algebra. Students calculate the perimeters and areas of a variety of polygons, circles, sectors and simple composite figures, and solve related problems. They further their knowledge of the properties of two-dimensional geometrical figures, angles, parallel lines, perpendicular lines and congruent figures and apply logical reasoning to solve numerical exercises involving unknown lengths and angles in figures. Your child's progress in Mathematics will be assessed throughout the year using but not limited to cooperative group work, quizzes, multiple choice and short answer responses as well as Mathspace activities.

Term Learning (Topics)		Task Details
1	<p>Computation and Integers Students apply understanding of place value and the role of zero to represent the properties of numbers. They compare, order and calculate with integers to solve problems</p>	<p>Week 6: Research Task on Integers</p> <p>Ongoing online tasks, quizzes and progress checks</p>
	<p>Fractions Students consolidate their knowledge on fractions and practice on representing and operating with fractions to solve problems. Students consolidate knowledge on comparing and ordering fractions with denominators of 2, 3, 4, 5, 6, 8 and 10.</p>	
2	<p>Measurement Students apply knowledge of the perimeter of plane shapes and the circumference of circles to solve problems</p>	<p>Week 3: Class Assessment task on topics taught in term 1 and Fractions.</p> <p>Ongoing online tasks, quizzes and progress checks</p>
	<p>Algebraic Techniques Students discover techniques used when operating with Algebra. They generalise number properties to operate with algebraic expressions including expansion and factorisation.</p>	
3	<p>Decimals and Percentages Students determine percentages of quantities, and find equivalent fractions and decimals for benchmark percentage values. Students represent and operate with decimals and percentages to solve problems.</p>	<p>Week 4: Assessment task 3 on topics covered in terms 2 and 3 including Decimals and Percentages.</p> <p>Ongoing online tasks, quizzes and progress checks</p>
	<p>Angles Relationships Students measure and construct angles, and identify the relationships between angles on a straight line and angles at a point. Students apply angle relationships to solve problems, including those related to transversals on sets of parallel lines.</p>	



4	Indices Students operate with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws Statistics Students classify and display data using a variety of graphical representations	Week 2: Assessment task 4 on all topics covered up to date. Ongoing online tasks and quizzes and progress checks on both learning topics of Indices and Statistics.
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Music

Students in Year 7 at Newtown High School of the Performing Arts, who study music, follow the New South Wales Educational Standards Authority (NESA) Music syllabus. The syllabus comprises three major practices: Performance, Composition and Listening as a means of extending aural awareness. Your child's progress in Music will be assessed throughout the year using, but not limited to, *classwork, performance, composition, journals and groupwork*. Students will continue to develop music literacy throughout the course. Through the study of Music, students will develop skills in the four key capabilities - creativity, collaboration, communication and critical reflection.

Term Learning (Topics)	Task Details
<p>1 Introduction to the Concepts of Music Students build performance and collaborative skills through ensemble tasks. Students demonstrate their learning through on-going workshop and performance opportunities, developing critical reflection through self-reflection and on-going feedback. Skills in using the music concepts are developed through graphic score, analysis and creation, rhythm skills and exploration of sound sources. Students will reflect on their learning through verbal, written and peer group discussion, with consideration to their communication, collaboration, creativity and critical thinking skills.</p>	<ul style="list-style-type: none"> • Ensemble Performance of Graphic Score, interpreting the concepts of music in notation. • Ensemble Composition and Performance, emphasising rhythm skills using traditional and non-traditional sources.
<p>2 Music of a Culture Students explore the concepts of music through explorations of music of various cultures, including the music of First Nations people of Australia. Exploring the musical distinctiveness of First Nations styles, including traditional and modern perspectives. Activities in performance, composition and listening will lead students to a greater understanding of the construction of music from varied cultures. Students will reflect on their learning through verbal, written and peer group discussion, with consideration to their communication, collaboration, creativity and critical thinking skills.</p>	<ul style="list-style-type: none"> • Complete music knowledge and literacy test, involving knowledge of concepts of music.
<p>3 Soul Music & Music and the Media Students examine the historical and social context of Soul Music through the performance and analysis of representative pieces. Students examine the development and use of advertising music in the media (TV and radio) through composition and performance. Students will create listening responses using the concepts of Music and analysis of pieces. Students explore and extend skills in performance, listening and creative tasks, critically reflecting on individual and collaborative tasks through self-assessment, workshops and quizzes.</p>	<ul style="list-style-type: none"> • Ensemble Arrangement and Performance of representative Soul Music piece. • Small group composition and performance of a jingle with a poster/storyboard and notational component.
<p>4 Music for Dance Students explore the alignment of music and dance/movement, and the relationships between the concepts of music and the responses of the human body to movement timing, shape and form. A wide range of dance music styles in musical structures will be examined using performance, written responses and discussion. Throughout these tasks, students partake in ongoing self-assessment, peer assessment and self-reflection to think critically and creatively about how they learn, to become independent, self-regulated learners.</p>	<ul style="list-style-type: none"> • Complete music knowledge and literacy test, involving knowledge of concepts of music.



Personal Development, Health, and Physical Education (PDHPE)

During Semester 1, Year 7 students investigate a range of scenarios to enhance and develop resilience and learn to interact respectfully with others. Through their involvement in a range of team building games and activities, students develop their collaboration, communication and leadership skills in a range of challenging environments. These activities will encourage students to develop their physical, cognitive, social, and emotional skills. The development of their fundamental movement skills are a focus and will continue to be challenged.

During Semester 2, Year 7 students will develop their knowledge and skills to enhance their interactions with others. They will be encouraged through theory and practical activities to develop their interpersonal relationships in ways that promote positive health and movement outcomes for themselves and others. Students will continually develop their interpersonal, intrapersonal and cognitive skills across both theory and practical lessons to help them become empowered, self-confident and socially responsible citizens.

Your child's progress in Personal Development, Health, and Physical Education (PDHPE) will be assessed throughout the year using but not limited to google classroom theory booklets, practical participation, lesson reflections, written responses, peer discussions, self assessment on fundamental movement skills, song analysis and role plays.

Term	Learning (Topics)	Task Details
1	<p>Big, Brave and Beautiful Students will explore how a range of environmental factors can influence their self esteem, confidence and self image. Students examine and evaluate strategies to manage current and future challenges that young people may face. Students are given the opportunity to demonstrate the role help-seeking strategies and behaviours play in supporting themselves and others. Google classroom theory booklets include activities such as think - pair - share, ALARM short answer responses, brainstorming, peer discussion.</p>	<p>Term 1 - Weeks 7-11 ongoing (Theory lessons)</p> <ul style="list-style-type: none"> Class discussions, individual responses both written and online, use of google classroom, lesson reflections, group work, short answer responses
3	<p>Thinking in Action (Practical Unit) Students participate in a range of physical activities and movement skills where they are required to develop a range of tactics and strategies. Students are encouraged to problem solve and build new ideas whilst working as a team to develop several solutions. Students will be participating in a range of activities where their fundamental movement skills can be adapted and transferred to enhance and perform movement sequences.</p>	<p>Term 3 - Weeks 1-5 ongoing (Practical lessons)</p> <ul style="list-style-type: none"> Practical participation across all five lessons Development of teamwork, leadership, fundamental movement skills Students will be asked to develop a range of tactics and strategies across a range of games, individual whiteboards to draw tactics and strategies



Science

In Year 7, students develop fundamental scientific skills. They explore specialist equipment and measurement techniques as well as the way scientific experiments are conducted in a valid and reliable manner. Students gain knowledge in a variety of areas of science including the particle theory of matter, separation techniques, energy conservation and transformation, geological change and the solar system. Each topic will be explored through the context of real-life applications. Your child's progress in Science will be assessed throughout the year using but not limited to:

- Continual assessment of classwork and bookwork during the year
- Practical work and projects
- Online work, including lessons and quizzes on Stile
- One major task per term, as outlined below

Term	Learning (Topics)	Task Details
1	<p>Topics: Nature & Practice of Science; Solutions & Mixtures</p> <p>By the end of the semester students should be able to:</p> <ul style="list-style-type: none"> • plan and perform experiments safely, accurately and reliably • analyse data to identify trends, draw conclusions and communicate findings • communicate experimental findings using appropriate text types and forms • use the particle theory to explain properties of the different states of matter 	<p>Major Task: Being a Scientist Practical Skills and Critical Thinking <i>Focus: Communication</i></p> <p>Students demonstrate skills in measurement, data analysis, problem-solving and communication</p>
2	<p>Topics: Solutions & Mixtures (cont); Sydney Park Project</p> <p>By the end of the semester students should be able to:</p> <ul style="list-style-type: none"> • describe the properties used to separate different types of mixtures • explain the water cycle and its influence on water management practices • collaboratively develop solutions to identified problems • select and assemble appropriate equipment to follow a planned procedure • apply strategies, understanding and skills to produce solutions to problems 	<p>Major Task: Keeping It Clean Separating Mixtures <i>Focus: Collaboration</i></p> <p>Students work in groups to design and conduct an experiment to separate a given mixture</p>
3	<p>Topics: Energy</p> <p>By the end of the semester students should be able to:</p> <ul style="list-style-type: none"> • describe the effect of energy transformations in common everyday situations • describe the transfer of heat energy by conduction, convection and radiation • identify sources of renewable and non-renewable energy and ways to manage them. • apply understanding and skills to produce creative solutions to problems 	<p>Major Task: Energy Transfers and Transformation Designing a Toy <i>Focus: Creativity</i></p> <p>Students demonstrate understanding of energy transfers by designing and constructing a toy.</p>

Newtown High School of the Performing Arts

4	<p>Topics: Geological Change; Observing the Universe</p> <p>By the end of the semester students should be able to:</p> <ul style="list-style-type: none"> describe the processes associated with the movement of tectonic plates compare models of the solar system and explain that predictable and observable phenomena on the Earth is caused by the relative positions of the Sun, the Earth and the Moon present science ideas and information using appropriate scientific language 	<p>Major Task: Written Test Mixtures and Energy <i>Focus: Knowing & understanding</i></p> <p>Students complete a written test on mixtures and energy to demonstrate their knowledge and understanding of the topics.</p>
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Technology Mandatory

Knowledge and understanding of Technology Mandatory content is developed through project and problem-based learning. Through the production of innovative solutions to contextually relevant problems. Students are provided with opportunities to use a variety of thinking strategies, to embrace new concepts and learn through trialling, testing and refining ideas. The practical nature of Technology Mandatory engages students in design and production activities as they develop safe practices and refine skills working with varied materials and production. Students in Year 7 undertake these authentic learning experiences through a series of **technology rotations** with a specific focus on food and agriculture, digital technology and materials

Term	Learning (Topics)	Task Details
1	<p>Agriculture – Sustainable Food Unit</p> <p>This program focuses on the investigation of managed environments, food waste, food security and sustainability such as farms and plantations. Students learn about food production processes and investigate food wastes at all levels of production and consumption. Students develop knowledge and understanding of how they can respond to issues around food waste and food sustainability and contribute to social change through designing and producing solutions.</p>	<ul style="list-style-type: none"> Project – design and preparation of recipes that utilise foods that are identified as major food waste. Students will deliver an expo in groups to promote their recipes and educate others about food waste Research Task – sustainable food practices and food availability Theory Booklet – ongoing in-class folio completion Practical – students engage in a range of hands-on practical tasks to enhance their skills in food preparation <p>All tasks are undertaken in-class throughout the term with final submission at the end of the term</p>

Newtown High School of the Performing Arts

2	<p>Engineering – ‘Boom Box’ The Engineered Systems context focuses on the exploration of concepts such as amplification, force, motion and energy through the application of specialist skills and use of materials, tools and machinery to produce systems, machines and structures. Students are provided with opportunities to identify engineered systems in our daily lives, to construct and test designs that apply engineering principles. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions.</p>	<ul style="list-style-type: none"> • Project – students will develop skills in the workshop whilst constructing a ‘Boom Box’ which can be used to amplify sound • Theory Booklet – ongoing in-class folio completion with final hand-in at the end of the term • Practical – students engage in a range of hands-on practical tasks to enhance their wood work skills. <p>All tasks are undertaken in-class throughout the term with final submission at the end of the term</p>
3	<p>Digital Technologies – Robotics and App Design The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and deconstruct real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.</p>	<ul style="list-style-type: none"> • Robotics Challenge – students undertake a series of challenges culminating in their own programming of the Edison unit to perform a useful task. • Project – students design an app-based game that can be used when travelling • Theory Booklet – ongoing in-class folio completion with final hand-in at the end of the term <p>All tasks are undertaken in-class throughout the term with final submission at the end of the term</p>
4	<p>Textiles Technology - Cross Stitch Design The Textile Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.</p>	<ul style="list-style-type: none"> • Project – students will develop skills in the workshop whilst constructing a ‘Cross stitch’ • Theory Booklet – ongoing in-class folio completion with final hand-in at the end of the term • Practical – students engage in a range of hands-on practical tasks to enhance their knowledge and understanding of nutritious food <p>All tasks are undertaken in-class throughout the term with final submission at the end of the term</p>



Visual Arts

In Visual Arts students will make and express meaning as they explore various themes and points of view and begin to develop their own artmaking practice. They will examine the world around them as a source of ideas, extending their understanding of real-world issues and concepts including sustainability, spirituality, and diversity across cultures, belief systems, times and places.

Your child's progress in Visual Arts will be assessed on both practical and written components, using the work produced within each topic as well as in their Visual Arts Process Diary, which records their research, experiments and processes. Students will engage with the forms of drawing, photographic darkroom practices, painting, collage, sculpture/ceramics and printmaking.

Term	Learning (Topics)	Task Details
1	<p>Sustainability and The Environment Students will explore how to communicate ideas about sustainability and the environment. They will use various points of view to examine artworks with these themes, translating their understanding into their own artmaking in the creation of a series of original drawn and painted artworks. Students will learn the skills of drawing and painting whilst concurrently understanding the elements and principles of art.</p>	<p>Ongoing course work/ Body of Work (BOW) A Body of Work & documentation and reflection in e-learning portfolio Ongoing Literacy focus/ Theory Task An art historical/critical response using the Frames</p>
2	<p>Art and Belief Students will investigate the notion of <i>Art and Belief</i> and connected ideas of culture, religion, spirituality, and iconography to inform their intercultural understanding. They will begin with an exploration and celebration of Aboriginal and Torres Strait Islander histories and cultures when learning about NAIDOC week and its significance in Australia's history, before undertaking a study of the Hermannsburg School potters. Students will investigate visual motifs from a range of cultures across the world and across time, and will create their own personal symbols to express meaning within a hand-built ceramic artwork.</p>	<p>Ongoing course work/ Body of Work (BOW) A Body of Work & documentation of process in VAPD Ongoing Literacy focus/ Theory Task Ongoing formative feedback, no formal assessment.</p>
3	<p>Difference and Diversity Students will explore and celebrate difference and diversity through portraiture and a study of the 'changing face' of the Archibald Portrait Prize. They will use their understanding of facial proportion and tonal techniques to create a convincing sense of form in drawing, before extending this to the development of a resolved lino print. Students will investigate and analyse the work of a range of portrait artists utilising the Conceptual Framework to reflect upon the audience as a diverse group of people whose role it is to interpret these artworks. Through this study, they will understand the significance of representing diversity as an authentic reflection of our society, and the collective exhibition of their finished portrait prints will reiterate this understanding.</p>	<p>Ongoing course work/ Body of Work (BOW) A Body of Work Ongoing Literacy focus/ Theory Task Art Historical and Critical documentation and reflection in e-learning portfolio</p>

